



# Sunbeam School

Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

## BOOK LIST for Class – V (2026–27)

**Parents are free to buy books from any shop of their choice in the city.**

*Please ensure that you buy the New Editions only.*

| SUBJECTS       | NAME OF THE BOOKS                                                                                                                                                                                                                                                                                                                                                                                                                            | PUBLISHERS                                                                                                                             |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>English</b> | <b>Textbook</b><br>Santoor – Textbook of English for Grade 5<br>(Online soft copy of the NCERT book will be accessed by the students and teachers.)                                                                                                                                                                                                                                                                                          | NCERT                                                                                                                                  |
|                | <b>Supplementary Books</b><br>a. 21 <sup>st</sup> Century English for Grade-5 (Literature Reader)<br>b. 21 <sup>st</sup> Century English for Grade-5 (Coursebook 2 <sup>nd</sup> Edition)<br>c. New Grammar with a Smile – 5 (Fifth Edition aligned with NCF 2023)<br>d. Collins Cobuild Learner's Illustrated Dictionary<br>e-1. Read Think Write Grade 5<br>e-2. My Reading Log (AYD, MZP, RBGJ)<br>f. Learner's Comate (Term-I & Term-II) | Burlington English<br>Burlington English<br><br>Headword<br>Collins<br>LHBH Learning LLP<br>Eternal Publication<br>Marina Publications |
| <b>Hindi</b>   | <b>Textbook</b><br>Veena – Textbook of English for Grade 5<br>(Online soft copy of the NCERT book will be accessed by the students and teachers.)                                                                                                                                                                                                                                                                                            | NCERT                                                                                                                                  |
|                | <b>Supplementary Books</b><br>a. Medha – 5 (Purnatah Sanshodhit Sanskaran)<br>(Semester 1 & 2)<br>b. Anubhasha Hindi Vyakaran – 5 (Semester 1 & 2)<br>c. Learner's Comate (Term-I and Term-II)                                                                                                                                                                                                                                               | Kriti Prakashan<br>Cordova<br>Marina Pub                                                                                               |
| <b>Maths</b>   | <b>Textbook</b><br>Maths Mela – Textbook of Mathematics for Grade 5<br>(Online soft copy of the NCERT book will be accessed by the students and teachers.)                                                                                                                                                                                                                                                                                   | NCERT                                                                                                                                  |
|                | <b>Supplementary Books</b><br>a. New Enjoying Mathematics – 5 (Preparatory Stage As Per NCF 2023) Part-1 and Part-2                                                                                                                                                                                                                                                                                                                          | Oxford                                                                                                                                 |
|                | b. Learner's Comate (Term-I & Term-II)                                                                                                                                                                                                                                                                                                                                                                                                       | Marina Publications                                                                                                                    |
|                | <b>Ref. Book</b> – New Maths Ahead – 5                                                                                                                                                                                                                                                                                                                                                                                                       | Orient BlackSwan                                                                                                                       |

(Class-V / 1)

|                                                                    |                                                                                                                                                      |                                                        |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Science</b>                                                     | <b>Textbook</b><br>a. Our Wondrous World Textbook for Class 5<br>(Online soft copy of the NCERT book will be accessed by the students and teachers.) | <i>NCERT</i>                                           |
|                                                                    | <b>Supplementary Books</b><br>a. NEPtune Science Class 5 # NEP # NCF (Semester 1 & 2)<br>b. Learner's Comate                                         | <i>Orient BlackSwan<br/>Marina Publications</i>        |
| <b>Social Studies</b>                                              | a. Getting Ahead in Social Studies – 5 # NEP # NCF<br>(Semester 1 & 2)                                                                               | <i>Orient BlackSwan</i>                                |
|                                                                    | b. Learner's Comate                                                                                                                                  | <i>Marina Publications</i>                             |
| <b>G.K.</b>                                                        | Updated Knowledge Lighthouse – 5<br>A Skill-Based Course on General Knowledge                                                                        | <i>Collins</i>                                         |
|                                                                    | My Confidence Diary for Juniors (Classes III-V)<br>(Revised Edition)                                                                                 | <i>Marina<br/>Publications</i>                         |
| <b>Computer Science</b>                                            | Code Buddies - 5<br>Empowering NexGen with AI Robotics and Coding                                                                                    | <i>KIPS Learning<br/>Pvt. Ltd.</i>                     |
| <b>Sanskrit</b><br>(only for students who have opted for Sanskrit) | Suprabhatam – Sanskrit Pathmala – 5 (App 24x7) only for students who have opted for Sanskrit)                                                        | <i>Cordova Pub. Pvt. Ltd.</i>                          |
| <b>French</b><br>(only for students who have opted for French)     | a. Flambeau - Méthode de français 1 (NEP 2020)<br><b>(CORE SCHOOLS)</b>                                                                              | <i>Unisec Pub.</i>                                     |
|                                                                    | b. Larousse (Dictionary in French)<br><b>(CORE SCHOOLS)</b>                                                                                          | <i>Goyal Publishers<br/>&amp; Distributers P. Ltd.</i> |
| <b>Life Skills</b>                                                 | My Cinema Book – 5                                                                                                                                   | <i>Edumedia India<br/>Pvt. Ltd.</i>                    |
| <b>Drawing &amp; Craft</b>                                         | My Colourful World Book -5<br>An integrated multi-skill art & craft course                                                                           | <i>V-Connect<br/>Education</i>                         |
| <b>Reading for Pleasure</b>                                        | a. The Boys Who Fought (Half Yearly)                                                                                                                 | <i>Puffin Books</i>                                    |
|                                                                    | b. The Girl who Chose (Annuals)                                                                                                                      | <i>Puffin Books</i>                                    |
| <b>Song Book</b>                                                   | Swaranjali – Songs for Sunbeams                                                                                                                      | <i>Eternal Pub.</i>                                    |
| <b>Logical Reasoning &amp; Olympiads</b>                           | <b>Enrichment Booklet</b>                                                                                                                            | <i>Marina<br/>Publications</i>                         |
| <b>Personal Growth &amp; Self Awareness</b>                        | My Dream Journal Classes 3 to 5                                                                                                                      | <i>Headword</i>                                        |

**Please note:** Parents are requested to download the online soft copy of the NCERT books from the official website <https://ncert.nic.in> . These books will be downloaded, discussed and done in the respective classes

(Class-V / 2)



### Reference Book Note

Dear Parents

The books suggested in **the Reference section** of the booklist are purely recommendations and are **not at all compulsory to buy**. In keeping with parental requests for additional study/practice materials, we have suggested the same. Picking them up is **purely on parental discretion**. School will not ask for the same during the classes at any point.

### STATIONERY LIST - Class – V

|                                                                               |                                                                                                                                                  |                                                                                                                                                                                   |                                                                                                 |  |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--|
| English                                                                       | Single Lined notebooks                                                                                                                           | 2 for Lit. 60 pgs., 1 for Lang. 60 pgs (All branches)<br>1 for Revision – 40 pgs. (for Anp, Lht, Snt, Vrn & Knowledge Partners)                                                   |                                                                                                 |  |
| Hindi                                                                         | Single Lined notebooks                                                                                                                           | 2 for Lit. 60 pgs., 1 for Lang. 60 pgs & 1 for Revision – 40 pgs.<br>(for Anp, Lht, Snt, Vrn & Knowledge Partners)<br>2 for Lit. 60 pgs., 2 for Lang. 60 pgs. (for Bgn, Sct, Ing) |                                                                                                 |  |
| Maths                                                                         | Single Lined notebooks                                                                                                                           | 6 for CW – 3 for each term (2 of 60 pgs. And 1 of 40 pgs)<br>2 for HW - 60 pgs. & 1 for Revision – 40 pgs.                                                                        |                                                                                                 |  |
|                                                                               | Practical File                                                                                                                                   | 1                                                                                                                                                                                 |                                                                                                 |  |
| Science                                                                       | Single lined notebook                                                                                                                            | 2 for CW - 60 pgs. & 1 for Revision – 40 pgs. (for Anp, Lht, Snt, Vrn & Knowledge Partners)<br>2 for C.W 60 pgs. (for Bgn, Sct, Ing)                                              |                                                                                                 |  |
| Social Studies                                                                | Single lined notebook                                                                                                                            | 2 for CW - 60 pgs. & 1 for Revision – 40 pgs. (for Anp, Lht, Snt, Vrn & Knowledge Partners)<br>2 for CW - 60 pgs. (for Bgn, Sct, Ing)                                             |                                                                                                 |  |
| Sanskrit                                                                      | Single Lined notebooks                                                                                                                           | 1 for CW – 60 pgs. & 1 for Revision – 40 pgs. (for Anp, Lht, Snt, Vrn, Ing & Knowledge Partners)                                                                                  |                                                                                                 |  |
| French (for Core Schools)                                                     |                                                                                                                                                  | 1 Single Lined notebook for revision 40 pgs.                                                                                                                                      |                                                                                                 |  |
| Computer Science                                                              | Single Lined notebooks                                                                                                                           | 1 for CW – 60 pgs. & 1 for Revision – 40 pgs. (for Anp, Lht, Snt, Vrn & Knowledge Partners)<br>1 for CW – 60 pgs. (for Bgn, Sct, Ing)                                             |                                                                                                 |  |
| Stationery                                                                    | Pencils                                                                                                                                          | 1 set                                                                                                                                                                             | Stainless Steel Rulers are <b>not allowed</b> in school.<br>Only Plastic Rulers are to be used. |  |
|                                                                               | Gel Pen (Blue)                                                                                                                                   | 1                                                                                                                                                                                 |                                                                                                 |  |
|                                                                               | Eraser , Sharpener, Plastic Ruler, White board marker (any colour)                                                                               | 1 each                                                                                                                                                                            |                                                                                                 |  |
| Drawing & Craft                                                               | Drawing notebook                                                                                                                                 | 1                                                                                                                                                                                 |                                                                                                 |  |
|                                                                               | Camel Poster Colours                                                                                                                             | 1 box                                                                                                                                                                             | (6 shades of 10 ml each)                                                                        |  |
|                                                                               | Round Brush (No.2, 4 & 6)                                                                                                                        | 1 each                                                                                                                                                                            |                                                                                                 |  |
|                                                                               | Camel Plastic Crayons                                                                                                                            | 1 set                                                                                                                                                                             | extra long (24 shades) diameter 8 mm                                                            |  |
|                                                                               | Pallete                                                                                                                                          | 1                                                                                                                                                                                 |                                                                                                 |  |
|                                                                               | Fevicol, Glue Stick                                                                                                                              | 1 each                                                                                                                                                                            |                                                                                                 |  |
|                                                                               | Shading pencils                                                                                                                                  | 2                                                                                                                                                                                 | 2B, 4B                                                                                          |  |
| KPL Learning Kit                                                              | Slate Map (India Physical and India Political) (9.5 inches x 8 inches)<br>Slate Map (World Political and World Physical) (9.5 inches x 8 inches) |                                                                                                                                                                                   |                                                                                                 |  |
| 1 Geometry Box + 1 File (for Filing Unit Test Papers & Open Door Assessments) |                                                                                                                                                  |                                                                                                                                                                                   |                                                                                                 |  |
| Library<br>(only for BGN, SCT, ING)                                           | 1 Single Lined notebook (40 pages)                                                                                                               |                                                                                                                                                                                   |                                                                                                 |  |

**Please Note :**

1. Stainless Steel Rulers are **not allowed** in school. Only Plastic Rulers are to be used.
2. We discourage covering notebooks to save paper. If needed, all notebooks should be covered only with used paper as we are an eco-conscious school and realize the importance of recycling. Plastic covers are strictly prohibited.
3. The text books should be covered only with used paper or bound so that they don't tear during the session.
4. All text books and notebooks should be properly labelled with name, class and section.
5. All notebooks should be of **big size**. Small notebooks will not be accepted in school for correction.
6. Parents are requested to buy the books at the earliest before the stock is sold.
7. Reference books mentioned (if any) are optional to buy.
8. Since we believe that the child should carry a few books to school so as to avoid burden on the young shoulders, please see that the child brings books according to the time table.

**The Sunbeam School**  
**VISION**

**Ongoing consolidation, growth and collaboration within and across institutions that are instrumental in holistic growth of students, in a conducive environment, that promotes excellence and the students further move on to refine the social fabric.**



Estd. 1972

**Sunbeam**  
Group of Educational Institutions

| iNDEX   |                                                          |          |
|---------|----------------------------------------------------------|----------|
| Sl. No. | Content                                                  | Page No. |
| 1       | Book List                                                | 1-2.     |
| 2       | Reference Book                                           | 3        |
| 3       | Stationery List                                          | 3        |
| 4       | Vision                                                   | 4        |
| 5       | A word to the parents                                    | 6        |
| 6       | Salient Features of Sunbeam                              | 7-14.    |
| 7       | NEP 2020                                                 | 15       |
| 8       | Weight of bags                                           | 16       |
| 9       | Understanding Children                                   | 17-19    |
| 10      | You can help your child learn better                     | 20-21    |
| 11      | Notebook Maintenance                                     | 22       |
| 12      | Websites for Reference                                   | 23       |
| 13      | Assessment Pattern                                       | 24-25    |
| 14      | Unit Test Schedule                                       | 26-31    |
| 15      | Details of Learner's Comate                              | 32       |
| 16      | Details of Enrichment Booklet                            | 33       |
| 17      | English + Reading for Pleasure Information               | 34-62    |
| 18      | Hindi                                                    | 63-78    |
| 19      | Maths                                                    | 79-98    |
| 20      | Science                                                  | 99-108   |
| 21      | Social Studies                                           | 109-121  |
| 22      | Computer Science                                         | 122-126  |
| 23      | General Knowledge                                        | 127-128  |
| 24      | French                                                   | 129-136  |
| 25      | Sanskrit                                                 | 137-142  |
| 26      | Drawing & Craft                                          | 143-145  |
| 27      | Music, Band & Drill, Dance                               | 146-149  |
| 28      | Life Skills                                              | 150-154  |
| 29      | Grooming Etiquette                                       | 155      |
| 30      | Physical Education                                       | 156-159  |
| 31      | Career Awareness                                         | 160-161  |
| 32      | Personal Growth and Self Awareness through Dream Journal | 162-163  |
| 33      | QCT Syllabus                                             | 164-173  |
| 34      | Chetna Syllabus                                          | 174-175  |
| 35      | Robotics (Only for ANP, ING & SNT)                       | 176-178  |
| 36      | Holiday Homework                                         | 179-180  |

(Class-V / 5)

## **A WORD TO THE PARENTS**

**Dear Parents,**

Welcome to an amazing year of learning!

We extend our heartfelt gratitude to you for giving us the opportunity to educate your child. We are thankful for the trust and faith shown by you in Sunbeam Group of Educational Institutions.

We will leave no stone unturned in our mission to develop a positive brain compatible environment. We will work together as a team to encourage and motivate all students to reach their fullest potential.

At Sunbeam, we strive to use various teaching and learning strategies for which we have structured our syllabus accordingly.

The Precept includes a detailed month wise description of the content to be formally taught in various scholastic subjects during the year. It will also enable you to examine closely the non-scholastic areas that have been given due importance in the Precept. You will also find a comprehensive list of website references, assessment pattern, test schedules, list of suggested reading, project work and Holiday homework.

In the given PRECEPT, we have made an attempt to synchronise learning with children's inherent talents and aptitude so that learning becomes easy and enjoyable for the children. The syllabus is designed keeping in mind the individual differences existing in children owing largely to the Multiple Intelligence found in them. We aim at developing aesthetic sense, cultivating life skills and providing lifelong guidelines. The theories of Blooms Taxonomy, Multiple Intelligence along with Collaborative learning find a dominant place in this Precept.

We work towards the holistic growth of our students. We also work to protect the self-esteem of each individual and to make every member of the 'Sunbeam Family' feel special. Our staff and students become lifelong learners and responsible citizens striving to reach new heights in order to make the world a better place to live in.

To increase the degree of educational success, it is important that teachers, parents and administrators communicate openly and frequently concerning the progress of students.

Your words of encouragement, a hug when the day has been rough, your interest in your children's work and your presence in the school are vital !

Parents count! Come to school, meet us, talk to us, join the CPTD and volunteer your time and energy for the benefit of your child. Your involvement will show your children that you value their education.

Let's work together!

**Educationally yours,**

**Sunbeam Group of Educational Institutions.**

(Class-V / 6)

## **Salient Features of Sunbeam**

In addition to the core curriculum, Sunbeam Schools add further dimension to the precept with a set of age appropriate innovative and immersive set of programs for enhancing academic, cultural and co-scholastic progress.

### **Art Integrated Learning (AIL)**

Art integrated Learning (AIL) has become an integral part of the learning process. Hence Art Integrated Learning (AIL) is being introduced in all the subjects to give students an opportunity to study deeply about the 'Uniqueness in Indian work culture and present it through different art forms like dance, music, skit, role play, theatre etc. It also helps to imbibe the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art integrated approach will strengthen the linkages between education and culture.

### **Chetna**

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometimes on their own, or by seeking help from the right person at the right time.

### **Digital Health and Wellness Curriculum for new age citizens**

Using technology responsibly and being physically, socially & emotionally healthy amidst technology centred world is important. Students need to know how to use and how much to use the gadgets available to avoid the harmful effects of the same. Hence, the Digital Health and Wellness Curriculum is designed to inculcate awareness among students.

### **Entrepreneurship and Financial Literacy**

As our core philosophy, it's important for Sunbeam students to take what they learn in class and apply it to their daily and future lives. Hence several opportunities are provided in the Precept to expose students to areas such as entrepreneurship, innovation, problem-solving, and critical thinking.

Entrepreneurship syllabus teaches students about money, investing, business strategies, loans, and creating budgets. At the same time, students can learn critical life skills such as problem-solving, brainstorming ideas, taking risks, facing failure, and getting up again, setting goals, working together, and feeling comfortable to work individually.

Also, with the many unknowns in the future job market, the activities will ensure students think about opportunities they can build for themselves for the future.

### **IIA (Integrated Interdisciplinary Approach)**

Integrated Interdisciplinary teaching is a method of educational instruction where a student learns about a single topic or issue from a variety of different viewpoints. Interdisciplinary teaching refers to the concept of learning a single subject from multiple perspectives.

(Class-V / 7)

| <b>Information for Internet Usage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Parents to take note that we will continue to use blended form of learning so all links, updates, texts, research materials will be provided by the school in the G Suite (Google Classroom). It will take between 30-40 minutes of internet time for your ward to go through and benefit.</p> <p>Please be conscious about the net usage beyond the mentioned allotted time since beyond that your ward may be using the internet for non-productive/addictive things, not in the best of his/her interest, intelligently/emotionally.</p>                                                                                                                                                                                                                                                       |
| <b>JodoGyan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>The words "jodo" which means "to connect" and "gyan" which means "knowledge." The goal of the Jodo Gyan activities is to help students for better understand and connecting with math concepts. It has innovative activities to develop the understanding of Maths concept. Jodo Gyan is an integral part of Math curriculum.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Khan Academy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Khan Academy is an online educational resource for Math &amp; Science. The impact of Khan Academy on students has been significant and far-reaching.</p> <p>Khan Academy has made it possible for students to learn at their own pace. Self-paced learning model allows students to progress through material as quickly or as slowly as they need, which can be especially beneficial for students who may be struggling with a particular concept.</p> <p>Khan Academy has had a significant impact on students by improving access to education, providing self-paced learning opportunities, and offering a personalized learning experience. These benefits help students develop a love for learning and lay the foundation for good academic and to take charge of their own learning.</p> |
| <b>Open Door</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>We, at Sunbeam, believe that the child learns by thinking as they are natural thinkers. They are curious and ask many questions. Keeping this in mind, we introduce 'Open Door Assessment' a series of thought-provoking assessments which test critical thinking and application skills followed by immediate feedback. It is a competency based assessment that will encourage your ward to become deep thinkers.</p> <p>This assessment will give your ward an insight of his concepts of Mathematics and Science. Each student will be given an individual feedback and the process of assessment not only will involve learning, but also Relearning where difficult concepts will be revisited.</p>                                                                                         |
| <b>Pronunciation Lab</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Correct Pronunciation is very important for speaking a language correctly and making English sound clear and distinct. To make students aware of the correct pronunciation of difficult words, silent letter etc. Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) in Science &amp; Social Science.</p>                                                                                                                                                                                                                                                                                                                                                                                                                   |

### **Artificial Intelligence (AI)**

The school is redefining education by transitioning from traditional teaching methods to a dynamic, new-age learning ecosystem powered by Artificial Intelligence (AI). It recognizes that education today must extend beyond textbooks and rote learning to prepare learners for a rapidly evolving, technology-driven world.

By integrating AI into everyday classroom practices, the teaching–learning process has become more personalized, interactive, and data-driven. Instruction is no longer one-size-fits-all. AI-enabled tools support educators in identifying learning patterns, monitoring progress, and addressing learning gaps through targeted interventions and meaningful feedback.

AI platforms facilitate adaptive assessments, real-time analytics, and immersive instructional strategies. Complex concepts are enriched through simulations, visualizations, and technology-supported experiential learning methodologies.

Beyond implementation, the school also emphasizes responsible and ethical engagement with AI, fostering awareness of issues such as bias, privacy, accountability, and digital responsibility.

The school is shaping a future-ready learning environment aligned with global standards.

### **Clicker**

Our classrooms are equipped with clickers that function as powerful real-time formative assessment tools, redefining how learning is measured and supported. As part of our innovative pedagogy, clickers are an integral component of the teaching–learning process, seamlessly embedding into everyday classroom instruction.

Through Clicker teachers can immediately analyze comprehension levels, identify misconceptions, and address learning gaps within the teaching timeframe itself.

Clickers enable continuous, competency-based evaluation and data-informed instructional decisions. Real-time analytics and immediate feedback strengthen conceptual clarity, build confidence, and ensure that progress remains measurable, timely, and meaningful for every learner.

### **Dream Journal**

The Dream Journal is a structured and transformative life-skills and reflective learning journal designed to promote personal growth and self-awareness. It has been thoughtfully developed to nurture self-awareness, critical thinking, goal setting, emotional intelligence, and holistic development through guided classroom engagement.

The journal encourages students to think deeply, express their ideas with clarity, set realistic goals, and take ownership of their personal and academic journeys. It provides a safe and purposeful space for students to explore their aspirations, values, strengths, and challenges, thereby fostering confidence and independent thinking.

The Dream Journal empowers students to become mindful, responsible, and purpose-driven individuals—prepared not only for academic success but also for lifelong learning.

(Class-V / 9)



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| <b>Parivartan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Parivartan curriculum is specially designed for girls (class V upwards) and boys (class VI upwards) to make them aware of hygiene and biological changes which happens in adolescence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Prayag Sangeet Samiti (Optional)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Prayag Sangeet Samiti provides a unique method of learning. It's emphasizes on creating an environment to nurture and encourage creativity. It awards diploma and certificate programs in Vocal Music, Instrumental Music as well as Classical Dance. It is an integral part of our curriculum enhancing the child's creativity in the field of music and dance. The major aim of this program is to upgrade and enhance the various streams of performing art.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Quality Circle Time (QCT)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Quality Circle Time (QCT) is a creative way of allowing students to talk on a wide range of issues in a safe inclusive environment. It helps them to develop self-esteem and ultimately improves academics. In this way in the school, we create non-threatening, collaborative and participatory learning environment. Four QCT sessions are held in a term for the students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Reading for Pleasure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers. There is no substitute for books in the life of a child, and the greatest skill a child can ever acquire is a passion for reading.</p> <p>Reading for Pleasure (RFP) books have been incorporated into the syllabus to inculcate a love for reading and to develop a regular reading habit. These books are meant to be read independently by the child for the sheer joy of reading, and not merely for examinations or marks. Children need to enjoy the experience, and if, in the process, they fall in love with reading, the larger purpose of including RFP in the syllabus is fulfilled.</p> <p>In school, we do not follow the traditional method of assessing RFP. Instead, it is evaluated through group presentations or gamification activities to engage students in the joy of reading.</p> <p>Please take note of the following:</p> <ul style="list-style-type: none"> <li>• Reading is fun. Children who read often and widely become better readers. Reading exercises the brain and improves concentration.</li> <li>• Reading teaches children about the world around them, thereby building confidence and enhancing their ability to engage in social conversations.</li> <li>• Reading improves vocabulary and language skills and develops a child's imagination.</li> <li>• Reading helps children develop empathy.</li> <li>• Children who read consistently tend to achieve greater success in life. Reading also strengthens language skills, thereby improving understanding and comprehension across all subjects.</li> </ul> <p><b>"He that loves reading has everything within his reach." — William Godwin</b></p> |

(Class-V / 10)



| Sanskrit Shlok                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children's intellects are sharpened through chanting of the Sanskrit shlok. It helps brain to stay sharp and focused. Recitation increases systematic breathing and supplies additional oxygen to the brain to stay active and flexible by learning new languages through shlokas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Sustainable Development Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Sunbeam Schools understand the critical role that schools and students must play in addressing critical global challenges and achieving the Sustainable Development Goals by 2030. We understand our responsibility to equip our students with the knowledge to understand the global challenges facing the world and the skills to overcome them.</p> <p>SDGs cannot be taught in isolation, hence we have integrated the thoughts and concepts of SDGs across subjects and chapters starting from class 1.</p> <p>All the chapters will have a question(s)/activity(ies) based on SDG which will make students think, introspect, and relate his learnings or actions to the goals.</p> <p><b>The idea behind SDG immersion in the Precept is to :</b></p> <ul style="list-style-type: none"> <li>• Support and Promote the global principles of SDGs.</li> <li>• Provide educational opportunities to our students to acquire the knowledge and skills needed to engage with the SDGs.</li> <li>• Transform the Sunbeam learning environment into dynamic hubs of student leadership for the SDGs.</li> <li>• Be a part of the Global Movement to achieve SDGs by year 2030.</li> </ul> |
| Graphic Novel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Graphic novels have proven to be a powerful and effective educational tool, combining visual elements with textual content to enhance comprehension and foster a love for reading. The unique format of Graphic Novels engages students in a way that traditional textbooks often struggle to achieve. Sunbeam has Integrated Graphic Novels into its curriculum for dynamic and enjoyable learning environment.</p> <p>It fosters creativity and allows students to express themselves through visual narratives. It is also a gateway to reading for reluctant readers, making literature more accessible and enjoyable.</p> <p>It is uploaded in the IFP/Digi boards for the students and it is available in the DIKSHA portal of CBSE.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Portfolio and E-Portfolio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>A portfolio is a useful collection of purposely chosen work depicting a selection of performances that are collected over time and represents the learner's effort, progress, growth and accomplishment in key areas. Keeping this in mind, CBSE has introduced portfolio as an integral part of curriculum where students create their own digital portfolio for checking their own progress. Sunbeam encourage students to build a strong portfolio in order to help them in seeking admission/internship in the future.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## **SUNBEAM KI TRAFFIC PAATHSHALA - TRAFFIC SAFETY AWARENESS DRIVE**

Traffic rules and safety signs help to mitigate the risk and reduce the possibilities of accidents happening on road. To make children aware regarding traffic safety a ppt/video will be shown and discussed with the students during 'My City Week' in the 2nd Term.

### **The Party Etiquette Club**

The 'Party Etiquette Club' is a club especially designed to teach children Party Etiquettes and manners and also groom them to blend into any party and not be out of place.

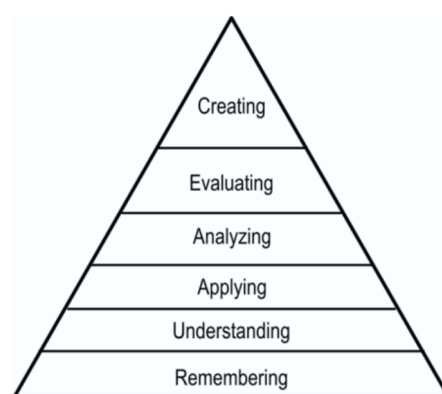
The Party Etiquette club functions over 6 sessions, once in each term. The highlight of the club is the last session where we actually organize a demo party in a Restaurant to help children experience the scene and demonstrate all that he /she has learnt. This club is to inculcate Party Etiquettes and confidence to conduct themselves in a party, among kids.

### **Using Bloom's Taxonomy to Enhance Learning !**

Bloom's taxonomy is a series of cognitive skills and learning objectives arranged in a hierarchical model. Originally, Bloom's taxonomy was designed as a way of gauging competence by placing students' knowledge on one of 6 levels which are often represented visually in the form of a pyramid. Each step of the pyramid from bottom to top represents a move from a lower order thinking skill (LOTS) to a higher order one (HOTS); from straightforward concrete cognition to a more abstract, conceptual understanding.

This taxonomy of educational objectives gets its name from its creator, Benjamin Bloom. Bloom was an American educational psychologist who is best remembered for his significant contributions to the theory of mastery learning.

All our teachers are well versed in transcending from LOTS to HOTS while transacting curriculum through activities and questioning. Our assessment papers also have a good balance of HOTS and LOTS questions. At the same time our students from class IV upwards are trained to understand Bloom's Taxonomy and are encouraged to make questions catering to different levels of the taxonomy across subjects thus developing Questioning abilities and developing various competencies that comes with traversing the various levels of the pyramid.



### **Veer Gatha – Gallantry Award Winners - Stories of ParamVir Chakra Awardees**

To honour the acts of bravery and sacrifice of the officers / personnel of the Armed Forces, the life stories of these brave-hearts (Veer Gatha) will be narrated and discussed, with the students during '**Reading Mahotsava**' **First Term** and '**Indian Army Day- Second Term**.

Students will be motivated through story narration in an interesting way followed by the Quiz (Asynchronous mode) to make children learn and understand about the Gallantry Award winners. Stories to be narrated through different techniques with voice modulation, facial expressions, gestures, props, puppets etc. as per the level of the students along with the photographs of respective gallantry award winners to identify the awardees.

### **Virtual Escape Room**

To make blended form of learning more interesting and engaging and to bring the element of gamification. We are including Virtual Escape Room as an Individual Assessment Tool in Asynchronous mode. Escape rooms are innovative learning tools that bridge the physical & digital learning environment. The purpose of this experience is are

- 1) To encourage students for solving puzzles, enhancing coding skills, develop critical thinking by finding clues to complete an objective.
- 2) Helpful for revising the concepts of every chapter.

Links of Escape Room in **English, Maths, Science and Social Science** will be shared on the G suite (Google Classroom) at the end of every chapter. Please help your ward in case he/she faces any problem in solving the levels (questions) or child may directly seek the assistance from the teacher in school.

### **Washroom Etiquettes**

Toilet training in the early years is taken up seriously at school. Students are regularly guided on the proper use of washrooms and the importance of maintaining personal hygiene. Age-appropriate videos and demonstrations on appropriate washroom etiquette and healthy toilet habits are shown to reinforce these practices.

### **Career Awareness**

Sunbeam Schools understand that integrating career awareness and relevant skills related information into classes can aid students in gaining a better understanding of themselves and the professional world, empowering them to make well-informed and satisfying career decisions in the future. Hence, regular sessions on careers and related information will be taken by teachers assigned by the Principal.

We are implementing this structured career awareness programme from the early years. This aims to provide students with comprehensive knowledge about various career options available to them as they advance through their education. So that they are aware of all the options and paths available to them.

| Day-to-Day Practices to Achieve Sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In our journey towards a safer and more sustainable planet, both schools and families play crucial roles. By integrating simple day-to-day practices, we can collectively contribute to the Sustainable Development Goals (SDGs) and foster a sustainable school community. By adopting these simple practices, we can create a ripple effect that leads to a more sustainable and healthier planet for future generations. Together, we can make a significant difference.</p> <p>Here are some practical steps:</p> |                                                                                                                                                                                                                                                                                                                                                 |
| <b>Water Conservation:</b> <ol style="list-style-type: none"> <li>1. Turn off taps while brushing teeth, shaving or soaping hands.</li> <li>2. Take shorter showers (5-10 minutes).</li> <li>3. Fix leaky faucets, taps, and pipes promptly.</li> <li>4. Use water-efficient appliances.</li> <li>5. Supply water in glasses instead of bottles.</li> </ol>                                                                                                                                                              | <b>Energy Efficiency:</b> <ol style="list-style-type: none"> <li>1. Switch off lights, fans, ACs etc. and electronics when not in use.</li> <li>2. Use LED bulbs.</li> <li>3. Adjust thermostat settings to save energy.</li> <li>4. Unplug chargers and devices on standby.</li> <li>5. Regulate the AC temperature to 25° Celsius.</li> </ol> |
| <b>Waste Reduction:</b> <ol style="list-style-type: none"> <li>1. Carry reusable bags for shopping.</li> <li>2. Refuse single-use plastics (straws, cutlery, etc.).</li> <li>3. Segregate waste into wet and dry wastes for disposing them</li> <li>4. Compost food waste.</li> <li>5. Recycle paper, plastic, glass, and metal.</li> </ol>                                                                                                                                                                              | <b>Food Sustainability:</b> <ol style="list-style-type: none"> <li>1. Plan meals to reduce food waste.</li> <li>2. Buy local, seasonal produce.</li> <li>3. Use reusable containers for takeout.</li> <li>4. Avoid single-use water bottles/paper glasses etc.</li> </ol>                                                                       |
| <b>Transportation:</b> <ol style="list-style-type: none"> <li>1. Use public transport for long trips</li> <li>2. Practice walking or bi-cycling for short trips.</li> <li>3. Carpool or share rides.</li> <li>4. Maintain vehicle efficiency (regular tune-ups, proper tire pressure etc.).</li> <li>5. Consider electric or hybrid vehicles.</li> </ol>                                                                                                                                                                 | <b>Home and Garden:</b> <ol style="list-style-type: none"> <li>1. Use eco-friendly cleaning products.</li> <li>2. Plant trees, herbs, or vegetables.</li> <li>3. Reduce paper usage, go for digital documents, bills).</li> <li>4. Repurpose or up-cycle old items.</li> <li>5. Use reusable materials for wiping hands/face etc.</li> </ol>    |
| <b>Lifestyle Changes:</b> <ol style="list-style-type: none"> <li>1. Avoid fast fashion, animal-based textiles and impulse buying</li> <li>2. Reduce air travel or offset carbon emissions.</li> <li>3. Support renewable energy projects.</li> <li>4. Choose organic &amp; sustainable products as far as possible.</li> <li>5. Boycott products that endanger wildlife.</li> </ol>                                                                                                                                      | <b>Daily Habits:</b> <ol style="list-style-type: none"> <li>1. Bring reusable coffee cups or water bottles.</li> <li>2. Avoid using disposable utensils.</li> <li>3. Use rags instead of paper towels/tissues.</li> <li>4. Drive less, Drive green.</li> <li>5. Use resources wisely to minimize carbon footprint.</li> </ol>                   |

## Sunbeam and the National Education Policy (NEP) 2020

Dear Parents,

Greetings at the start of the academic new session.

The National Education Policy promises to revolutionize Indian Education but at Sunbeam ,what gives us immense pleasure is that it reiterates our commitment to holistic child development, something which Sunbeam has always believed in and has incorporated ways and means to provide the same down the years. The NEP validates our progressive vision.

A quick look to connect provisions of the NEP to what Sunbeam has already been doing.

- Sunbeam Schools are Innovative education centers with good infrastructure support and well-equipped classrooms and laboratories.
- Sunbeam had incorporated technology in education from many years back. Today we are extremely well equipped for a blended learning environment offering the best of the online and offline worlds to our students.
- While everyone is talking about ECCE, Sunbeam always has had a very strong ECCE precept which is well researched and dynamic, incorporating best practices of Kindergarten from across the world, focusing on Foundational Literacy and Numeracy and communication skill building helping young learners build a strong mind set during growing years.
- The Sunbeam Precept provides opportunities for holistic learning to students along with enriching their minds with 21<sup>st</sup> century skills like analytical & critical thinking power and experiential learning experiences. Sunbeam has never believed in rigid learning separation between various fields like arts & science, curricular & extra-curricular activities. Everything that a student does is counted! The vision is to ensure students become all-rounders rather than acquiring just the academic knowledge.
- Our delivery system comprises of multiple modes of learning: Formal & Informal
- We have Experienced faculty members and a well-designed & formalized Teachers Training and development plan.
- All our schools have Trained counselors (both Behavioral and Career)
- The Sunbeam precept has in it, life-enrichment courses for overall development of individuals. We also have Skill Development Courses with internship opportunities for students.
- In class XI students at Sunbeam have choice-based options so that students can choose subjects of their interest and pursue the same.
- Across classes we track student progress based on learning levels .Assessments at Sunbeam plays a key role in helping teachers scrutinize & evaluate the skills & knowledge of students. Our assessments are competency-based assessment that evaluates-

● Analytical power

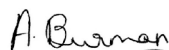
● Creativity

● Critical thinking

● Conceptual clarity

● Decision-making

Sunbeam is committed toward nation building by shaping up youngsters to the requirements of tomorrow. We are happy other schools too now will follow the path that we have been treading so far.



Amrita Burman  
Director

(Class-V / 15)

## Weight of Bags

Dear Parents,

We are happy that the NEP 2020 talks at length about lighter school bags.

As a school, Sunbeam has always been conscious of the weight of the bag that a child carries every day to school. We have designed our time table in such a way that we kind of adhere to the NCERT stipulated bag weight as mentioned below. Keeping this in mind some books are split into two parts as Book-A/Book-B for the convenience of students. Please ensure that your ward carries either one of the books (as per the time table) and not both parts in order to not add to the burden of his/her bag.

Body weight and weight of school bag

The suggestive table for class-wise range for ratio for school bag as 10 per cent of the body weight is given below.

Class wise range of average body weight of children–

| S.No. | Class      | Average Body Weight Range<br>(in Kg) | Bag Weight<br>Range<br>(Recommended) |
|-------|------------|--------------------------------------|--------------------------------------|
| 1     | KG Section | 10-16                                | No bag                               |
| 2     | Class I    | 16-22                                | 1.6-2.2                              |
| 3     | Class II   | 16-22                                | 1.6-2.2                              |
| 4     | Class III  | 17-25                                | 1.7-2.5                              |
| 5     | Class IV   | 17-25                                | 1.7-2.5                              |
| 6     | Class V    | 17-25                                | 1.7-2.5                              |
| 7     | Class VI   | 20-30                                | 2-3                                  |
| 8     | Class VII  | 20-30                                | 2-3                                  |
| 9     | Class VIII | 25-40                                | 2.5-4                                |
| 10    | Class IX   | 25-45                                | 2.5-4.5                              |
| 11    | Class X    | 25-45                                | 2.5-4.5                              |
| 12    | Class XI   | 35-50                                | 3.5-5                                |
| 13    | Class XII  | 35-50                                | 3.5-5                                |

Please pack your ward's bag as per the time table given. If even after that, you feel the bag is still heavy, please do get in touch with us. Your feedback is solicited to help us lessen the weight of the bag and keep children happy and healthy.

Regards

Sunbeam School

(Class-V / 16)

### **Understanding Class-V children**

No two kids are alike, especially when it comes to hitting developmental benchmarks. But it helps the Parents and Teachers to have a rough idea of the skills the child needs to develop at this stage. Developmental milestones at these age of 10/11 years revolve around physiological changes, the need for independence and a desire to be accepted by peers.

Physical growth speed up at age 10 or 11. They have an increased appetite and need more sleep. Hand preference is well established. Handwriting improves and few children start showing signs of puberty like only skin and weight gain.

The child starts being able to think more about abstract ideas and not just about things he can observe. The ability to organize thought and to plan improves too. Can argue well and start forming an opinion of his own. Children at this stage develop a better sense of responsibility, are helpful and caring.

These children have a very active social and emotional life. They are insecure or have mood swings and struggle with self-esteem.

Class-V kids are increasingly independent from family and have a growing interest in their friends. They are generally truthful and dependable. The Precept is designed in such a way so as to build confidence, fluency in subjects, improvise on oratory skills, enhance curiosity and to boost up their self-esteem so that they become stronger individuals capable of taking up challenges of class-VI.

### **Learning in Class-V includes .....**

#### **ENGLISH**

Class-V children are the most versatile and enthusiastic of all age groups. Students at this age start building language. They start using it as a tool of expressing views and thoughts. They are able to form their own opinion, present their point of view and actively participate in discussions with others. Our syllabus tries to strike a perfect balance so as to develop the four main pillars of language namely :

- a) **Listening and Speaking Skills-** We believe that a good speaker needs to be a good listener too. Therefore for developing listening and speaking skills, students are engaged effectively in a range of collaborative discussions with diverse partners thus helping to build and express on their ideas. Multiple activities have been incorporated to develop their listening and speaking skills. – Listening Skill Development Assignments, Dialogue Book Activities, topics on which children are expected to speak in the class and assembly, Group discussions Role Plays, Story Telling, Volunteer teaching, Debates, Speeches, Elocutions and Poem Recitation. Listen and Speak Activity at the end of every chapter in the New Broadway Course Book. Language Quiz is organized as a part of CCA to develop Linguistic Skills amongst children.
- b) **Reading Skill-** A book is a gift you can open again and again and our syllabus presents this gift to every child. Under the umbrella of having the perfect reading habit, we keep a watch on bringing out the correct pronunciation, voice modulation, pauses etc. In order to develop the reading skills amongst our students we have : Chapters meant only for reading, *Reading Mahotsav*, *Reading for Pleasure book*, *Reading Logs*, *Comprehension Passage* and *Poems in Learner's Comate*.



**c) Writing Skill-** Writing is an art and the one who encompasses it, is no less than an artist. In Class 5, students develop their own writing style where their understanding of grammatical function is clearly visible. They will be learning to write Article, Report, Autobiography, Formal and Informal Letters. They will learn to analyze characters, plots and settings as well as able to recognize the author's purpose for writing the story. Project Work, Creative Writing, Genius At Work, Comprehension Passages in Learner's Comate, Question Bank, Vocabulary Building through New Words, Frame Sentences, Fundamental Grammar Concepts with aids like grammar games and grammar corners.

### **HINDI**

बच्चों के भाषा ज्ञान की नींव इसी आयु में पड़ती है। आधुनिक युग के नन्हें चंचल और जिज्ञासु बच्चों के व्यवहार की विविधता को ध्यान में रखते हुए हमने अपने पाठ्यक्रम में रोचक एवं मूल्यपरक कहानियाँ, कविताएँ, नाटक, जीवनी, गिनती एवं भाषा एवं व्याकरण को शामिल किया है, जिससे बच्चों में निम्नलिखित कौशलों का विकास किया जा सके।

**पठन कौशल** – छात्रों में पठन कौशल विकसित करने के लिए कक्षा में पाठ का आदर्श वाचन कराते समय शुद्ध उच्चारण एवं विराम चिह्नों का विशेष ध्यान रखा जाता है। पाठ्यक्रम में कविता एवं रहीम के दोहों को शामिल कर उनका लयात्मक वाचन कराया जाता है।

**लेखन कौशल एवं विश्लेषणात्मक कौशल** – छात्रों में लेखन कौशल विकसित करने के लिए उनके पाठ्यक्रम में अनुच्छेद लेखन, स्वलेखन, पत्र लेखन, वाक्य प्रयोग, रचनात्मक अभिव्यक्ति एवं सुलेख प्रतियोगिता को शामिल किया गया है, जिसके अन्तर्गत छात्र विभिन्न विषयों पर कक्षा में चर्चा करने के उपरान्त स्वयं लिखते हैं। पाठ के अन्त में प्रश्नकोश का निर्माण कराया जाता है जिससे छात्रों में विश्लेषणात्मक कौशल का विकास होता है।

**श्रवण एवं वाक् कौशल** – छात्रों में श्रवण वाक् एवं तार्किक कौशल के विकास के लिए वाद-विवाद के विभिन्न विषयों को पाठ्यक्रम में शामिल किया गया है। साथ ही 'रचना का संसार' के प्रश्नों के माध्यम से छात्रों को अपने विचार मौखिक एवं लिखित रूप से प्रस्तुत करने के अवसर प्रदान किए जाते हैं।

**चिंतन क्रियात्मक एवं खोज कौशल** – पाठ्यक्रम में (HOTS) प्रश्नों, परियोजना कार्य एवं क्रियात्मक गतिविधियों को शामिल कर छात्रों में चिंतन, क्रियात्मक एवं खोज कौशल का विकास किया जाता है।

**अभिनय, दृश्य एवं गणितीय कौशल** – डी.जी. कन्टेन्ट द्वारा व्याकरण एवं साहित्य के पाठों एवं अभ्यासों को दिखा कर उनके दृश्य कौशल को विकसित किया जाता है। पाठ्यक्रम में एकांकी को शामिल कर तथा छात्रों को कक्षा में उस एकांकी के अभिनय का अवसर प्रदान कर उनके अभिनय कौशल को विकसित किया जाता है। हिंदी में गिनती को शामिल कर छात्रों में भाषा कौशल के साथ-साथ गणितीय कौशल का भी विकास किया जाता है।

**नैतिक मूल्यों का विकास** – छात्रों में नैतिक मूल्यों के विकास के लिए पाठ्यक्रम में मूल्यपरक पाठों का समावेश किया जाता है। प्रत्येक पाठ की समाप्ति पर उससे संबंधित 'जीने की राह' पर चर्चा की जाती है। उन्हें उन प्रश्नों पर अपने विचार व्यक्त करने की स्वतंत्रता दी जाती है तथा मूल्यपरक प्रश्नों को लर्नर्स कोमेट में भी शामिल किया गया है।

### **MATHS**

Maths has been an integral part of our teaching and learning process since the beginning. The curriculum which we follow aims to make a child a logical thinker. The central idea behind this approach is to help the child to apply it in the real world. All the topics which are covered in the curriculum focuses to bring out some of the vital skills namely Problem Solving, Understanding, Applying Logical, Visual and above all analysing in the following ways –

**Mathematical and Logical Skills** – These skills are being developed from the base level, dealing with the basic mathematical operations (Addition, Subtraction, Multiplication and Division), Implementation of these operations are further dealt in Fractions, Decimals and Simplification (DMAS Rule).

**Visual and Spatial Skills** - Recognition of different types of angles and identification of fractions with the help of different shapes and figures.

**Measurement and Estimation** – The child starts learning from concepts of different Measuring Units, Conversion of Units, Perimeter, Area and Volume. Time based conversions and problems too are covered in the curriculum. Introduction of the concept of Temperature is also done. All these concepts are poured into practical usage through Maths Walk and Maths Lab Activities.

**Critical Thinking** – Word Problems, Mental Maths, worksheets including Fast Track Assignments and More Challenging Questions.

### **SCIENCE**

Science is simply the word we use to describe a method of organizing our curiosity. Every child has a lot of curiosity and the Science curriculum which we follow tries to answer a curious mind. A child comes across many knows and hows which at this age is answered in the best possible way as we make students do hand on Science and explore the world outside. Under the outline of our curriculum, we trigger some thought provoking topics namely environment, food and nutrition, soil erosion, plants and animal life, studying about eclipses, composition and properties of air and many more.

All these topics give a fruitful outcome as a child learns predicting, inferring, classifying, communicating and observing changes, logical thinking and analysing.

We focus not just on the facts given in the book, we even touch the cause and effects through number of HOTS questions, Science Lab Activities, Gallery Walk, Demonstrations and Project Based Learning. All with an agenda to make learning beyond the classroom walls.

### **SOCIAL STUDIES**

Knowing about the world is always fun and interesting. The world in which we are living today has evolved over a period of time shielding a lot of history inside. The curriculum of Social Studies has been planned to bring a child closer to the history and its happenings, geographical location and position and same major events that defined human existence. Skills like researching, understanding, debating, critical and logical thinking, collecting and comparing information and social skills are put in the front while teaching our topics.

The child learns about Climatic Conditions, Machine Age, Map and Its Importance, the Glorious History of Our Independence Struggle, 1857 Revolt, the Rule of British Empire and also about the United Nations.

To make the teaching and learning more life-like, we have incorporated activities like Gallery Walk, Project Based Learning, Map Making, Diagram Making, Group Discussion and in order to give a critical touch to our students understanding, discussion of HOTS questions are also done on regular intervals. Students are also motivated to create their own question bank for each chapter. We also try to give the right values to our students with the help of Value Based Questions.

### **ICT (COMPUTERS)**

Living in the world of technology, we understand the importance and essence of focussing on a well planned Computer Syllabus. The students are well versed about Internet Hygiene with an objective to make the child smart enough to handle computer independently.

The children are introduced to the features of MS Word and Ms Power Point. Students also learn doing animation with the help of Scratch Software. Projects and quizzes are also done and discussed at the end of every chapter. This boosts their creativity and application.

## **YOU CAN HELP YOUR CHILD LEARN BETTER**

As a parent, you are your child's first and most important teacher. When parents and families are involved in their children's school, the children do better and have better feelings about going to school. There are many ways that parents can support their children's learning at home throughout the school year.

### **DEVELOP BONDING WITH YOUR CHILD**

- Show interest in what happens at school and talk about what your child is learning.
- Be your child's friend and make a conscious effort to become a part of his/her world.
- As a parent, you need to know what he/she thinks and feels about the experiences he/she is going through in school.
- Give children a chance to make simple choices.
- Encourage your child to learn from his mistakes and to keep trying even if he finds something difficult.
- Praise your child for his/her effort and progress which will boost his/her confidence and self-esteem.

### **SPEND QUALITY TIME**

- Keep a relationship with your child that is open, respectable and positive. This will make them comfortable to share their views and feelings with you.
- It's also important for you to show your child that you're interested in what he/she has to say which motivates him/her to learn.
- It also stimulates language development.

### **GET INFORMED AND BE AN ADVOCATE FOR YOUR CHILD**

- Provide them a supportive environment at home.
- Take them on educational trips which include traveling on a family trip, going on a picnic and so on. Get the most out of these trips by asking them to write a brief essay or report of what they've seen once you get home.
- Encourage your child to read English newspaper. Create an English speaking environment at home.
- Encourage active learning like playing sports, spending time with friends, participating in school play or visiting a bookstore.
- Monitor your child's television, video game and Internet use. You can make television time beneficial by watching cartoons /educational channels together as a family. News is also a good programme to watch with them, as this teaches them about the issues and conflicts happening today.

- Encourage your child to be responsible and work independently. Teach your child how to break down overall tasks into smaller manageable chunks.
- Read bed time stories to them. Teach your child to love reading. We ask our parents to encourage their kids to read every day at home; spending just 20 minutes a day. Reading can have a huge impact on your child's reading ability and comprehension skills. Reading is the foundation in all subject areas, students who read perform well in school.
- Establish a regular eating and bedtime routine.
- Develop study habits. At this stage, you should set a routine of reading, writing or doing any learning activity at a particular time during the day.
- Make sure that your child gets homework done. Help your child prepare for assessments.

### **TRUST THE TEACHING**

We are continuously learning from eminent educators, adopting innovative researches and practices from around the globe so that the school can provide the best learning environments. We are there for you all the time. The goal of school as a miniature society is the same as yours- to nurture the genius in your child.

### **GET INVOLVED WITH YOUR CHILD'S SCHOOL**

- Demonstrate a positive attitude about education to your children.
- Attend parent-teacher meeting and keep in touch with your child's teacher to ascertain which areas your child might need additional help from you.
- Learn what the school offers. Read the notice/information the school sends home. Remember to keep track of events throughout the school year.
- Volunteer at your child's school. There are many ways you can contribute. You can volunteer in your child's class, in the school library or in any other school events.
- There may be an ambiguity at times about your child's learning or behavior, ask the teacher or Principal about it and seek their advice.
- As a parent, it's important to take a close interest in your child's school, read the newsletters, keep checking the school website for any updated information and make efficient use of the SunbeamApp.

## Notebook Maintenance

Notebooks are an integral part of a student's academics. Important notes, questions/answers are written in the notebooks which help students to revise their lessons as and when required and also show the attitude of the child towards his/her studies and work. Here are some essential points in maintenance of notebooks :

1. It is not necessary to cover the notebook as it wastes paper. **Let's save paper.**
2. The child must write his/her name on the cover page as well as on the first page of the notebook.
3. Index should be maintained. Fresh index must be made on the next page for 2nd term.
4. The date and CW/HW must be written on top of the page where the child starts his/her work.
5. In the Hindi notebook, HW/CW and date must be mentioned in Hindi.
6. Heading / chapter's name should be written on top.
7. Draw a line after each answer.
8. Write the question number properly.
9. Avoid tearing pages from the notebook.
10. Rough work column should be drawn towards the right hand side in the Maths notebook.
11. In the interleaf /drawing notebook, the top margin and the margin towards the left hand side must be drawn on the blank page before starting the work.
12. A flap must be made before starting the 2nd term separating the work of both the terms.
13. To avoid missing of books in junior classes, we follow colour code. We have introduced the colour code for different subjects which are mentioned below-

| Sr. No | Subject                            | Colour |
|--------|------------------------------------|--------|
| 1      | English Notebook and Comate        | Golden |
| 2      | Hindi Notebook and Comate          | Silver |
| 3      | Maths Notebook and Comate          | Blue   |
| 4      | Science Notebook and Comate        | Green  |
| 5      | Computer Science Notebook          | Black  |
| 6      | Sanskrit Notebook                  | Red    |
| 7      | Social Studies Notebook and Comate | Yellow |

14. Neatness should be maintained.
15. Write answers in legible and neat handwriting. Neat and tidy notebooks is a pleasure to check and see.
16. Folding top corners of notebooks must be avoided. Bookmarks can be used.
17. Eating and drinking around notebooks should be avoided so there is no stain on them.

- ENJOY LEARNING -

| <div>  <b>WEBSITES FOR REFERENCE</b>  </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>English</b> <ul style="list-style-type: none"> <li><a href="http://www.englishgrades.com">www.englishgrades.com</a></li> <li><a href="http://www.newsela.com">www.newsela.com</a></li> <li><a href="http://www.cambridgeenglish.org">www.cambridgeenglish.org</a></li> <li><a href="http://www.kidsworldfun.com">www.kidsworldfun.com</a></li> <li><a href="http://www.vocabulary.com">www.vocabulary.com</a></li> </ul>                                                                                                                                                                                                                                                                                                       | <b>Hindi/Sanskrit</b> <ul style="list-style-type: none"> <li><a href="http://www.loecsen.com">www.loecsen.com</a></li> <li><a href="http://www.dinoling.com">www.dinoling.com</a></li> <li><a href="http://www.hindigrammar.in">www.hindigrammar.in</a></li> <li><a href="http://www.hindwi.org">www.hindwi.org</a></li> <li><a href="http://www.shabdkosh.com">www.shabdkosh.com</a></li> </ul>                                                                                                                            | <b>Maths</b> <ul style="list-style-type: none"> <li><a href="http://www.geeksforgeeks.org">www.geeksforgeeks.org</a></li> <li><a href="http://schoolyourself.org">schoolyourself.org</a></li> <li><a href="http://www.schoolcountry.com">www.schoolcountry.com</a></li> <li><a href="http://www.mathgoodies.com">www.mathgoodies.com</a></li> <li><a href="http://www.primarygames.com">www.primarygames.com</a></li> </ul>                                                                                                                      |
| <b>Ev.S./Science</b> <ul style="list-style-type: none"> <li><a href="http://www.sciencefocus.com">www.sciencefocus.com</a></li> <li><a href="http://www.scribd.com">www.scribd.com</a></li> <li><a href="http://www.wordwall.net">www.wordwall.net</a></li> <li><a href="http://www.sciencekids.co.nz">www.sciencekids.co.nz</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       | <b>S.St.</b> <ul style="list-style-type: none"> <li><a href="http://www.mapsofindia.com">www.mapsofindia.com</a></li> <li><a href="http://www.edurev.in">www.edurev.in</a></li> <li><a href="http://www.kids.nationalgeographic.com">www.kids.nationalgeographic.com</a></li> <li><a href="http://www.proprofs.com">www.proprofs.com</a></li> </ul>                                                                                                                                                                         | <b>Computer</b> <ul style="list-style-type: none"> <li><a href="http://www.computerhope.com">www.computerhope.com</a></li> <li><a href="http://code.org">code.org</a></li> <li><a href="http://www.tutorialspoint.com">www.tutorialspoint.com</a></li> <li><a href="http://edu.gcfglobal.org">edu.gcfglobal.org</a></li> <li><a href="http://www.scratch.mit.edu">www.scratch.mit.edu</a></li> <li><a href="http://www.slideshare.net">www.slideshare.net</a></li> <li><a href="http://www.studytonight.com">www.studytonight.com</a></li> </ul> |
| <b>G.K.</b> <ul style="list-style-type: none"> <li><a href="http://www.edudose.com">www.edudose.com</a></li> <li><a href="http://www.jagranjosh.com">www.jagranjosh.com</a></li> <li><a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Drawing</b> <ul style="list-style-type: none"> <li><a href="http://www.colorhunt.com">www.colorhunt.com</a></li> <li><a href="http://www.autodraw.com">www.autodraw.com</a></li> <li><a href="http://sketch.io">sketch.io</a></li> </ul>                                                                                                                                                                                                                                                                                 | <b>Games</b> <ul style="list-style-type: none"> <li><a href="http://www.funbrain.com">www.funbrain.com</a></li> <li><a href="http://www.kidsites.com">www.kidsites.com</a></li> <li><a href="http://www.sikids.com">www.sikids.com</a></li> <li><a href="http://www.foxsports.com">www.foxsports.com</a></li> </ul>                                                                                                                                                                                                                              |
| <div>     <b>FREE EDUCATIONAL APPS</b>     </div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>► <b>Dictionary.com</b> : Enhances vocabulary, audio pronunciations, idioms and phrases.</li> <li>► <b>TED Ed</b>: Short educational videos library, with subtitles.</li> <li>► <b>Kindle app</b>: For book reading</li> <li>► <b>Linguee</b>: Used for translation</li> </ul>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Hindi / Sans.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>► <b>Hindi Alphabets</b> : Lessons on Alphabet application Hindi Verbs, Vowels, Consonants with pictures and drawing options.</li> <li>► <b>Bolo by Google</b> – Designed for younger learners, supports Hindi &amp; English reading and pronunciation, works offline</li> </ul>                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>► <b>Photomath</b> : Learn algebra, arithmetic, geometry and more.</li> <li>► <b>Vedic Math Tricks</b> – A free app teaching various speed-calculation and Vedic maths techniques</li> <li>► <b>Wolfram Alpha</b> : Allows user to find the answers to problem for various subject - physics, math &amp; music</li> </ul>                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Social Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>► <b>Barefoot World Atlas</b> : An interactive globe that introduces children to different countries, cultures, and landmarks, fostering a global perspective.</li> <li>► <b>Stack the States 2A</b> : geography game where children learn about U.S. states through interactive maps and fun facts, enhancing their knowledge of state shapes, capitals, and locations.</li> <li>► <a href="https://kids.nationalgeographic.com">https://kids.nationalgeographic.com</a></li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Evs / Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>► <b>Play and Learn Science</b> – Free app by PBS KIDS with 15+ games covering Earth, life, and physical science; includes +parent co-learning tips</li> <li>► <b>ePathshala</b>: Resource for Evs and Science</li> </ul>                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>► <b>Kids Drawing, Doodle painting</b>: Explore artist talent while having fun.</li> <li>► <b>Microsoft Whiteboard</b> — Free and usable on tablets/PCs, great for creative drawing and collaborative activities</li> </ul>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| G.K.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>► <b>Duolingo ABC (and Duolingo)</b>: While focused on language, this uses AI/gamification and supports young learners good for supplementary GK.</li> <li>► <b>Evernote</b>: For taking notes, photos and record videos to remember all sorts of things with additional features such as collaboration on projects and note-sharing.</li> <li>► <b>Quizizz</b>: Daily quiz fun games.</li> </ul>                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Educational Apps To Make Learning Easy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>► <b>Dropbox</b>: An online storage system for storing assignments, essay, photos, videos, etc. in a secure and protected location.</li> <li>► <b>Instapaper</b>: Saves web pages as texts which makes it extremely easy to read even on your mobile phone.</li> <li>► <b>Kiwix</b> — A free, open-source offline browser for Wikipedia and other knowledge sources; useful when you don't have stable internet access.</li> </ul>                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



### **ASSESSMENT PATTERN**

- There will be no formal exams.
- Promotion of the child will be based on the basis of Unit Tests.
- There will be **6 Unit Tests** in the course of the year for English, Hindi, Maths, Science & Social Science. **(3 per term)**
- Out of **3 Unit Tests** per term, marks of only **2 Unit Tests** will be calculated i.e. **two best performances/marks** will be added for **Half Yearly and Annuals**. In this case, if a child is unable to appear for any one particular test, his/her overall Half Yearly/Annual performance will not get affected.
- There will be **4 Unit Test** in the course of the year **(2 per term)** for Computer Science, General Knowledge (G.K.) & French/Sanskrit. **Appearing in both will be mandatory.**
- **If the child is absent for the Unit Test no retest will be taken.**
- 40% is the pass percentage for promotion and the child has to pass in each subject.

**The marking pattern for the Unit Test is as follows:-**

| <b>UNIT TEST MARKING PATTERN</b> |              |                                                                                |                 |
|----------------------------------|--------------|--------------------------------------------------------------------------------|-----------------|
| <b>Subject</b>                   | <b>M. M.</b> | <b>Half Yearly and Annual</b>                                                  | <b>Duration</b> |
| English                          | 30           | 25 (Written) +5 (Dictation) = 30                                               | 1hour           |
| Hindi                            | 30           | 25 (Written) + 5 (Dictation) = 30                                              | 1hour           |
| Math                             | 30           | 25 (Written)+5 (Math Practical) = 30                                           | 1hour           |
| Science                          | 30           | 30 (Written)                                                                   | 1hour           |
| Social Sc.                       | 30           | 30 (Written)                                                                   | 1hour           |
| G. K.                            | 20           | 15 (Written) + 2 current affairs + 1 calendar date<br>+2 confidence diary = 20 | 1hour           |
| Computer                         | 20           | 15 (Written) + 5 (Practical) = 20                                              | 1 hour          |
| French/<br>Sanskrit              | 20           | 15 (Written) + 5 (Oral) = 20                                                   | 1 hour          |

### **Grades will be given in the following subjects :**

- |                       |                      |                  |          |
|-----------------------|----------------------|------------------|----------|
| 1. Life Skills        | 2. Drawing and Craft | 3. Music         | 4. Dance |
| 5. Physical Education | 6. Class Project     | 6. Hindi Project |          |

**At the end of the session children will be awarded as**

- *Best in Academics*
- *Most Promising Student*
- *Promising Student*

**on the basis of their meritorious performance in the Unit Tests of main subjects & additional subjects in both the terms.**



**Note :**

1. The pass percentage in the unit tests is 40%.
2. 75% attendance is compulsory for a child to be promoted in the next class.
3. **Listening Skill Development (LSD)** in English will be assessed both in Half Yearly and Annual. 10 marks are allotted for the same, and it will be reflected in the Report Card.
4. Reading for Pleasure books will be subjected for assessment and 20 marks are allotted which will be reflected in Report Card.
5. **No formal assessment** will be done for **Life Skills, Physical Education, Drawing/Craft, Music and Dance** instead grades will be allotted to the students on the basis of the child's continuous performance during the regular classes in each term.
6. Any question from the chapter can be asked in Unit Test other than that given at the end of the chapter and Learner's Comate.

**7. English & Hindi :**

- (a) Dictation in Unit Test will be taken. For dictation any word from the chapter can be given besides the word already mentioned in the precept.
- (b) Paragraph Writing/Letter Writing/Creative Writing - New topic (other than mentioned in Learner's Comate) will be given in Unit Test.

**8. Maths :**

- (a) Sums in the Unit Test will be based on the concepts but digit of the sums will change.
- (b) Math practical carries 5 marks and will be assessed with every Unit Test. **Math practical file** to be brought to school on the days of Maths Unit Test.

**9. GK :**

Confidence Diary carries 2 marks and it will be assessed with GK Unit Tests. **Confidence Diary** to be bought to school on the days of GK Unit Tests.

# UNIT TEST SCHEDULE ANP, ING, LHT, SCT, SNT, VRN & KNOWLEDGE PARTNERS

For the convenience of the guardians and students, we are providing a detailed schedule of the Unit Test to be held. Weekly notices regarding Unit Test will not be given. Parents will be notified in case there is a change of the date or syllabus of Unit Test.

## HALF YEARLY TERM

| Date       | Day  | Subjects       | Syllabus                                                                                                                                                                                                                                                 |
|------------|------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25.04.2026 | Sat. | Science        | Food, Health and Hygiene                                                                                                                                                                                                                                 |
| 02.05.2026 | Sat. | Hindi          | हम जब होंगे बड़े, भाषा और व्याकरण, वाक्य, सृजनात्मक लेखन, पत्र (अनौपचारिक), गिनती                                                                                                                                                                        |
| 09.05.2026 | Sat. | Math           | Place Value, Addition Subtraction and their application                                                                                                                                                                                                  |
| 27.06.2026 | Sat. | Comp. Science  | Net Hygiene, Windows-11 : Super Features, Your First Step into Excel                                                                                                                                                                                     |
| 04.07.2026 | Sat. | Social Studies | The Globe - A Model of the Earth, Maps<br>• General Information (7 points) regarding states, Union territories & their capitals, NCR etc.                                                                                                                |
| 10.07.2026 | Fri. | Sanskrit       | संस्कृत वर्णमाला, वर्णसंयोग: विच्छेदः, संख्याज्ञानम्, शब्दरूप                                                                                                                                                                                            |
|            |      | French         | Un grand bonjour de France, L'alphabet, Les Nombres, Les Salutations, Comme ci comme ca                                                                                                                                                                  |
|            |      | GK             | Pgs. 9,14 to 27,   Calendar Dates, Current Affairs                                                                                                                                                                                                       |
| 18.07.2026 | Sat. | English        | The Secret Garden, Gulliver's Travels, Parts of Speech, The Sentence, Punctuation and Capital Letters, Subject & Predicate, Transformation of Sentences, Vocabulary-1 (Alliteration), Story Writing, Comprehension (Prose), British vs American Spelling |
| 25.07.2026 | Sat. | Science        | Plant Reproduction and Habitats and Animal Adaptation                                                                                                                                                                                                    |
| 01.08.2026 | Sat. | Math           | Multiplication, Division & their Application, Factors                                                                                                                                                                                                    |
| 07.08.2026 | Fri. | Hindi          | स्वामी विवेकानंद, हम कुछ करके दिखलाएँगे, संज्ञा, सर्वनाम, पर्यायवाची, अपठित गद्यांश, अनुच्छेद लेखन, मात्रा अभ्यास                                                                                                                                        |
| 14.08.2026 | Fri. | Social Studies | Climate<br>• <b>States and Capitals</b> -(1-7- Andhra Pradesh to Gujarat),<br>SDG 9 to SDG 12 (Refer to Precept Pg.115)                                                                                                                                  |
| 22.08.2026 | Sat. | English        | The Wind, Manu Mixes Clay and Sunshine, Nouns, Number, Gender, Articles, Pronouns, Proverbs, Creative Writing, Letter (Informal), Comprehension (Prose), Vocabulary-2 (Easily Confused Words)                                                            |
| 26.08.2026 | Wed. | Comp. Science  | From Browing To Mailing, Evolution of Computer, Helping Hands for the Elderly, Algorithmic Intelligence                                                                                                                                                  |
| 02.09.2026 | Wed. | Science        | Bones and Muscles, The Nervous System                                                                                                                                                                                                                    |
| 11.09.2026 | Fri. | Sanskrit       | अकारान्त-पुल्लिङ्ग-शब्दाः, आकारान्त-स्त्रीलिङ्ग-शब्दाः, धातुरूप, शरीर-अंग-ज्ञानम्, फलों के नाम                                                                                                                                                           |
|            |      | French         | Présente - toi, Je, tu et nous                                                                                                                                                                                                                           |
|            |      | GK             | Pgs. 30 to 43   Calendar Dates, Current Affairs                                                                                                                                                                                                          |
| 16.09.2026 | Wed. | Math           | Multiples, Fractions                                                                                                                                                                                                                                     |
| 19.09.2026 | Sat. | Hindi          | वेनका की चिट्ठी, पिरामिडों के देश में, विराम चिह्न, क्रिया, विलोम शब्द, पत्र (औपचारिक), कहानी लेखन (चित्रों के आधार पर)                                                                                                                                  |
| 26.09.2026 | Sat. | Social Studies | Greenland - The Land of Ice and Snow<br>• <b>States and Capitals</b> -(1-14- Andhra Pradesh to Maharashtra)                                                                                                                                              |
| 30.09.2026 | Wed. | English        | Selfless Jo and Let's See the World, Verbs, Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Homophones, Creative Writing, Comprehension (Poem), Vocabulary-3 (Nominalisation)                                                     |

## SYLLABUS FOR CLASS TEST

**Math :** Geometry Basics

**Science :** Safety & First Aid

**Sanskrit :** नपुंसकलिङ्ग शब्दाः, वचनानि, शब्द रूप (बालक), धातुरूप (पठधातु लटलकार)

**French :** Qui est-ce ?

(Class-V / 26)

# ANNUAL TERM

ANP, ING, LHT, SCT, SNT, VRN & KNOWLEDGE PARTNERS

| Date       | Day  | Subjects       | Syllabus                                                                                                                                                                                                                        |
|------------|------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 31.10.2026 | Sat. | Science        | Soil & Its Importance                                                                                                                                                                                                           |
| 04.11.2026 | Wed. | Hindi          | काँटों में राह बनाते हैं, विशेषण, गिनती, अनुच्छेद लेखन, पत्र (अनौपचारिक)                                                                                                                                                        |
| 21.11.2026 | Sat. | Social Studies | Age of Machines<br>• <b>States and Capitals</b> - (1 to 22 Andhra Pradesh to Sikkim).                                                                                                                                           |
| 25.11.2026 | Wed. | Math           | Simplification (Additional Topic), Decimals                                                                                                                                                                                     |
| 28.11.2026 | Sat. | Comp. Science  | Digital De-Addiction, Virtual Reality, Mastering Scratch, AI & Its Domains                                                                                                                                                      |
| 05.12.2026 | Sat. | English        | Lukes New Friend, King Solomon's Mine, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Simple Future Tense, Vocabulary-4 (Proverbs), Biography/e-mail Writing, Comprehension (Prose), British vs American English |
| 11.12.2026 | Fri. | Sanskrit       | सर्वनाम-परिचयः, धातु परिचयः (क्रिया), संख्याज्ञानम्, शब्दरूप                                                                                                                                                                    |
|            |      | French         | Le projet de la semaine, La salle de jeux                                                                                                                                                                                       |
|            |      | GK             | Pgs. 45 to 50, 54 to 63   Calendar Dates, Current Affairs                                                                                                                                                                       |
| 19.12.2026 | Sat. | Hindi          | मुझसे कुछ मत छिपाना, काम के धुनी श्रीधरन, काल, शुद्ध वर्तनी, अनेक शब्दों के लिए शब्द, सृजनात्मक लेखन, अपठित गद्यांश, मात्रा अभ्यास                                                                                              |
| 16.01.2027 | Sat. | Science        | Air & Water, The Environment                                                                                                                                                                                                    |
| 23.01.2027 | Sat. | Social Studies | The United Nations, The British Raj and The First War of Independence<br>• <b>States and Capital - (All 28 States)</b><br>SDG 13 to SDG 17 (Refer to Precept Pg. 119)                                                           |
| 30.01.2027 | Sat. | Math           | Measurement, Perimeter Area & Volume (till Ex. 11D)                                                                                                                                                                             |
| 03.02.2027 | Wed. | Comp. Science  | AI and Its Domains, Robots at Work, The Tale of Fake News                                                                                                                                                                       |
| 06.02.2027 | Sat. | Sanskrit       | प्रथमपुरुषः, मध्यमपुरुषः, धातुरूप, शरीर-अंग-ज्ञानम्, पशुओं के नाम                                                                                                                                                               |
|            |      | French         | J'ai les skis, Je suis né                                                                                                                                                                                                       |
|            |      | GK             | Pgs. 64,65,66,68,69, 72 to 81   Calendar Dates, Current Affairs                                                                                                                                                                 |
| 12.02.2027 | Fri. | English        | The Champa Flower, Chipko Takes Root, Future Continuous Tense, Modals, Adjectives, Degree of Adjectives, Order of Adjectives, Adverbs, Vocabulary-5 (Idioms), Comprehension (Poem), Paragraph Writing                           |
| 17.02.2027 | Wed. | Science        | Earth's Satellite                                                                                                                                                                                                               |
| 20.02.2027 | Sat. | Hindi          | रक्त की कहानी, भूल गया है क्यों इंसान, मुहावरे और लोकोक्तियाँ, पत्र (औपचारिक), संवाद लेखन, सर्वनाम, क्रिया                                                                                                                      |
| 24.02.2027 | Wed. | Math           | Perimeter, Area & Volume (Ex. 11 E to 11 G), Time & Temperature                                                                                                                                                                 |
| 27.02.2027 | Sat. | Social Studies | The Struggle for Independence, Our Government<br>• <b>States and Capital - (28 States &amp; 8 Union Territories)</b>                                                                                                            |
| 05.03.2027 | Fri. | English        | Swiss Family Robinson, Old Man with A Beard, Comparison of Adverbs, Prepositions, Conjunctions, Subject-verb Agreement, Direct-Indirect Speech, Formal Letter Writing / Notice Writing, Homophones, Comprehension (Poem)        |

## SYLLABUS FOR CLASS TEST

**Science** : Force & Energy

**Sanskrit** : उत्तम पुरुषः (त्रिषु लिंगेषु वचनेषु च), संस्कृत में अनुवाद, शब्द रूप (लता), धातुरूप (पठ्धातु लृटलकार)

**French** : Ma famille

(Class-V / 27)

| UNIT TEST SCHEDULE (BGN)                     |     |          |                                                                                                                                                                                                                         |
|----------------------------------------------|-----|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (HALF YEARLY)                                |     |          |                                                                                                                                                                                                                         |
| I UNIT TEST SCHEDULE : I-Term (2026 - 2027)  |     |          |                                                                                                                                                                                                                         |
| DATE                                         | Day | Subjects | Topics                                                                                                                                                                                                                  |
| 13.07.26                                     | Mon | G.K.     | Pg. 9, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25                                                                                                                                                                   |
| 14.07.26                                     | Tue | Computer | Net Hygiene, Ch.1- Windows 11 : Super Features<br>Ch.2- Your First Step into Excel                                                                                                                                      |
| 15.07.26                                     | Wed | S.St.    | The Globe - A Model of the Earth, Maps<br>Know your country - General Information (7 Pts.) regarding States & Union Territories & their capitals, NCR                                                                   |
| 16.07.26                                     | Thu | Science  | Ch.3- Food, Health and Hygiene, Ch.1- Plant Reproduction                                                                                                                                                                |
| 17.07.26                                     | Fri | Maths    | Ch.1- Place Value<br>Ch.2- Addition, Subtraction and its application<br>Ch.3- Multiplication, Division and their application (Ex. 3A, 3B)                                                                               |
| 18.07.26                                     | Sat | Hindi    | जब हम होंगे बड़े, भाषा, लिपि और व्याकरण,<br>विराम-चिह्न, सृजनात्मक लेखन, पत्र, गिनती                                                                                                                                    |
| 20.07.26                                     | Mon | English  | The Secret Garden, Gulliver's Travels,<br>Parts of Speech, The Sentence, Punctuation and Capital Letters,<br>Subject and Predicate Transformation of sentences, Noun, Vocabulary,<br>Story Writing, Picture Composition |
| 21.07.26                                     | Tue | Sans     | संस्कृत वर्णमाला, वर्ण संयोगः, विच्छेदः, संख्याज्ञानम्, शब्द रूप                                                                                                                                                        |
|                                              |     | French   | Leçon Un : Un grand bonjour de franc<br>Leçon deux : Comme ci, Comme ça                                                                                                                                                 |
| II UNIT TEST SCHEDULE : I-Term (2026 - 2027) |     |          |                                                                                                                                                                                                                         |
| DATE                                         | Day | Subjects | Topics                                                                                                                                                                                                                  |
| 19.08.26                                     | Wed | S.St.    | Climate, Know your country (Map Work)<br>States & Capitals (1-7 Andhra Pradesh to Gujarat)                                                                                                                              |
| 20.08.26                                     | Thu | Science  | Ch. 2- Habitats and Animal Adaptations<br>Ch. 4- Bones and Muscles.                                                                                                                                                     |
| 21.08.26                                     | Fri | Maths    | Ch. 3- Multiplication, Division and its application (Ex 3C to 3H)<br>Ch. 4- Factors, Ch. 5- Multiples                                                                                                                   |
| 22.08.26                                     | Sat | Hindi    | स्वामी विवेकानन्द, हम कुछ करके दिखलाएँगे, संज्ञा, सर्वनाम,<br>पर्यायवाची शब्द, अपठित गद्यांश, अनुच्छेद लेखन।                                                                                                            |
| 25.08.26                                     | Tue | English  | The Wind, Manu Mixes Clay and Sunshine, Number, Gender, Articles,<br>Pronouns, Verbs, Letter, Writing (Informal), Proverb, Comprehension,<br>Prose, Vocabulary-2                                                        |
| 26.08.26                                     | Wed | Sans     | अकारान्त पुल्लिङ्ग शब्दाः, आकारान्त स्त्रीलिङ्ग, शब्दाः, धातुरूप,<br>शरीर-अंग ज्ञानम्, फलों के नाम                                                                                                                      |
|                                              |     | French   | Leçon quatre : Je, Tu et nous, Leçon trois : Présente- toi                                                                                                                                                              |

(Class-V / 28)

| III UNIT TEST SCHEDULE : I-Term (2026 - 2027) |     |          |                                                                                                                                                                                            |
|-----------------------------------------------|-----|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DATE                                          | Day | Subjects | Topics                                                                                                                                                                                     |
| 18.09.26                                      | Fri | G.K.     | Pg. No. 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 82, 83                                                                                                             |
| 19.09.26                                      | Sat | Computer | Practical + Viva<br>Ch. 3- From Browsing to Mailing<br>Ch. 4- Helping Hands for the Elderly<br>Ch. 5- Algorithmic Intelligence                                                             |
| 21.09.26                                      | Mon | S.St.    | Greenland- The land of ice and snow<br>State & Capitals (8 to 14 Haryana to Maharashtra)                                                                                                   |
| 22.09.26                                      | Tue | Science  | Ch. 5 : The Nervous System<br>Ch. 6 : Safety and First Aid.                                                                                                                                |
| 23.09.26                                      | Wed | Maths    | Ch. 6 : Fractions<br>Ch. 9 : Geometry Basics                                                                                                                                               |
| 24.09.26                                      | Thu | Hindi    | जब हम होंगे बड़े, भाषा, लिपि और व्याकरण, विराम चिह्न, सृजनात्मक लेखन, पत्र, गिनती, स्वामी विवेकानन्द, हम कुछ करके दिखलाएँगे, संज्ञा सर्वनाम, पर्यायवाची शब्द, अपठित गद्यांश, अनुच्छेद लेखन |
| 25.09.26                                      | Fri | English  | Selfless Joe, Let's see the World, Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Vocabulary 3, Comprehension, Homophones, Creative Writing.                       |
| 26.09.26                                      | Sat | Sans     | संस्कृत वर्णमाला, वर्णसंयोगः, विच्छेदः, शब्दरूप, संख्या ज्ञानम्, अकारान्त-पुल्लिङ्ग शब्दाः, आकारान्त-स्त्रीलिङ्ग शब्दाः, धातु रूप, शरीर-अंग-ज्ञानम्, फलों के नाम                           |
|                                               |     | French   | Leçon Cinq : Qui est-ce?                                                                                                                                                                   |

(Class-V / 29)

| (ANNUAL TERM)                                 |     |          |                                                                                                                                                                                                                                                       | BGN |
|-----------------------------------------------|-----|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| I UNIT TEST SCHEDULE : II-Term (2026 - 2027)  |     |          |                                                                                                                                                                                                                                                       |     |
| DATE                                          | Day | Subjects | Topics                                                                                                                                                                                                                                                |     |
| 16.12.26                                      | Wed | G.K.     | Pg. 45, 46, 47, 48, 49, 50, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63                                                                                                                                                                                    |     |
| 17.12.26                                      | Thu | Computer | Digital De-Addiction, Virtual Reality<br>Ch.6- Mastering Scratch ,Ch.7- AI and its Domains                                                                                                                                                            |     |
| 18.12.26                                      | Fri | S.St.    | The Age of Machines,<br>The United Nations : Till Page 118 heading Secretariat<br>Know your country (Map work - 1 to 22 Andhra Pradesh to Sikkim)                                                                                                     |     |
| 19.12.26                                      | Sat | Science  | Ch. 8 - Soil and Its Importance<br>Ch. 9 - Air and Water                                                                                                                                                                                              |     |
| 21.12.26                                      | Mon | Maths    | Ch.7- Decimal , Additional topic : Simplification                                                                                                                                                                                                     |     |
| 22.12.26                                      | Tue | Hindi    | काँटों में राह बनाते हैं, विशेषण, अनुच्छेद लेखन, पत्र<br>अपठित गद्यांश, गिनती                                                                                                                                                                         |     |
| 23.12.26                                      | Wed | English  | Ch.- Luke's New Friend, Ch.- King Solomon's Mines<br>Ch.- Simple Past Tense, Ch.- Past Continuous Tense<br>Ch.- Past Perfect Tense, Biography, E-mail writing, Ch.- Simple Future<br>Tense, Ch.- Future Continuous Tense, Vocabulary 4, Comprehension |     |
| 24.12.26                                      | Thu | Sans     | सर्वनाम परिचयः, धातुपरिचयः (क्रिया), संख्याज्ञानम्, शब्दरूप                                                                                                                                                                                           |     |
|                                               |     | French   | Leçon Six : Le project de la semaine<br>Leçon Sept : La salle de jeux                                                                                                                                                                                 |     |
| II UNIT TEST SCHEDULE : II-Term (2026 - 2027) |     |          |                                                                                                                                                                                                                                                       |     |
| DATE                                          | Day | Subjects | Topics                                                                                                                                                                                                                                                |     |
| 20.01.27                                      | Wed | S.St.    | The United Nations (from Pg. 118 to 121)<br>The British Raj and the first war of independence,<br>Know your country (Map work- 23 to 28 Tamil Nadu to West Bengal)                                                                                    |     |
| 21.01.27                                      | Thu | Science  | Ch. 10 : The Environment                                                                                                                                                                                                                              |     |
| 22.01.27                                      | Fri | Maths    | Ch. 10 : Measurement<br>Ch. 11 : Perimeter, Area and Volume (Ex. 11A)                                                                                                                                                                                 |     |
| 23.01.27                                      | Sat | Hindi    | मुझसे कुछ मत छिपाना, काम के धुनी श्रीधरन, काल, शुद्धवर्तनी, अनेक शब्दों<br>के लिए एक शब्द, सृजनात्मक लेखन                                                                                                                                             |     |
| 27.01.27                                      | Wed | English  | Poem- Champa Flower, Ch.- Chipko Takes Root , Ch.- Modals<br>Ch.- Adjectives, Ch.- Degrees of Adjectives, Ch.- Order of Adjectives,<br>Ch.- Adverbs, Ch.- Comparison of Adverbs, Vocabulary 5, Paragraph<br>Writing, Comprehension                    |     |
| 28.01.27                                      | Thu | Sans     | प्रथम पुरुषः, मध्यम पुरुषः, धातुरूप, शरीर-अंग-ज्ञानम्, पशुओं के नाम                                                                                                                                                                                   |     |
|                                               |     | French   | Leçon huit : J'ai deux skis, Leçon newy : Je suis né                                                                                                                                                                                                  |     |

| III UNIT TEST SCHEDULE : II-Term (2026 - 2027) |     |          |                                                                                                                                                                                                                                                  |
|------------------------------------------------|-----|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DATE                                           | Day | Subjects | Topics                                                                                                                                                                                                                                           |
| 17.02.27                                       | Wed | G.K.     | Pg. 64, 65, 66, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 84, 85                                                                                                                                                                           |
| 18.02.27                                       | Thu | Computer | Practical + Viva<br>Ch.8- Robots at Work<br>Ch.9- The Tale of Fake News                                                                                                                                                                          |
| 19.02.27                                       | Fri | S.St.    | The Struggle for Independence<br>Our Government (from Learner's Comate)<br>Know your country (Union territories 1 to 8)                                                                                                                          |
| 20.02.27                                       | Sat | Science  | Ch. 13 - Earth's Satellite<br>Ch. 14 - Force and Energy                                                                                                                                                                                          |
| 22.02.27                                       | Mon | Maths    | Ch.11- Perimeter, Area and Volume (Ex. 11B to 11G)<br>Ch. 12- Time and Temperature                                                                                                                                                               |
| 23.02.27                                       | Tue | Hindi    | काँटों में राह बनाते हैं, विशेषण, अनुच्छेद लेखन, पत्र,<br>अपठित गद्यांश, गिनती<br>मुझसे कुछ मत छिपाना, काम के धुनीश्रीधरन, काल, शुद्धवर्तनी, अनेक शब्दों के<br>लिए एक शब्द, सृजनात्मक लेखन                                                       |
| 24.02.27                                       | Wed | English  | Ch.- The Swiss Family Robinson, Poem- Old Man with a Beard,<br>Ch.- Preposition, Ch.- Conjunction, Ch.- Subject Verb Agreement,<br>Ch.- Direct & Indirect Speech, Application Writing, Formal Letter<br>Writing, Notice Writing, Homophones (LC) |
| 25.02.27                                       | Thu | Sans     | सर्वनाम-परिचयः, धातु परिचयः, शब्दरूप, संख्याज्ञानम्, प्रथम पुरुषः, मध्यम पुरुषः,<br>धातुरूप, शरीर-अंग-ज्ञानम्, पशुओं के नाम                                                                                                                      |
|                                                |     | French   | Leçon dix : Ma famille                                                                                                                                                                                                                           |



| <b>DETAILS OF LEARNER'S COMATE</b>                                                                                                                                                                                                                                                                                                                                 |                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>ENGLISH : - 2 Comate (Term I &amp; Term II)</b><br>It contains - <ul style="list-style-type: none"> <li>• Grammar, Language &amp; Literature Assignments</li> <li>• 'British vs American' Assignment</li> <li>• 'Make Your Question' Assignment</li> <li>• Worksheets of French (Term I)</li> </ul>                                                             | Subjected for Assessment     |
| <ul style="list-style-type: none"> <li>• 'Verbal Reasoning' Assignment</li> <li>• 'Chetna' Assignments</li> <li>• Story Writing &amp; Drama Presentation Reflection Sheet (Term I)</li> <li>• Story Assignment (Term II)</li> <li>• SDG Reflection Sheet</li> <li>• 2 Interview Sheets of Career Awareness (II Term)</li> </ul>                                    | Not Subjected for Assessment |
| <b>HINDI : - 2 Comate (Term I &amp; Term II)</b><br>It contains - <ul style="list-style-type: none"> <li>• 'Grammar, Language &amp; Literature' Assignments</li> <li>• Hindi Counting 1 to 100</li> <li>• Matra Practice Assignments</li> </ul>                                                                                                                    | Subjected for Assessment     |
| <b>MATHS : - 2 Comate (Term I &amp; Term II)</b><br>It contains - <ul style="list-style-type: none"> <li>• Chapter Specific Assignments</li> <li>• 'Make Your Question' Assignment</li> </ul>                                                                                                                                                                      | Subjected for Assessment     |
| <b>SCIENCE : - 1 Comate (Term I &amp; Term II)</b><br>It contains - <ul style="list-style-type: none"> <li>• Chapter Specific Assignments</li> <li>• 'Make Your Question' Assignment</li> <li>• STEM Activity (Food Pyramid)</li> </ul>                                                                                                                            | Subjected for Assessment     |
| <ul style="list-style-type: none"> <li>• Early Engineering</li> <li>• Inspirational Stories of Scientist</li> <li>• 'Robotics' Assignments (Only for ANP, ING &amp; SNT)</li> </ul>                                                                                                                                                                                | Not Subjected for Assessment |
| <b>SOCIAL STUDIES : - 1 Comate (Term I &amp; Term II)</b><br>It contains - <ul style="list-style-type: none"> <li>• Chapter Specific Assignments</li> <li>• 'Make Your Question' Assignment</li> <li>• 'Our Government' Assignment</li> <li>• Information of 'Know Your Country'</li> <li>• Maps for practice</li> </ul>                                           | Subjected for Assessment     |
| <ul style="list-style-type: none"> <li>• 'Journey of Earth Around the Sun' Assignment</li> <li>• 'Bhagwad Geeta' Assignment</li> <li>• 'Sikh Guru &amp; Their Teachings' Assignment</li> <li>• 'Know More About Banaras' Assignment</li> <li>• 'Entrepreneurship &amp; Financial Literacy' Assignment</li> <li>• 'The Constitution of India' Assignment</li> </ul> | Not Subjected for Assessment |
| <b>Note :</b><br>1. All the Assignments given in the Learner's Comate are subjected for discussion & correction.<br>2. <b>Questions on SDGs</b> given in the Learner's Comate ( <b>English, Hindi, Maths, Science &amp; Social Studies</b> ) are subjected to discussion & corrections. (Not subjected to Assessment)                                              |                              |

## DETAILS OF ENRICHMENT BOOKLET

Enrichment Booklet is a combined practice booklet which comprises of

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| i) Maths Enrichment Sheets      | ii) Cyber Assignments             |
| iii) Asset Assignments          | iv) Logical Reasoning Assignments |
| v) Verbal Reasoning Assignments | vi) Global Assignment             |

- ❖ There will be only 1 booklet for both the terms.
- ❖ Maths Enrichment Sheets are to be done chapter wise along with the respective chapters.
- ❖ Asset Enrichment sheets will include questions of English, Maths, Science and Social Science.

### General instructions :

1. The Enrichment sheets given in Booklet is for practice and not subjected to corrections.
2. Maths Enrichment sheets is for additional practice for students.
3. Asset Enrichment sheets is for additional practice for students.
4. Cyber Olympiad Practice Sheets will be discussed and done in the class for practice.
5. Logical Reasoning Enrichment Sheets will be done as Holiday Home Work in Summer Vacation.
6. Verbal Reasoning Assignment (4 Assignments), Summer Verbal Reasoning Assignment, Dussehra Verbal Reasoning Assignment, Diwali Verbal Reasoning Assignment, Winter Verbal Reasoning Assignment. These Assignments are only for practice & not subjected for corrections and assessments (Unit Test)
7. **Enrichment booklet is to be brought by students in the next session (2027-28) for the discussion of Global Assignment which will be included now in the Enrichment Booklet.**

## ENGLISH

### Books

- |                                                                                |            |
|--------------------------------------------------------------------------------|------------|
| 1. 21st Century English Course Book-5 Second Edition (subjected to correction) | Burlington |
| 2. New Grammar with a Smile-5 Fifth Edition (subjected to correction)          | HeadWord   |
| 3. Collins Cobuild Learner's Illustrated Dictionary                            | Collins    |
| 4. 21st Century English Literature Reader-5                                    | Burlington |

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### Note books to be maintained

- English I - Language Notebook (subjected to correction)
  - English II - Literature Notebook (subjected to correction)
  - Learner's Comate (subjected to correction)
- 

### **Introduction :**

1. **21st Century English Course Book** is an English book based on interactive pattern which enriches reading, writing and grammar skills of the child. It comprises of verbal and visual inputs which will increase your child's communication. **21<sup>st</sup> Century English Course Book** is a complete course designed to help learners in communicating effectively and accurately in English.
2. **New Grammar with a Smile** is a fresh & fascinating approach to Grammar and Composition. It is followed by a variety of exercises, occasionally in the form of group contents, crossword puzzles etc.

|                                                       |
|-------------------------------------------------------|
| <b>Pattern and distribution of marks for the exam</b> |
|-------------------------------------------------------|

**English** (30Marks) will include Dictation of new words and paragraph dictation, question and answers, word meanings, sentence formation from any word of the chapter taught, exercises of the course book and Creative Writing (any topic of the choice of the teacher). Unseen passage, paragraph writing, letter writing, proverbs, homophones and grammar. The above mentioned reading and writing section done in the class is for practice only.

**Note :** The topic given in the Unit Test will be new but on similar lines of what has been practiced in the class and age appropriate.

### **General instructions :-**

1. New words and Paragraph dictation test will be taken after completion of chapters and in the Unit Test. The marks will be added in the Unit Tests as well.
2. For dictation any word from the chapter can be given besides the words already mentioned in the syllabus in the Unit Test.
3. For Make Sentences any word from the chapter can be given besides the words already mentioned in the syllabus in the Unit Test.
4. **Word Meaning** - Same words which are mentioned in the syllabus will be asked in Unit Test.

5. Children will be made to listen to the poem on the IFP. Recitation and explanation of all the poems will be done. Children will write poem and make a picture to illustrate the ideas of the poem as per their imagination. Poems are meant to be learnt by heart.
  6. Compositions and letter writings are to be done in the language notebook.
  7. Children will write a Paragraph (8 to 10 lines) on the topic given in the Learner's Comate in the class for Creative Writing Section.
  8. Children will do reading for the chapters mentioned in the precept (two in first term and two in second term) from **21st Century English Literature Reader**. It should be dealt in classes once in a week according to their time table to enhance their reading skills and it is not subjected for Unit Test.
  9. In an attempt to make the students more compatible in how to use a dictionary effectively like tracing out the words in alphabetical order, finding out their meanings and accurate pronunciation, we are introducing dictionary based activities in the Learner's Comate which will be held individually in both the terms as per mentioned in the syllabus.
  10. **Story Writing & Drama Presentation Activity** will be done in **Term-I & Story Telling Activity** will be done in **Term-II**.
  11. All the questions and the exercises given at the end of the chapter will be done by the students themselves after the discussion in the class.
  12. Questions on **SDGs** given in the Learner's Comate are subjected to discussion and correction (not subjected to assessment).
  13. E-content will be shown for all the topics through IFP in the class.
  14. Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.
  15. **Virtual Escape Room** – Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.
  16. **Pronunciation Plus** : The digital pronunciation practice materials feature an integrated pronunciation element - the Burlington Speech Trainer. It listens to learners practicing vocabulary, identifies pronunciation errors, and provides each learner with a personalised pronunciation programme. Speech trainer is available anytime, anywhere, and on any device.
  17. For better understanding and additional practice students must download the online resources of Burlington through the given link of the app.  
<https://app.burlingtonenglish.com>.
- Steps to Access the Online Resources.
- Log on to <https://app.burlingtonenglish.com>.
  - Enter the coupon code.
  - Follow the onscreen instructions to access the online resources.
18. **Verbal Reasoning** is, thinking with steps. It involves solving word problems, following written instructions, spotting letter sequences and cracking letter and number based codes. It helps to develop vocabulary and analytical skills. It also develops qualities of perceptions and solving complicated subject questions.

**Note :** A small section on Verbal Reasoning is added to all the assignments in the English Learner's Comate. The child is expected to attempt on his/her own without much help. These exercises are not subjected to any kind of Assessment.

#### 19. **Reading For Pleasure :**

"Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers."

At our school, we strongly believe that there is no substitute for books in a child's life. One of the greatest skills a child can acquire is a genuine love for reading. To nurture this habit,

**Reading for Pleasure (RFP)** has been incorporated into the school curriculum.

RFP books are meant to be read **independently by students for the sheer joy of reading**, and not merely for assessment or marks. The objective is to help children enjoy reading and gradually develop a lifelong love for books.

Classroom discussions are conducted only to stimulate thinking, encourage reflection, and promote meaningful conversations—not to teach the text.

| Assessment Pattern for First Term & Second Term (Offline & Online)                                                                               |                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mode: Offline-</b> Pen-and-paper assessment (15 Marks)                                                                                        |                                                                                                                                                                                               |
|                                                                                                                                                  | <ul style="list-style-type: none"> <li>Conducted during school hours</li> </ul>                                                                                                               |
| <b>Mode: Online-</b> Escape Room (Google Form) (5 Marks)                                                                                         |                                                                                                                                                                                               |
|                                                                                                                                                  | <ul style="list-style-type: none"> <li>Assessment through gamification using puzzles and challenges.</li> <li>Assessment will be conducted in the evening on the day of RFP exams.</li> </ul> |
| <b>Marks Division: 15 (Offline) + 5 (Online)</b>                                                                                                 | <b>Total Marks: 15 + 5 = 20</b>                                                                                                                                                               |
| The RFP assessment will be conducted in <b>both Offline and Online modes, and all students must appear for both assessments on the same day.</b> |                                                                                                                                                                                               |

#### **Note to Parents**

We request you to encourage and motivate your child to explore the world of books, beginning with Reading for Pleasure. Your support in helping them become independent readers will play a vital role in their growth and development.

"He that loves reading has everything within his reach."

— **William Godwin**

20. Make Your Questions will be practiced after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skills will be assessed in the Unit Test.
21. Assignments on British vs. American spellings of the suggestive words will be done in the Learner's Comate for students to understand that both spellings are correct and acceptable. This will also be assessed in the Unit Test.
22. At Sunbeam, we emphasize the importance of robust vocabulary for effective communication and comprehension. Our integrated vocabulary word list, incorporated into the syllabus, aims to:
  - Enhance word knowledge across subjects
  - Illustrate vocabulary integration in various contexts
  - Strengthen overall language proficiency
23. Burlington English Grammar: An Eclectic Approach is a supplementary resource book designed to provide comprehensive grammar instruction based on the Eclectic Approach to language acquisition. This book emphasizes practical application and functional use.  
We encourage students to engage with the exercises, which will reinforce their grammar skills and build confidence. Please note that this resource is for practice and reinforcement purposes only, and is not subjected for corrections, unit test.

## VOCABULARY BUILDING

We believe that strong Vocabulary is essential for effective communication and Comprehension. Keeping this in mind we have given an integrated Vocabulary word list.

- These words have been taken from the different subjects being taught to the child and are to be used by all the subject teachers for familiarity and comprehension.
- We encourage our parents to use these words in their day to day conversation.
- Together we can empower our students to become confident and articulate communicators.
- These list of words will be provided monthly in the Class WhatsApp Group and Google Classroom for your reference.

### WORD LIST FOR APRIL & MAY

| English     | Math              | Science       | Social Studies |
|-------------|-------------------|---------------|----------------|
| enchancing  | place value       | deficiency    | distance       |
| heal        | expanded notation | communicable  | grid           |
| playwright  | numerals          | vaccination   | vertical       |
| countryside | successor         | carbohydrate  | rotation       |
| strange     | addend            | disinfectants | parallel       |
| wonder      | subtrahend        | scattered     | accurate       |
| moment      | minuend           | dispersal     | directions     |
| satire      | million           | fibrous       | symbols        |
| refuse      | hundred thousand  | fertilisation | legend         |
| criticise   | ----              | harvest       | scale          |

### WORD LIST FOR JUNE & JULY

|            |                     |                  |            |
|------------|---------------------|------------------|------------|
| invisible  | quotient            | terrestrial      | atmosphere |
| firing day | remainder           | adaptation       | moisture   |
| statues    | dividend            | camouflage       | slanting   |
| blower     | divisor             | conch shell      | tropical   |
| sieve      | array               | amphibians       | climate    |
| kneaded    | speed               | locomotor        | moderate   |
| damp       | distance            | pivot            | monsoon    |
| prodded    | average             | cartilage        | vapour     |
| lump       | factor              | vertebral column | altitude   |
| blowing    | divisible           | voluntary        | -----      |
| buried     | prime factorisation | sternum          | -----      |
| river Bank | factor pair         | -----            | -----      |
| moulded    | prime numbers       | -----            | -----      |
| -----      | composite numbers   | -----            | -----      |

| VOCABULARY BUILDING              |                        |                 |                |
|----------------------------------|------------------------|-----------------|----------------|
| WORD LIST FOR AUGUST & SEPTEMBER |                        |                 |                |
| English                          | Math                   | Science         | Social Studies |
| adversity                        | numerator              | neurons         | tundra         |
| console                          | denominator            | circulation     | iceberg        |
| domestic                         | lowest term            | sensory         | province       |
| sobbing                          | equivalent fraction    | eyelid          | kayak          |
|                                  | unlike fraction        | eardrum         | igloos         |
| telegraph                        | reciprocal             | valve           | nomadic        |
| welfare                          | multiplicative inverse | antiseptic      | sledges        |
| satisfaction                     | whole number           | blister         | parkas         |
| contribution                     | line segment           | rabies          | inuit          |
| bonnet                           | angle                  | tourniquet      | -----          |
| lustrous                         | vertex                 | -----           | -----          |
| shooting star                    | measure                | -----           | -----          |
| -----                            | construct              | -----           | -----          |
| WORD LIST FOR OCTOBER            |                        |                 |                |
| neighbour                        | brackets               | weathering      | factory        |
| amazing                          | expresion              | coarse          | revolution     |
| journeys                         | operations             | humus           | generators     |
| experiment                       | order                  | ploughing       | catapults      |
| dangerous                        | decimal point          | overgrazing     | alternative    |
| supper                           | decimal places         | shelter belts   | hydro power    |
| chemistry                        | decimal number         | terrace farming | spinning       |
| invented                         | whole number           | accumulates     | automobiles    |
| favourite                        | -----                  | -----           | technology     |
| strange                          | -----                  | -----           | navigation     |



| VOCABULARY BUILDING              |                     |                   |                 |
|----------------------------------|---------------------|-------------------|-----------------|
| WORD LIST FOR NOVEMBER           |                     |                   |                 |
| English                          | Math                | Science           | Social Studies  |
| mines                            | tenths              | pollen            | organization    |
| legend                           | hundredths          | ultra violet      | secretary       |
| strangers                        | thousandths         | water bodies      | dispute         |
| warriors                         | unit price          | distillate        | achievements    |
| fierce                           | like decimals       | sediments         | established     |
| narrow                           | -----               | -----             | secretariat     |
| disappointed                     | -----               | -----             | peacekeeping    |
| laughter                         | -----               | -----             | apartheid       |
| slyly                            | -----               | -----             | destruction     |
| fling                            | -----               | -----             | conference      |
| WORD LIST FOR DECEMBER           |                     |                   |                 |
| glancing                         | millimetre          | renewable         | discontent      |
| sniffs                           | square unit         | depleting         | cartridges      |
| illiterate                       | centimetre          | non-biodegradable | prominent       |
| chanting                         | kilometre           | resource          | viceroy         |
| troop                            | kilogram            | greenhouse effect | portuguese      |
| totters                          | capacity            | -----             | extended        |
| slumps                           | edge                | -----             | purchased       |
| saviours                         | perimeter           | -----             | military        |
| rustle                           | metric system       | -----             | persuaded       |
| debts                            | -----               | -----             | -----           |
| WORD LIST FOR JANUARY & FEBRUARY |                     |                   |                 |
| sailors                          | am (anti meredian)  | craters           | resentment      |
| frightened                       | pm (prime meredian) | waning            | opposition      |
| survivor                         | duration            | umbra             | pledged         |
| decisions                        | estimating          | telescope         | bonfires        |
| incredible                       | elapsed time        | crescent          | wartime         |
| larks                            | starting time       | stationary        | boycotted       |
| wren                             | finishing time      | lever             | revolutionaries |
| limerick                         | celsius scale       | pulley            | sympathetic     |
| blankets                         | square unit         | groove            | radicals        |
| worried                          | cubic unit          | electrostatic     | moderates       |
|                                  | irregular shapes    | buoyant           |                 |
|                                  | perimeter           |                   |                 |

| Month &<br>No. of<br>working days | Content                                                           |      |             |                                                      |
|-----------------------------------|-------------------------------------------------------------------|------|-------------|------------------------------------------------------|
|                                   | <b>Phoneme Chart (English Vowel)</b>                              |      |             |                                                      |
|                                   | <b>Vowel Phonemes</b>                                             |      |             |                                                      |
|                                   | 1                                                                 | /ɪ/  | <u>pit</u>  | sit, hit, nil, bin, sin                              |
|                                   | 2                                                                 | /e/  | <u>pet</u>  | met, set, net, let, get                              |
|                                   | 3                                                                 | /æ/  | <u>pat</u>  | hat, bat, mat, chat, sat                             |
|                                   | 4                                                                 | /ɒ/  | <u>pot</u>  | cot, log, jog, not, hot                              |
|                                   | 5                                                                 | /ʌ/  | <u>luck</u> | duck, hut, thud, rug, suck                           |
|                                   | 6                                                                 | /ʊ/  | <u>good</u> | hood, should, wood, foot                             |
|                                   | 7                                                                 | /ə/  | <u>ago</u>  | adore, alas, aghast, amazed                          |
|                                   | 8                                                                 | /i:/ | <u>meat</u> | beat, seat, treat, feed, sleep                       |
|                                   | 9                                                                 | /ɑ:/ | <u>car</u>  | star, war, park, bar                                 |
|                                   | 10                                                                | /ɔ:/ | <u>door</u> | pour, score, bore, go, tore, lobe                    |
|                                   | 11                                                                | /ɜ:/ | <u>girl</u> | pearl, skirt, dirt, thirst, flirt                    |
|                                   | 12                                                                | /u:/ | <u>too</u>  | cool, boon, stool, school, tooth, spoon, croon, hoot |
|                                   | 13                                                                | /eɪ/ | <u>day</u>  | pray, play, sleigh, say, whey                        |
|                                   | 14                                                                | /aɪ/ | <u>sky</u>  | why, shy, sky, ply, try, high                        |
|                                   | 15                                                                | /ɔɪ/ | <u>boy</u>  | joy, coy, troy, destroy                              |
|                                   | 16                                                                | /iə/ | <u>beer</u> | clear, steer, tear, rear, jeer, dear                 |
|                                   | 17                                                                | /eə/ | <u>bear</u> | hair, flare, gear, swear, dare                       |
|                                   | 18                                                                | /ʊə/ | <u>tour</u> | poor, sure                                           |
|                                   | 19                                                                | /əʊ/ | <u>go</u>   | slow, flow, brow, so, pro, know                      |
|                                   | 20                                                                | /aʊ/ | <u>cow</u>  | Couch, trout, plough, drawn, sprout, crown, brown    |
|                                   | <b>Note : Refer to the above chart while reading a dictionary</b> |      |             |                                                      |

| Month &<br>No. of<br>working days | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
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|                                   | <div>HALF YEARLY</div> <div>LITERATURE</div> <table><tr><th>Sl. No.</th><th>Name of the chapter</th><th>No. of iBLD</th></tr><tr><td></td><td>Welcome (Revisional)</td><td></td></tr><tr><td>1</td><td>Ch. The Secret Garden</td><td>1</td></tr><tr><td>2</td><td>Ch. Gulliver's Travels</td><td>1</td></tr><tr><td>3</td><td>Barefoot Kanu Dadu (Only for reading) Literature Reader</td><td>-</td></tr><tr><td>4</td><td>Poem- The Wind</td><td>1</td></tr><tr><td>5</td><td>Ch. Manu Mixes Clay and Sunshine</td><td>1</td></tr><tr><td>6</td><td>Tearful (Only for reading) Literature Reader</td><td>-</td></tr><tr><td>7</td><td>Ch. Selfless Jo</td><td>1</td></tr><tr><td>8</td><td>Poem- Let's See the World</td><td>1</td></tr></table> <div>LANGUAGE</div> <table><tr><th>Sl. No.</th><th>Name of the Chapter</th><th>No. of IIA</th></tr><tr><td>1</td><td>Parts of speech</td><td>-</td></tr><tr><td>2</td><td>The Sentence</td><td>-</td></tr><tr><td>3</td><td>Punctuation and Capital letters</td><td>-</td></tr><tr><td>4</td><td>Subject and Predicate</td><td>-</td></tr><tr><td>5</td><td>Transformation of Sentences</td><td>-</td></tr><tr><td>6</td><td>Nouns</td><td>-</td></tr><tr><td>7</td><td>Number</td><td>-</td></tr><tr><td>8</td><td>Gender</td><td>-</td></tr><tr><td>9</td><td>Articles</td><td>-</td></tr><tr><td>10</td><td>Pronouns</td><td>-</td></tr><tr><td>11</td><td>Verbs</td><td>-</td></tr><tr><td>12</td><td>Simple Present Tense</td><td>-</td></tr><tr><td>13</td><td>Present Continuous Tense</td><td>-</td></tr><tr><td>14</td><td>Present Perfect Tense</td><td>-</td></tr><tr><td>15</td><td>Vocabulary-1 Alliteration</td><td>-</td></tr><tr><td>16</td><td>Vocabulary-2 Easily Confused Words</td><td>-</td></tr><tr><td>17</td><td>Vocabulary-3 Nominalisation</td><td>-</td></tr><tr><td>18</td><td>Paragraph Writing</td><td>1</td></tr><tr><td>19</td><td>Comprehension Passage</td><td>1</td></tr></table> | Sl. No.     | Name of the chapter | No. of iBLD |  | Welcome (Revisional) |  | 1 | Ch. The Secret Garden | 1 | 2 | Ch. Gulliver's Travels | 1 | 3 | Barefoot Kanu Dadu (Only for reading) Literature Reader | - | 4 | Poem- The Wind | 1 | 5 | Ch. Manu Mixes Clay and Sunshine | 1 | 6 | Tearful (Only for reading) Literature Reader | - | 7 | Ch. Selfless Jo | 1 | 8 | Poem- Let's See the World | 1 | Sl. No. | Name of the Chapter | No. of IIA | 1 | Parts of speech | - | 2 | The Sentence | - | 3 | Punctuation and Capital letters | - | 4 | Subject and Predicate | - | 5 | Transformation of Sentences | - | 6 | Nouns | - | 7 | Number | - | 8 | Gender | - | 9 | Articles | - | 10 | Pronouns | - | 11 | Verbs | - | 12 | Simple Present Tense | - | 13 | Present Continuous Tense | - | 14 | Present Perfect Tense | - | 15 | Vocabulary-1 Alliteration | - | 16 | Vocabulary-2 Easily Confused Words | - | 17 | Vocabulary-3 Nominalisation | - | 18 | Paragraph Writing | 1 | 19 | Comprehension Passage | 1 |
| Sl. No.                           | Name of the chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | No. of iBLD |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
|                                   | Welcome (Revisional)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 1                                 | Ch. The Secret Garden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 2                                 | Ch. Gulliver's Travels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 3                                 | Barefoot Kanu Dadu (Only for reading) Literature Reader                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 4                                 | Poem- The Wind                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 5                                 | Ch. Manu Mixes Clay and Sunshine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 6                                 | Tearful (Only for reading) Literature Reader                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 7                                 | Ch. Selfless Jo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 8                                 | Poem- Let's See the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| Sl. No.                           | Name of the Chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | No. of IIA  |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 1                                 | Parts of speech                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 2                                 | The Sentence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 3                                 | Punctuation and Capital letters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 4                                 | Subject and Predicate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 5                                 | Transformation of Sentences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 6                                 | Nouns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 7                                 | Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 8                                 | Gender                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 9                                 | Articles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 10                                | Pronouns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 11                                | Verbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 12                                | Simple Present Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 13                                | Present Continuous Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 14                                | Present Perfect Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 15                                | Vocabulary-1 Alliteration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 16                                | Vocabulary-2 Easily Confused Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 17                                | Vocabulary-3 Nominalisation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | -           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 18                                | Paragraph Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
| 19                                | Comprehension Passage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1           |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |
|                                   | <div>Note :</div> <div><div>1.</div><div>New words and Paragraph dictation test will be taken after completion of chapters and in the Unit Test. The marks will be added in the Unit Tests as well.</div></div> <div><div>2.</div><div>For dictation any word from the chapter can be given besides the words already mentioned in the syllabus in the Unit Test.</div></div> <div><div>3.</div><div>For Make Sentences any word from the chapter can be given besides the words already mentioned in the syllabus in the Unit Test.</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |                     |             |  |                      |  |   |                       |   |   |                        |   |   |                                                         |   |   |                |   |   |                                  |   |   |                                              |   |   |                 |   |   |                           |   |         |                     |            |   |                 |   |   |              |   |   |                                 |   |   |                       |   |   |                             |   |   |       |   |   |        |   |   |        |   |   |          |   |    |          |   |    |       |   |    |                      |   |    |                          |   |    |                       |   |    |                           |   |    |                                    |   |    |                             |   |    |                   |   |    |                       |   |

(Class-V / 41)

| Month &<br>No. of<br>working days                                         | CONTENT                                                                                                    |  |  |                          |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--|--|--------------------------|
| April<br>+May<br>24+09 =<br>33 days                                       | <b>21st Century English Course Book-5 Second Edition</b>                                                   |  |  | <div>No. of iBLD-1</div> |
|                                                                           | <b>Welcome: (Pg. No. 9 to 14),</b> (to be discussed and done as class work) (not subjected for correction) |  |  |                          |
|                                                                           | <b>Theme - Helping Others :</b> (Pg. No. 15), Ex. A, B & C (to be discussed in the class)                  |  |  |                          |
|                                                                           | <b>Chapter-1 : The Secret Garden</b>                                                                       |  |  |                          |
|                                                                           | <b>Reading and Explanation-</b> Pg. No. 16 to 19 to be done in the class                                   |  |  |                          |
|                                                                           | Dictation of words & paragraph will be taken                                                               |  |  |                          |
|                                                                           | <b>Teaching aids :</b> Pronunciation Plus from the Burlington App will be practiced.                       |  |  |                          |
|                                                                           | <b>New words :</b>                                                                                         |  |  |                          |
|                                                                           | 1. enchanting      2. hidden                      3. heal                      4. transform                |  |  |                          |
|                                                                           | 5. arrived              6. lonely                      7. secret                      8. mysteries         |  |  |                          |
|                                                                           | 9. scared 10. terrible                      11. Europe                      12. believe 13. popular        |  |  |                          |
|                                                                           | <b>Word meaning :</b>                                                                                      |  |  |                          |
|                                                                           | 1. enchanting      2. heal                      3. mysteries      4. lonely                                |  |  |                          |
|                                                                           | <b>Words for sentence formation :</b>                                                                      |  |  |                          |
| 1. nature              2. remember      3. secret              4. towards |                                                                                                            |  |  |                          |
| All the exercises will be done                                            |                                                                                                            |  |  |                          |
| <b>Comprehension – (Pg. No. 20)</b>                                       |                                                                                                            |  |  |                          |
| Ex. A (to be done in the Burlington App)                                  |                                                                                                            |  |  |                          |
| Ex. B & C (to be done in the literature notebook)                         |                                                                                                            |  |  |                          |
| Ex. D (to be discussed in the class)                                      |                                                                                                            |  |  |                          |
| <b>Vocabulary- (Pg. No. 21)</b>                                           |                                                                                                            |  |  |                          |
| Ex. A& B (to be done in the Burlington App)                               |                                                                                                            |  |  |                          |
| <b>Listening - (Pg. No. 23)</b>                                           |                                                                                                            |  |  |                          |
| to be done in the course book as LSD-1                                    |                                                                                                            |  |  |                          |
| <b>Speaking - (Pg. No. 23)</b>                                            |                                                                                                            |  |  |                          |
| (to be discussed in the class)                                            |                                                                                                            |  |  |                          |
| <b>Theme : Cross - Culture Appreciation - (Pg. No. 26)</b>                |                                                                                                            |  |  |                          |
| Ex. A, B & C (to be discussed in the class)                               |                                                                                                            |  |  |                          |

| Month &<br>No. of<br>working days | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                   | <p><b>Chapter – 2 : Gulliver's Travels</b> <span style="float: right;">No. of iBLD-1</span></p> <p>Reading and Explanation (Pg. No. 27 to 30) to be done in the class</p> <p>Dictation of words &amp; paragraph will be taken</p> <p><b>Teaching aids :</b> Pronunciation Plus from the Burlington App will be practiced.</p> <p><b>New words :</b></p> <p>1. adventure      2. believe      3. children      4. doctor</p> <p>5. evening      6. food      7. island      8. king</p> <p>9. queen      10. understand</p> <p><b>Word meaning :</b></p> <p>1. Island   2. adventure   3. warships   4. evil</p> <p><b>Words for sentence formation :</b></p> <p>1. promise      2. guards      3. huge      4. ocean</p> <p>All the exercise will be done</p> <p><b>Comprehension – (Pg. No. 31)</b></p> <p>Ex. A &amp; B (to be done in the Burlington App)</p> <p>Pg. No. 32- Ex. C &amp; D (to be done in the literature notebook)</p> <p>Ex. E (to be discussed in the class)</p> <p><b>Vocabulary- (Pg. No. 33)</b></p> <p>Ex. A, B &amp; C (to be done in the Burlington App)</p> <p><b>Listening- (Pg. No. 36)</b></p> <p>(to be done in the course book as <b>LSD-2</b>)</p> <p><b>Speaking- (Pg. No. 36)</b></p> <p>(to be discussed in the class)</p> <p><b>AIL - Art Corner-1 (Pg. No. 39)</b></p> <p>(to be done in the class as Art Integrated Learning)</p> <hr/> <p><b>Book : New Grammar with a Smile – 5</b></p> <p><b>Chapter – 1 : Parts of speech</b></p> <p>Explanation (Pg. 7 and 8)</p> <p>Ex. A (Pg 8) (to be done in the language notebook)</p> <p>Ex. B (Pg 9)</p> |

| Month &<br>No. of<br>working days | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                   | <p><b>Chapter 2 : The Sentence</b><br/> Warm-up (Pg 10)<br/> Explanation (Pg. 11)<br/> Ex. A (Pg. 12), Ex. B (Pg. 12 &amp; 13)<br/> Explanation (Pg. 13 &amp; 14)<br/> Ex. C (Pg. 14 )<br/> Ex. D (Pg. 15)</p> <p><b>Chapter 28 : Punctuation and Capital Letters</b><br/> Warm-up (Pg 129)<br/> Explanation (Pg. 129,130,131 and 132)<br/> Punctuate these sentences (Pg 132 and Pg 133)</p> <p><b>Chapter 4 : Subject and Predicate</b><br/> Warm-up (Pg. 22)<br/> Explanation (Pg. 23)<br/> Ex. A, B &amp; C (Pg. 24)</p> <p><b>Chapter 3 : Transformation of Sentences</b><br/> Explanation (Pg. 16)<br/> Ex. A (Pg. 17) (to be done in the language notebook)<br/> Ex. B (Pg. 17) (to be done in the language notebook)<br/> Explanation (Pg. 18)<br/> Ex. C (Pg 19) (to be done in the language notebook)<br/> Explanation (Pg. 19 and 20)<br/> Ex. D (Pg. 21)</p> <p><b>Chapter 5 : Nouns</b><br/> Warm-up (Pg 25)<br/> Explanation (Pg. 26)<br/> Ex. A (Pg 26 ), Ex. B (Pg 27) Ex. C (Pg 28), Ex. D (Pg 28)</p> <p><b>Grammar Game :</b><br/> Grammar game will be played in the classroom based on 'Nouns'.<br/> Comprehension Prose-I (Pg 150 – Pg 151) : (only for practice – not subjected to correction)</p> <p><b>Vocabulary-1 Alliteration</b><br/> Explanation (Pg. 139)<br/> Ex. Find Six Examples of Alliteration (Pg. No. 139) to be done in the language notebook</p> |

| Month &<br>No. of<br>working days                            | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                                              | <p><b>Language :</b></p> <p><b>Writing –</b></p> <p><b>1. (Story writing) (Pg. No. 24)</b> for format refer to Learner's Comate<br/>Ex. A (to be done in the language notebook)<br/>Ex. B (to be discussed in the class)<br/>Pg. No. 25, Ex. C (to be done in the language notebook) <b>(The Secret Garden)</b></p> <p><b>2. Picture Composition:</b> (Pg. No. 37) Ex. A (to be done in the course book)<br/>(Pg. No. 38) Ex. B &amp; C (to be done in the course book) <b>(Gulliver's Travels)</b></p> <p><b>Integrated Interdisciplinary Approach</b> - Paragraph writing - Impact of eating junk food (to be done in Grammar notebook)</p> <p><b>British Vs American Assignment to be done in Learner's Comate.</b></p> <p><b>Learner's Comate</b> - Assignment-1 (Revisional Assignment)</p> <p><b>Learner's Comate</b> – Assignment – 2 Comprehension Prose, Parts of Speech, Subject &amp; Predicates, Punctuation and Capital Letters, The Sentences, Transformation of Sentences, Nouns, Creative Writing, Make Your Question, The Secret Garden, Gulliver's Travels + Verbal Reasoning, Dictionary Activity -1 (to look in the dictionary and identify different forms of words and its meaning)</p> <p><b>21st Century English Literature Reader (only for reading) Barefoot Kanu Dadu</b></p> <p><b>Language Building Activity :</b> Situational Talk</p> <p><b>Read the book 'The Boys Who Fought' for Reading for Pleasure Examination.</b></p> |
| <p><b>June+July</b><br/><b>4+27 =</b><br/><b>31 days</b></p> | <p><b><u>21st Century English Course Book-5 Second Edition</u></b></p> <p><b>Poem: The Wind (Pg. No. 40)</b> <span style="float: right; border: 1px solid black; padding: 2px;">No. of iBLD-1</span></p> <p>The children will be made to listen to the poem on the IFP.</p> <p><b>Recitation and Explanation</b> - to be done in the class</p> <p>Dictation of words will be taken</p> <p><b>Teaching aids :</b> Pronunciation Plus from the Burlington App will be practiced.</p> <p><b>New Words</b> -1.toss      2.blowing      3.across      4.hid    5.blower<br/>6.beast</p> <p><b>Word meaning</b></p> <p>1. toss    2. across      3. beast</p> <p><b>Words for sentence formation</b></p> <p>1. heard   2. push      3. field      4.different</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

(Class-V / 45)



| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |             |          |         |          |               |         |            |         |             |         |             |                     |           |             |  |            |         |         |            |         |          |          |            |            |
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|                                   | <p><b>Understanding the Poem:</b> (Pg. No. 41)<br/>Ex. A to be done in the literature notebook<br/>Ex. B (to be discussed in the class)</p> <p><b>Appreciation – (Pg. No. 41)</b><br/>(to be done in the literature notebook)</p> <p><b>Enrichment Activities 1: (Pg. No. 42)</b><br/>(to be discussed and done in the class)</p> <p><b>Theme : Appreciating Art &amp; Technology-</b> (Pg. No. 43)<br/>Ex. A1, A2 &amp; B (to be discussed in the class)</p> <p><b>Chap. 3 : Manu Mixes Clay and Sunshine</b></p> <p><b>Reading and Explanation</b> (Pg. No. 44 to 47) to be done in the class<br/>Dictation of words &amp; paragraph will be taken</p> <p><b>Teaching aids :</b> Pronunciation Plus from the Burlington App will be practiced.</p> <p><b>New words :</b></p> <table><tr><td>1. banyan tree</td><td>2. clay</td><td>3. craft</td><td>4. damp</td></tr><tr><td>5. earth</td><td>6. firing day</td><td>7. kiln</td><td>8. kneaded</td></tr><tr><td>9. lump</td><td>10. moulded</td><td>11. pot</td><td>12. potters</td></tr><tr><td>13. power of motion</td><td>14. sieve</td><td>15. statues</td><td></td></tr></table> <p><b>Word meaning :</b></p> <table><tr><td>1. pebbles</td><td>2. kiln</td><td>3. damp</td><td>4. prodded</td><td>5. pile</td></tr></table> <p><b>Words for Sentence Formation :</b></p> <table><tr><td>1. magic</td><td>2. power</td><td>3. perfect</td><td>4. potters</td></tr></table> <p>All the exercises will be done.</p> <p><b>Comprehension – (Pg. No. 48)</b><br/>Ex. A &amp; B (to be done in the Burlington App)<br/>Ex. C, D (to be done in the literature notebook)<br/>(Pg. No. 49) Ex. E (to be discussed in the class)</p> <p><b>Vocabulary- (Pg. No. 49)</b><br/>Ex. A, B &amp; C (to be done in the Burlington App)</p> <p><b>Listening - (Pg. No. 51)</b><br/>to be done in the course book as LSD Revisional</p> | 1. banyan tree | 2. clay     | 3. craft | 4. damp | 5. earth | 6. firing day | 7. kiln | 8. kneaded | 9. lump | 10. moulded | 11. pot | 12. potters | 13. power of motion | 14. sieve | 15. statues |  | 1. pebbles | 2. kiln | 3. damp | 4. prodded | 5. pile | 1. magic | 2. power | 3. perfect | 4. potters |
| 1. banyan tree                    | 2. clay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3. craft       | 4. damp     |          |         |          |               |         |            |         |             |         |             |                     |           |             |  |            |         |         |            |         |          |          |            |            |
| 5. earth                          | 6. firing day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 7. kiln        | 8. kneaded  |          |         |          |               |         |            |         |             |         |             |                     |           |             |  |            |         |         |            |         |          |          |            |            |
| 9. lump                           | 10. moulded                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 11. pot        | 12. potters |          |         |          |               |         |            |         |             |         |             |                     |           |             |  |            |         |         |            |         |          |          |            |            |
| 13. power of motion               | 14. sieve                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15. statues    |             |          |         |          |               |         |            |         |             |         |             |                     |           |             |  |            |         |         |            |         |          |          |            |            |
| 1. pebbles                        | 2. kiln                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3. damp        | 4. prodded  | 5. pile  |         |          |               |         |            |         |             |         |             |                     |           |             |  |            |         |         |            |         |          |          |            |            |
| 1. magic                          | 2. power                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3. perfect     | 4. potters  |          |         |          |               |         |            |         |             |         |             |                     |           |             |  |            |         |         |            |         |          |          |            |            |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                   | <p><b>Speaking- (Pg. No. 51)</b><br/>(to be discussed in the class)</p> <p><b>Book : New Grammar with a Smile – 5</b></p> <p><b>Chapter – 6 : Number</b><br/>Warm-up (Pg 29)<br/>Explanation (Pg. 30 and 31)<br/>Ex. A (Pg 32), Ex. B (Pg 32 &amp; Pg 33)<br/>Explanation (Pg.33 and 34)<br/>Ex. C (Pg 33) and Ex. D (Pg 34)</p> <p><b>Chapter – 7 : Gender</b><br/>Warm-up (Pg 35)<br/>Explanation (Pg. 36)<br/>Ex. A (Pg 37), Ex. B (Pg 37)</p> <p><b>Chapter - 8 Articles</b><br/>Warm-up (Pg 38)<br/>Explanation (Pg. 39, 40 and 41)<br/>Ex. A (Pg 41)<br/>Ex. B (Pg. 41 &amp; 42) (to be done in language notebook)<br/>Explanation (Pg. 42 and 43)<br/>Ex. C ( Pg 43) (to be done in language notebook)</p> <p><b>Chapter -9 : Pronouns</b><br/>Warm-up (Pg 44)<br/>Explanation (Pg. 45)<br/>Ex. A (Pg 46), Ex. B (Pg 46)<br/>Explanation (Pg. 47)<br/>Ex. C (Pg 47)<br/>Explanation (Pg. 48)<br/>Ex. D (Pg 49) and Ex. E (Pg 49)</p> <p><b>Chapter -10 : Verbs</b><br/>Warm-up (Pg. 50)<br/>Explanation (Pg. 51)<br/>Ex. A (Pg 52)<br/>Explanation (Pg. 52)<br/>Ex. B (Pg 53)</p> <p><b>Grammar Game :</b><br/>Grammar game will be played in the class based on 'Verbs'.<br/>Comprehension Poem (Pg. 152-153, grammar book) only for practice, not subjected to correction.</p> |

(Class-V / 47)

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                   | <p><b>Vocabulary-2 Easily Confused Words</b><br/> Explanation (Pg. 140)<br/> Ex. Choose the correct word (Pg. No. 141)</p> <p><b>Language : 1. Writing : (Pg. No. 52)</b><br/> Ex. A (Format of letter to be explained) (for format refer to Learner's Comate) (Pg. No. 53) Ex. B (to be discussed in the class)<br/> Ex. C (to be done in the course book)<br/> Ex. D Write an Informal letter (to be done in the course book) <b>Chapter-Manu Mixes Clay and Sunshine.</b></p> <p><b>2. Assignment on Proverbs given in Learner's Comate to be done.</b></p> <p>3. Learner's Comate : Assignment -3 Comprehension Prose, Number, Gender, Articles, Pronouns, Verbs, Creative Writing, Make Your Question, The Wind, Manu Mixes Clay and Sunshine + Verbal Reasoning + Dictionary Activity-2 (to look in the dictionary and identify its correct spelling and meaning of a word)</p> <p><b>21st Century English Literature Reader (only for reading) Tearful</b></p>                            |
| <b>August<br/>25 days</b>         | <p><b>21st Century English Course Book-5 Second Edition</b> <span style="border: 1px solid black; padding: 2px;">No. of iBLD-1</span></p> <p><b>Theme : Overcoming Challenges</b> - (Pg. No. 54) Ex. A, B &amp; C (to be discussed in the class)</p> <p><b>Chapter-4: Selfless Jo</b></p> <p><b>Reading and Explanation</b> (Pg. No. 55 &amp; 58) to be done in the class<br/> Dictation of words and paragraph will be taken.</p> <p><b>Teaching aids :</b> Pronunciation Plus from the Burlington App will be practiced.</p> <p><b>New Words -</b> 1.receive      2.telegram      3.adversity      4.unlikeable<br/> 5.trembling      6.snatched      7.composed      8.choking      9.console<br/> 10.mistress      11.heartily      12.scribbled      13.relieved      14.preparations<br/> 15.anxious      16.lustrous      17.exclaimed      18.stoutly</p> <p><b>Word meaning</b><br/> 1. adversity      2. composed      3. choking      4. console      5. lustrous<br/> 6. stoutly</p> |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                   | <p><b>Words for sentence formation</b><br/> 1. necessary 2. thick 3. caretaker 4. puzzled<br/> All exercises will be done.</p> <p><b>Comprehension – (Pg. No. 59)</b><br/> Ex. A &amp; B (to be done in the Burlington App)<br/> Ex. C &amp; D (to be done in the literature notebook)<br/> Ex. E (to be discussed in the class)</p> <p><b>Vocabulary- (Pg. No. 60)</b><br/> Ex. A, B (to be done in the Burlington App)</p> <p><b>Listening - (Pg. No. 63)</b><br/> to be done in the course book as Listening Skill Development.</p> <p><b>Speaking- (Pg. No. 63)</b><br/> (to be discussed in the class)</p> <p><b>Sports Corner- 1: (Pg. No. 66)</b><br/> Ex. A (to be discussed in the class) Ex. B to be done in the course book )</p> <hr/> <p><b>Poem: Let's See the World (Pg. No. 67)</b> <span style="float: right; border: 1px solid black; padding: 2px;">No. of iBLD-1</span><br/> The children will be made to listen to the poem on the IFP. Recitation and<br/> Explanation to be done in class<br/> Dictation of words will be taken</p> <p><b>Teaching aids :</b> Pronunciation Plus from the Burlington App will be practiced.<br/> Children will write the poem in their literature notebook and make a picture to<br/> illustrate the idea of the poem as per their imagination.</p> <p><b>New Words -</b> 1. amazing 2. deserts 3. mountains 4. tallest<br/> 5. shooting star</p> <p><b>Word meaning</b><br/> 1. deserts 2. shooting star 3. amazing</p> <p><b>Words for sentence formation</b><br/> 1. sunshine 2. world 3. wish 4. amazing<br/> All the exercises will be done.</p> <p><b>Understanding the Poem:</b> (Pg. No. 68)<br/> Ex. A (to be done in the literature notebook)<br/> Ex. B (to be discussed in the class)</p> |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                   | <p><b>Appreciation</b> – (Pg. No. 68)<br/>Ex. A, B &amp; C (to be done in the literature notebook)</p> <p><b>Enrichment Activities 2</b> : Pg. 69<br/>(to be discussed in the class)</p> <hr/> <p><b>Book : New Grammar with a Smile – 5</b><br/><b>Chapter – 11 Simple Present Tense</b><br/>Warm-up (Pg. 54)<br/>Explanation (Pg. 54, 55 and 56)<br/>Ex. A (Pg. 57) (book work)<br/>Ex. B (Pg. 57)<br/>(to be done in the language notebook)<br/>Ex. C (Pg. 57)</p> <p><b>Chapter 12 – Present Continuous Tense</b><br/>Warm-up (Pg. 58)<br/>Explanation (Pg. 59 and 60)<br/>Ex. A (Pg. 60 and 61)<br/>Ex. B (Pg. 61) (to be done in the language notebook)<br/>Ex. C (Pg. 62)</p> <p><b>Language :</b><br/><b>Writing</b> - Poster making (Pg. No. 64) for format refer to Learner's Comate<br/>Ex. A (to be discussed in the class)<br/>(Pg. No. 65) Ex. B (to be done in the course book) <b>Chapter-Selfless Jo</b><br/><b>Story Writing and Drama Presentation</b> Story Writing and Drama Presentation will be conducted for all students to enhance imagination, creativity, storytelling, dialogue writing, and teamwork skills. Reflection Sheet will be done in the English Learner's Comate.</p> |
| <b>Sept.<br/>24 days</b>          | <p><b>Chapter 13 – Present Perfect Tense</b><br/>Warm-up (Pg. 63)<br/>Explanation (Pg. 64 and 65)<br/>Ex. A (Pg. 66), Ex. B (Pg. 66)<br/>Ex. C (Pg. 67) (to be done in the language notebook)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

(Class-V / 50)

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                   | <p><b>Vocabulary-3 Nominalisation</b><br/> Explanation (Pg. 142)<br/> Ex. (Pg. 143)<br/> <b>Comprehension Prose:</b> (Pg. 154- Pg. 155) (Only for practice, not subjected to correction)<br/> <b>2. Homophones :</b> To be done in the Learner's Comate.<br/> <b>3. Learner's Comate :</b> Assignment -4 Comprehension Poem, Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Creative Writing, Make Your Question, Selfless Jo, Let's See the World + Verbal Reasoning + Dictionary Activity-3 (to locate the word in the dictionary and find out the guide word)</p> <hr/> <p style="text-align: center;"><b>Holiday Homework (Summer Vacation)</b></p> <ol style="list-style-type: none"> <li>1. Write a paragraph on 'How you would react if you see a stranger in your room'. (to be done in Language notebook)</li> <li>2. Read any one book from the list of suggested reading given in your precept and write in 'Read Think Write' and 'My Reading Log' (AYD, MZP, RBGJ).</li> <li>3. Read the book '<b>The Boys Who Fought</b>' for Reading for Pleasure Examination.</li> <li>4. Verbal Reasoning Assignment (Given in Enrichment Booklet)</li> </ol> |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
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|                                   | <div>Annual Term</div> <div>LITERATURE</div> <table><tr><th>Sl. No.</th><th>Name of the chapter</th><th>No. of iBLD</th></tr><tr><td>1</td><td>Ch- Luke’s New Friend</td><td>1</td></tr><tr><td>2</td><td>Ch-King Solomon's Mine</td><td>-</td></tr><tr><td>3</td><td>Poem - The Champa Flower</td><td>1</td></tr><tr><td>4</td><td>The Count of Monte Cristo (only for reading)(Literature Reader</td><td>1</td></tr><tr><td>5</td><td>Ch- Chipko Takes Root</td><td>1</td></tr><tr><td>6</td><td>Ch-The Swiss Family Robinson</td><td>1</td></tr><tr><td>7</td><td>Christopher Columbus (only for reading)(Literature Reader)</td><td>1</td></tr><tr><td>8</td><td>Poem - Old Man with a Beard</td><td>1</td></tr></table> <div>LANGUAGE</div> <table><tr><th>Sl. No.</th><th>Name of the Chapter</th><th>No. of IIA</th></tr><tr><td>1</td><td>Simple Past Tense</td><td>-</td></tr><tr><td>2</td><td>Past Continuous Tense</td><td>-</td></tr><tr><td>3</td><td>Past Perfect Tense</td><td>-</td></tr><tr><td>4</td><td>Simple Future Tense</td><td>-</td></tr><tr><td>5</td><td>Future Continuous Tense</td><td>-</td></tr><tr><td>6</td><td>Modals</td><td>-</td></tr><tr><td>7</td><td>Adjectives</td><td>-</td></tr><tr><td>8</td><td>Degrees of Adjectives</td><td>-</td></tr><tr><td>9</td><td>Order of Adjectives</td><td>-</td></tr><tr><td>10</td><td>Adverbs</td><td>-</td></tr><tr><td>11</td><td>Comparison of Adverbs</td><td>-</td></tr><tr><td>12</td><td>Prepositions</td><td>-</td></tr><tr><td>13</td><td>Conjunctions</td><td>-</td></tr><tr><td>14</td><td>Subject - Verb Agreement</td><td>-</td></tr><tr><td>15</td><td>Direct and Indirect Speech</td><td>-</td></tr><tr><td>16</td><td>Vocabulary-4 Proverbs</td><td>-</td></tr><tr><td>17</td><td>Vocabulary-5 Idioms</td><td>-</td></tr><tr><td>18</td><td>Paragraph Writing</td><td>1</td></tr><tr><td>19</td><td>Comprehension Passage</td><td>1</td></tr><tr><td>20</td><td>Letter Writing</td><td>1</td></tr></table> <div>Note :</div> <div><div>1.</div><div>New words and Paragraph dictation test will be taken after completion of chapters and in the Unit Test. The marks will be added in the Unit Tests as well.</div></div> <div><div>2.</div><div>For dictation any word from the chapter can be given besides the words already mentioned in the syllabus in the Unit Test.</div></div> <div><div>3.</div><div>For Make Sentences any word from the chapter can be given besides the words already mentioned in the syllabus in the Unit Test.</div></div> | Sl. No.     | Name of the chapter | No. of iBLD | 1 | Ch- Luke’s New Friend | 1 | 2 | Ch-King Solomon's Mine | - | 3 | Poem - The Champa Flower | 1 | 4 | The Count of Monte Cristo (only for reading)(Literature Reader | 1 | 5 | Ch- Chipko Takes Root | 1 | 6 | Ch-The Swiss Family Robinson | 1 | 7 | Christopher Columbus (only for reading)(Literature Reader) | 1 | 8 | Poem - Old Man with a Beard | 1 | Sl. No. | Name of the Chapter | No. of IIA | 1 | Simple Past Tense | - | 2 | Past Continuous Tense | - | 3 | Past Perfect Tense | - | 4 | Simple Future Tense | - | 5 | Future Continuous Tense | - | 6 | Modals | - | 7 | Adjectives | - | 8 | Degrees of Adjectives | - | 9 | Order of Adjectives | - | 10 | Adverbs | - | 11 | Comparison of Adverbs | - | 12 | Prepositions | - | 13 | Conjunctions | - | 14 | Subject - Verb Agreement | - | 15 | Direct and Indirect Speech | - | 16 | Vocabulary-4 Proverbs | - | 17 | Vocabulary-5 Idioms | - | 18 | Paragraph Writing | 1 | 19 | Comprehension Passage | 1 | 20 | Letter Writing | 1 |
| Sl. No.                           | Name of the chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | No. of iBLD |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 1                                 | Ch- Luke’s New Friend                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 2                                 | Ch-King Solomon's Mine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 3                                 | Poem - The Champa Flower                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 4                                 | The Count of Monte Cristo (only for reading)(Literature Reader                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 5                                 | Ch- Chipko Takes Root                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 6                                 | Ch-The Swiss Family Robinson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 7                                 | Christopher Columbus (only for reading)(Literature Reader)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 8                                 | Poem - Old Man with a Beard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| Sl. No.                           | Name of the Chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | No. of IIA  |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 1                                 | Simple Past Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 2                                 | Past Continuous Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 3                                 | Past Perfect Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 4                                 | Simple Future Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 5                                 | Future Continuous Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 6                                 | Modals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 7                                 | Adjectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 8                                 | Degrees of Adjectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 9                                 | Order of Adjectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 10                                | Adverbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 11                                | Comparison of Adverbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 12                                | Prepositions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 13                                | Conjunctions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 14                                | Subject - Verb Agreement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 15                                | Direct and Indirect Speech                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 16                                | Vocabulary-4 Proverbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 17                                | Vocabulary-5 Idioms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | -           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 18                                | Paragraph Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 19                                | Comprehension Passage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |
| 20                                | Letter Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1           |                     |             |   |                       |   |   |                        |   |   |                          |   |   |                                                                |   |   |                       |   |   |                              |   |   |                                                            |   |   |                             |   |         |                     |            |   |                   |   |   |                       |   |   |                    |   |   |                     |   |   |                         |   |   |        |   |   |            |   |   |                       |   |   |                     |   |    |         |   |    |                       |   |    |              |   |    |              |   |    |                          |   |    |                            |   |    |                       |   |    |                     |   |    |                   |   |    |                       |   |    |                |   |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Oct.<br/>18 days</b></p>    | <p><b>21st Century English Course Book -5 Second Edition</b></p> <p><b>Theme - School :</b> Pg. No. 70(to be discussed in the class)</p> <p><b>Chap - 5 Luke's New Friend</b> <span style="border: 1px solid black; padding: 2px;">No. of iBLD-1</span></p> <p>Reading &amp; Explanation- (Pg. 71 to 73) (to be done in the class)</p> <p>Dictation of words &amp; Paragraph will be taken</p> <p><b>Teaching aids :</b> Pronunciation Plus from the Burlington App will be practiced.</p> <p><b>New words :</b>     1.diary            2.glad            3.chemistry   4. experiment</p> <p>5. moment        6. supper        7. electric       8. guard</p> <p><b>Word meaning :</b></p> <p>1. supper            2.glad   3. invented            4. experiment</p> <p><b>Words for sentence formation :</b></p> <p>1. believe            2. special            3. favourite   4. travel</p> <p><b>All the exercises will be done</b></p> <p><b>Comprehension (Pg. No. 74) :</b></p> <p>Ex. A &amp; B (to be done in the Burlington App)</p> <p>Ex. C &amp; D (to be done in the literature notebook)</p> <p>Ex. E (to be discussed in the class)</p> <p><b>Vocabulary (Pg. No. 75) :</b></p> <p>Ex. A &amp; B (to be done in the Burlington App)</p> <p><b>Listening :</b> (Pg. No. 78)</p> <p>to be done in the course book as LSD-1</p> <p><b>Speaking :</b> (Pg. No. 78)</p> <p>(to be discussed in the class)</p> <hr/> <p><b>Book New Grammar with Smile -5</b></p> <p><b>Chap. 14 - Simple Past Tense</b></p> <p>Warm-up (Pg. 68)</p> <p>Explanation (Pg. 69 and 70)</p> <p>Ex. A (Pg 71)</p> <p>Ex. B (Pg 71 &amp; 72)</p> <p>Ex. C (Pg 72) (to be done in the language notebook)</p> |



| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                   | <p><b>Chap. 15 - Past Continuous Tense</b><br/> Warm-up (Pg. 73)<br/> Explanation (Pg. 74 and 75)<br/> Ex. A (Pg 76), Ex. B (Pg 76)<br/> Ex. C (Pg 77) (to be done in the language note book)<br/> Ex. D (Pg 77)</p> <p><b>Chap. 16- Past Perfect Tense</b><br/> Explanation (Pg. 80, 81 and 82)<br/> Ex. A (Pg 82), Ex. B (Pg 83)<br/> Ex. C (Pg 83) (to be done in the language note book)</p> <p><b>Language</b><br/> <b>Writing - Biography writing- Pg. No. 79</b><br/> Ex. A (to be discussed in the class <b>(Chapter-Luke's New Friend)</b>)<br/> Ex. B (to be done in the course book)<br/> Pg. No. 80, Ex. C (to be discussed in the class)<br/> Ex. D (to be done in the language notebook)</p> <p><b>Integrated Interdisciplinary Approach</b> - comprehension passage on Fire Fighters (to be done in grammar notebook)</p> <p><b>British Vs American Assignment to be done in Learner's Comate.</b></p> <p><b>Language Building Activity</b> : Make a chain of compound words<br/> Dussehra Verbal Reasoning Assignment (to be done in Enrichment Booklet)<br/> Diwali Verbal Reasoning Assignment (to be done in Enrichment Booklet)</p> <p><b>Read the book 'The Girl Who Chose' for Reading for Pleasure Examination.</b></p> |
| Nov.<br>24 days                   | <p><b>21st Century English Course Book -5 Second Edition</b><br/> <b>Theme - Exploration</b> : Pg. No. 81, Ex. A, B &amp; C (to be discussed in the class)</p> <p><b>Chap - 6 : King Solomon's Mines</b> <span style="float: right;">No. of iBLD-1</span><br/> Reading &amp; Explanation - (Pg. No. 82-85) to be done in the class.<br/> Dictation of words &amp; Paragraph will be taken.</p> <p><b>Teaching aids</b> : Pronunciation Plus from the Burlington App will be practiced.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                   | <p><b><u>New words :</u></b></p> <p>1. amazing      2. adventure      3. legend      4. ancestor<br/> 5. witch      6. old-fashioned      7. frightening      8. forehead<br/> 9. entrance      10. panel      11. tunnel      12. disappointed<br/> 13. approached      14. diamond      15. desert</p> <p><b><u>Word Meaning :</u></b></p> <p>(1) legend      (2) ancestor      (3) spears      (4) fierce<br/> (5) disappointed</p> <p><b><u>Words for sentence formation :</u></b></p> <p>(1) message      (2) bottom      (3) tunnel      (4) dangerous</p> <p>All the exercises will be done</p> <p><b><u>Comprehension - (Pg. No. 86)</u></b></p> <p>Q.A &amp; B (to be done in the Burlington App),<br/> Ex. C, D (to be done in the literature notebook)<br/> Ex. E (to be discussed in the class)</p> <p><b><u>Vocabulary- (Pg. No. 87)</u></b></p> <p>Ex. A ( to be done in the course book)<br/> Ex. B &amp; C (to be done in the Burlington App)</p> <p><b><u>Listening- (Pg. No. 89) to be done in the course book as LSD-2</u></b></p> <p><b><u>Speaking- (Pg. No. 89) (to be discussed in the class)</u></b></p> <p><b><u>Art Corner 2- (Pg. No. 92) (to be done in the class)</u></b></p> |
|                                   | <p><b><u>Poem - The Champa Flower (Pg. No. 93)</u></b> <span style="float: right; border: 1px solid black; padding: 2px;">No. of iBLD-1</span></p> <p>The children will be made to listen to the poem on the IFP.<br/> Recitation and Explanation, Dictation (words) to be taken</p> <p><b><u>Teaching aids :</u></b> Pronunciation Plus from the Burlington App will be practiced.<br/> Children will write the poem in the literature notebook and make a picture to illustrate the ideas of the poem as per their imagination.</p> <p><b><u>New words :</u></b></p> <p>(1) supposing      (2) budded      (3) petals      (4) slyly<br/> (5) scent      (6) midday      (7) shadow      (8) lighted<br/> (9) fling      (10) wee      (11) guess</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                   | <p><b>Word meaning :</b><br/> (1) slyly                      (2) fling                      (3) wee                      (4) scent</p> <p><b>Words for sentence formation :</b><br/> (1) quiet                      (2) mother                      (3) cowshed                      (4) laughter</p> <p><b>All the exercises will be done</b></p> <p><b>Understanding the poem - (Pg. No. 94)</b><br/> Ex. A (to be done in the literature notebook)<br/> Ex. B (to be discussed in the class)</p> <p><b>Appreciation-</b> (Pg. No. 94) Ex. A, B &amp; C<br/> (to be done in the literature notebook)<br/> Enrichment Activities-3 (Pg. 95) (to be discussed in the class)</p> <hr/> <p><b><u>Book - New Grammar with a Smile -5</u></b></p> <p><b>Chapter 17: Simple Future Tense</b><br/> Warm-up ( Pg 84)<br/> Explanation (Pg. 85,86,87,88,89)<br/> Ex A. (Pg 89), Ex. B (Pg. 89 and Pg. 90), Ex. C (Pg. 90)</p> <p><b>Chapter 18 : Future Continuous Tense</b><br/> Warm-up (Pg. 91) (to be done in the language notebook)<br/> Explanation (Pg. 91, 92 and 93)<br/> Ex. A (Pg. 93) (to be done in the language notebook)</p> <p><b>Chap. 19 Modals</b><br/> Warm-up (Pg. 94),<br/> Explanation (Pg. 94 &amp; 95), Ex. A (Pg 95)</p> <p><b>Vocabulary-4 : Proverbs</b><br/> Explanation (Pg. 144)<br/> Match the column (Pg. 145)</p> <p><b>Comprehension Poem (Pg 156-Pg 157) (Only for practice - not subjected for correction)</b></p> <p><b><u>Language :</u></b></p> <p><b>1. Writing: Email - Writing- Pg. 90</b><br/> Ex. A (to be done in the course book)<br/> Ex. B (to be discussed in the class)</p> <p><b>Pg. No. 91</b><br/> Ex. C (to be done in the course book)<br/> Ex. D- (to be done in the language notebook) <b>Chapter- King Solomon's Mines</b></p> |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |             |           |           |               |            |          |          |           |          |            |             |  |  |  |           |           |             |          |          |         |               |  |  |  |
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|                                   | <p><b>2. Learner’s Comate- Assignment 1-</b> Comprehension prose on Soil (IIA), Tenses, Modals, Luke’s New Friend, King Solomon’s Mines, Make Your Question, Creative Writing, Verbal Reasoning, Dictionary Activity-1. Look in the dictionary and identify the phonic symbols and pronounce the words properly)</p> <p><b>21st Century English Literature Reader (for reading only - Not subjected for Test / Exams) The Count of Monte Cristo</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |             |           |           |               |            |          |          |           |          |            |             |  |  |  |           |           |             |          |          |         |               |  |  |  |
| <b>Dec.<br/>25 days</b>           | <p><b><u>21st Century English Course Book - 5 Second Edition</u></b></p> <p><b>Theme - Collective Action- Pg. No. 96</b> <span style="float: right; border: 1px solid black; padding: 2px;">No. of iBLD-1</span></p> <p>Ex. A1 &amp; A2 (to be discussed in the class)</p> <p><b><u>Chap. 7 - Chipko Takes Root</u></b></p> <p><b>Reading and Explanation -</b> (Pg. No. 97 to 100) (to be done in the class)</p> <p>Dictation of words &amp; paragraph will be taken</p> <p><b>Teaching aids :</b> Pronunciation Plus from the Burlington App will be practiced.</p> <p><b>New words :</b></p> <table><tr><td>1. glancing</td><td>2. rugged</td><td>3. crutches</td><td>4. sturdy</td></tr><tr><td>5. fierce</td><td>6. illiterate</td><td>7. auction</td><td>8. troop</td></tr><tr><td>9. jolts</td><td>10. rally</td><td>11. debt</td><td>12. droops</td></tr><tr><td colspan="4">13. menfolk</td></tr></table> <p><b>Word meaning :</b></p> <table><tr><td>1. sturdy</td><td>2. rustle</td><td>3. saviours</td><td>4. clink</td><td>5. rasps</td></tr><tr><td>6. echo</td><td>7. illiterate</td><td colspan="3"></td></tr></table> <p><b>Words for sentence formation :</b></p> <p>(1) huge                      (2) whisper              (3) weave              (4) forest</p> <p><b>Comprehension:</b> (Pg. No. 101) Ex. A (to be done in the Burlington App)</p> <p>Ex. B, C &amp; D (to be done in the literature notebook)</p> <p>Ex. E (to be discussed in the class)</p> <p><b>Vocabulary :</b> (Pg. No. 102) Ex. A1, A2, B1 &amp; B2 (to be done in the Burlington App)</p> <p><b>Listening :</b> (Pg. No. 104) to be done in the course book LSD Revisional</p> | 1. glancing | 2. rugged  | 3. crutches | 4. sturdy | 5. fierce | 6. illiterate | 7. auction | 8. troop | 9. jolts | 10. rally | 11. debt | 12. droops | 13. menfolk |  |  |  | 1. sturdy | 2. rustle | 3. saviours | 4. clink | 5. rasps | 6. echo | 7. illiterate |  |  |  |
| 1. glancing                       | 2. rugged                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3. crutches | 4. sturdy  |             |           |           |               |            |          |          |           |          |            |             |  |  |  |           |           |             |          |          |         |               |  |  |  |
| 5. fierce                         | 6. illiterate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 7. auction  | 8. troop   |             |           |           |               |            |          |          |           |          |            |             |  |  |  |           |           |             |          |          |         |               |  |  |  |
| 9. jolts                          | 10. rally                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11. debt    | 12. droops |             |           |           |               |            |          |          |           |          |            |             |  |  |  |           |           |             |          |          |         |               |  |  |  |
| 13. menfolk                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |            |             |           |           |               |            |          |          |           |          |            |             |  |  |  |           |           |             |          |          |         |               |  |  |  |
| 1. sturdy                         | 2. rustle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3. saviours | 4. clink   | 5. rasps    |           |           |               |            |          |          |           |          |            |             |  |  |  |           |           |             |          |          |         |               |  |  |  |
| 6. echo                           | 7. illiterate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |            |             |           |           |               |            |          |          |           |          |            |             |  |  |  |           |           |             |          |          |         |               |  |  |  |

(Class-V / 57)

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p><b>Speaking :</b> (Pg. No. 104) (to be discussed in the class)</p> <p><b><u>Book - New Grammar with a Smile -5</u></b></p> <p><b>Chap. 20 Adjectives</b><br/> Warm-up (Pg. 96)<br/> Explanation (Pg. 97)<br/> Ex. A (Pg 98), Ex. B (Pg 98, 99)</p> <p><b>Chapter 21 : Degrees of Adjectives</b><br/> Warm-up (Pg. 100)<br/> Explanation (Pg. 101, 102 and 103)<br/> Ex. A (Pg. 103), Ex. B (Pg 104), Ex. C (Pg 104 )</p> <p><b>Chapter 22 : Order of Adjectives</b><br/> Warm-up (Pg 105)<br/> Explanation (Pg. 106)<br/> Ex A (Pg 106) (to be done in language notebook)</p> <p><b>Chapter 23 : Adverbs</b><br/> Warm-up (Pg 107)<br/> Explanation (Pg. 107, 108)<br/> Ex. A (Pg 109), Ex. B (Pg 110), Let's Play Pg. 110<br/> Explanation (Pg. 111 )<br/> Ex. C (Pg. 111) , Ex. D (Pg. 111 and Pg. 112)<br/> Explanation (Pg. 112 and Pg. 113)<br/> Ex. E (Pg. 113) (to be done in the language notebook)</p> <p><b>Chap. 24 : Comparison of Adverbs</b><br/> Explanation (Pg. 114, 115)<br/> Ex. A (Pg 115), Ex. B (Pg. 116)</p> <p><b>Vocabulary-5 : Idioms</b><br/> Explanation (Pg. 146)<br/> Underline the Idioms (Pg. No. 147)</p> <p><b>Grammar Game</b><br/> Grammar game will be played in the classroom based on '<b>Adverbs</b>'.</p> |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |            |         |           |           |            |              |            |          |              |                      |  |            |                |             |  |               |             |           |           |            |           |            |            |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------|---------|-----------|-----------|------------|--------------|------------|----------|--------------|----------------------|--|------------|----------------|-------------|--|---------------|-------------|-----------|-----------|------------|-----------|------------|------------|
|                                   | <p><b>Comprehension Prose</b> (Pg 158-159) (only for practice - Not subjected to correction)</p> <p><b>Language : Paragraph Writing</b><br/>Pg. No. 105, Ex. A (to be done in the course book)<br/>Pg. No. 106, Ex. B (to be discussed in the class)<br/>Ex. C (to be done in the language notebook) <b>Chapter- Chipko Takes Root</b></p> <p><b>Learner’s Comate-Assignment-2</b> Comprehension (prose), Adjectives, Degrees of Adjectives, Order of Adjectives, Adverbs, Comparison of Adverbs, Champa Flower, Chipko Takes Root, Make Your Question, Creative Writing, Verbal Reasoning, Homophones, Dictionary Activity-2 <i>Look in the dictionary and identify the location of the new words</i></p> <p><b>21st Century English Literature Reader (for reading only - Not subjected for Test / Exams) Christopher Columbus</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      |            |         |           |           |            |              |            |          |              |                      |  |            |                |             |  |               |             |           |           |            |           |            |            |
| Jan.<br>23 days                   | <p><b>21st Century English Course Book-5</b> <span style="float: right;">No. of iBLD-1</span></p> <p><b>Theme - Family Bonding :</b> Pg. 107, Ex. A &amp; B (to be done in the class)</p> <p><b>Chap. 8 - The Swiss Family Robinson</b><br/>Reading and Explanation - (Pg. No. 108-112) to be done in the class<br/>Dictation of words &amp; paragraph to be taken</p> <p><b>Teaching aids :</b> Pronunciation Plus from the Burlington App will be practiced.</p> <p><b>New Words :</b></p> <table><tr><td>1. Switzerland</td><td>2. island</td><td>3. raft</td><td>4. paddle</td></tr><tr><td>5. attack</td><td>6. sailing</td><td>7. dangerous</td><td>8. visitor</td></tr><tr><td>9. storm</td><td>10. survivor</td><td>11. (thank) goodness</td><td></td></tr><tr><td>12. scared</td><td>13. incredible</td><td>14. goodbye</td><td></td></tr></table> <p><b>Word Meaning :</b></p> <table><tr><td>1. incredible</td><td>2. survivor</td><td>3. rescue</td><td>4. paddle</td></tr></table> <p><b>Words for sentence formation :</b></p> <table><tr><td>1. careful</td><td>2. ladder</td><td>3. healthy</td><td>4. captain</td></tr></table> <p><b>All the Exercises will be done :</b></p> <p><b>Comprehension:</b> (Pg. No. 113)<br/>Ex. A &amp; B (to be done in the Burlington App)<br/>Ex. C &amp; D (to be done in the literature notebook)<br/>Ex. E (to be discussed in the class)</p> <p><b>Vocabulary :</b> (Pg. No. 114)</p> | 1. Switzerland       | 2. island  | 3. raft | 4. paddle | 5. attack | 6. sailing | 7. dangerous | 8. visitor | 9. storm | 10. survivor | 11. (thank) goodness |  | 12. scared | 13. incredible | 14. goodbye |  | 1. incredible | 2. survivor | 3. rescue | 4. paddle | 1. careful | 2. ladder | 3. healthy | 4. captain |
| 1. Switzerland                    | 2. island                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3. raft              | 4. paddle  |         |           |           |            |              |            |          |              |                      |  |            |                |             |  |               |             |           |           |            |           |            |            |
| 5. attack                         | 6. sailing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 7. dangerous         | 8. visitor |         |           |           |            |              |            |          |              |                      |  |            |                |             |  |               |             |           |           |            |           |            |            |
| 9. storm                          | 10. survivor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11. (thank) goodness |            |         |           |           |            |              |            |          |              |                      |  |            |                |             |  |               |             |           |           |            |           |            |            |
| 12. scared                        | 13. incredible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 14. goodbye          |            |         |           |           |            |              |            |          |              |                      |  |            |                |             |  |               |             |           |           |            |           |            |            |
| 1. incredible                     | 2. survivor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3. rescue            | 4. paddle  |         |           |           |            |              |            |          |              |                      |  |            |                |             |  |               |             |           |           |            |           |            |            |
| 1. careful                        | 2. ladder                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3. healthy           | 4. captain |         |           |           |            |              |            |          |              |                      |  |            |                |             |  |               |             |           |           |            |           |            |            |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                   | <p>Ex. A, B &amp; C (to be done in the Burlington App)</p> <p><b>Listening :</b> (Pg. No. 118)<br/>(to be done in the course book as LSD.)</p> <p><b>Speaking :</b> (Pg. No. 118)<br/>Ex. A &amp; B (to be discussed in the class)</p> <hr/> <p><b>Poem : Old Man with a Beard (Pg. No. 124)</b> <span style="float: right; border: 1px solid black; padding: 2px;">No. of iBLD-1</span></p> <p>The children will be made to listen to the poem on the IFP.</p> <p>Recitation and Explanation, Dictation (words) will be taken</p> <p><b>Teaching aids :</b> Pronunciation Plus from the Burlington App will be practiced.</p> <p>Children will write the poem in the literature notebook and make a picture to illustrate the ideas of the poem as per their imagination.</p> <p><b><u>New words :</u></b></p> <p>(1) beard                      (2) feared                      (3) larks</p> <p><b>Word Meaning :</b></p> <p>(1) feared                      (2) larks                      (3) wren</p> <p><b>Words for sentence formation :</b></p> <p>(1) built                      (2) beard                      (3) nest      (4) old</p> <p><b>All the exercises will be done</b></p> <p><b>Understanding the Poem :</b> (Pg. 125) Ex. A (to be done in the literature notebook)</p> <p>Ex. B (to be discussed in the class)</p> <p><b>Appreciation:</b> (Pg. 125) Ex. A&amp; B (to be done in the literature notebook)</p> <p>Ex. C (to be done in the course book)</p> <p>Sports Corner: (Pg. 123) to be done in the class</p> <p>Enrichment Activities-4 (Pg. 126) (to be discussed in the class)</p> <hr/> <p><b><u>Book - New Grammar with a Smile -5</u></b></p> <p><b>Chap. 25 : Prepositions</b></p> <p>Warm-up (Pg 117)</p> |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>Explanation (Pg. 117)<br/> Ex. A (Pg 118)<br/> Explanation (Pg. 118, 119)<br/> Ex. B (Pg 120)<br/> Explanation (Pg. 121)<br/> Ex. C (Pg 121)<br/> <b>Chap 26 : Conjunctions</b><br/> Warm up (Pg 122)<br/> Explanation (Pg. 123)<br/> Ex. A (Pg 123 and Pg. 124)<br/> Explanation (Pg. 124)<br/> Ex. B (Pg. 125)<br/> <b>Chap 27 : Subject - Verb Agreement</b><br/> Warm up (Pg 126)<br/> Explanation (Pg. 126 &amp; 127)<br/> Ex. A (Pg 128), Let's Play, (Pg 128)<br/> <b>Language :</b><br/> <b>1. Application Writing</b><br/> Pg. No. 119, Ex. A1 (to be done in the course book)<br/> Pg. No. 120, Ex. A2 (to be done in the course book)<br/> Ex. A3- (to be done in the language notebook) <b>Chapter- The Swiss Family Robinson</b><br/> <b>2. Notice writing</b> - for format refer to Learner's Comate<br/> Pg. 121, Ex. B1 (to be discussed in the class)<br/> Pg. 122 Ex. B2 (to be done in the course book)<br/> Ex. B3 - (to be done in the language notebook)<br/> <b>(Chapter- The Swiss Family Robinson).</b><br/> <b>Homophones</b> (to be done in the Learner's Comate)<br/> <b>Learner's Comate Assignment-3</b> Comprehension (poem), Prepositions, Conjunctions, Subject-Verb Agreement, The Swiss Family Robinson, Old Man with a Beard, Make Your Question, Verbal Reasoning and Dictionary Activity-3</p> |

(Class-V / 61)



| Month &<br>No. of<br>working days      | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                    |                   |                    |                       |                       |                      |                    |                         |                    |                                 |                    |
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| Feb +<br>March<br>21 + 22<br>= 43 days | <p><b>Book - New Grammar with a Smile -5</b></p> <p><b>Chap. 29 : Direct and Indirect Speech</b></p> <p>Warm-up (Pg. 134)</p> <p>Explanation (Pg. 134, 135 &amp; 136)</p> <p>Ex. A (Pg. 136 &amp; 137) (to be done in language notebook)</p> <p>Ex. B (Pg. 137)</p> <p>Ex. C (Pg. 137 &amp; 138)</p> <p><b>Language</b></p> <ol style="list-style-type: none"> <li><b>Formal Letter Writing - Integrated Interdisciplinary Approach</b> - Write a letter to the Local Municipal Body of your area to organize an Environment Week Campaign. (for format refer to Learner's Comate)</li> <li><b>Learner's Comate</b> Assignment-4 Direct and Indirect Speech, Creative Writing</li> <li>SDG Reflection Sheet to be done in Learner's Comate.</li> <li><b>Story Telling</b> - Story will be narrated for enjoyment, comprehension and enhancement of thinking skills. Story of the term is '<b>How I taught my grand mother</b>'. Assignment based on the story is to be done in English Learner's Comate.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                    |                   |                    |                       |                       |                      |                    |                         |                    |                                 |                    |
|                                        | <p align="center"><b>Holiday Home Work (Winter Vacation)</b></p> <ol style="list-style-type: none"> <li>Write a letter to your friend inviting him/her to your house to spend the winter vacation. (to be done in Language Notebook)</li> <li>Read any one book from the list of suggested reading given in your precept and maintain a record in 'Read Think Write' and 'My Reading Log' (AYD, MZP, RBGJ).</li> <li>Verbal Reasoning Assignment (Given in Enrichment Booklet)</li> </ol> <p align="center"><b><u>Suggested Reading</u></b></p> <p>Parents are requested to avail their children with a few books to encourage their reading skill and arouse keen interest towards reading and deviate their attention from T.V. and Video games which are taking away much of their precious time, energy and attention.</p> <p><b><u>Reading a book will certainly upgrade their speaking and writing skill.</u></b></p> <table border="0"> <tr> <td>1. The Adventures of Tom Sawyer</td> <td>- Orient Blackswan</td> </tr> <tr> <td>2. Don't Look Now</td> <td>- Ginn and company</td> </tr> <tr> <td>3. Sorry, Best Friend</td> <td>- Tulika Publications</td> </tr> <tr> <td>4. An Air of Mystery</td> <td>- Ginn and Company</td> </tr> <tr> <td>5. The Three Musketeers</td> <td>- Wilko Pub. House</td> </tr> <tr> <td>6. Masterpieces of Oliver Twist</td> <td>- Wilko Pub. House</td> </tr> </table> | 1. The Adventures of Tom Sawyer | - Orient Blackswan | 2. Don't Look Now | - Ginn and company | 3. Sorry, Best Friend | - Tulika Publications | 4. An Air of Mystery | - Ginn and Company | 5. The Three Musketeers | - Wilko Pub. House | 6. Masterpieces of Oliver Twist | - Wilko Pub. House |
| 1. The Adventures of Tom Sawyer        | - Orient Blackswan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                    |                   |                    |                       |                       |                      |                    |                         |                    |                                 |                    |
| 2. Don't Look Now                      | - Ginn and company                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                    |                   |                    |                       |                       |                      |                    |                         |                    |                                 |                    |
| 3. Sorry, Best Friend                  | - Tulika Publications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |                    |                   |                    |                       |                       |                      |                    |                         |                    |                                 |                    |
| 4. An Air of Mystery                   | - Ginn and Company                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                    |                   |                    |                       |                       |                      |                    |                         |                    |                                 |                    |
| 5. The Three Musketeers                | - Wilko Pub. House                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                    |                   |                    |                       |                       |                      |                    |                         |                    |                                 |                    |
| 6. Masterpieces of Oliver Twist        | - Wilko Pub. House                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                    |                   |                    |                       |                       |                      |                    |                         |                    |                                 |                    |

## हिंदी

**पुस्तक -** (१) मेधा-५ (पूर्णतः संशोधित संस्करण) (कृति प्रकाशन प्रा० लि०) Semester 1 & 2 (जाँचने हेतु)

(२) अनुभाषा हिंदी व्याकरण-५ (कॉडोवा) Semester 1 & 2 (जाँचने हेतु)

**उत्तर पुस्तिका -** १ साहित्य (मेधा) और १ व्याकरण के लिए (जाँचने हेतु)

**लर्नर्स कोमेट -** (जाँचने हेतु)

### प्रारूप एवं अंक विभाजन -

**प्रश्न पत्र -** इकाई परीक्षा में प्रश्न-पत्र ३० अंक का होगा। जिसका विभाजन निम्नलिखित रूप में किया जाएगा।

(२५ लिखित + ५ श्रुतलेख = ३०)

प्रश्न पत्र में श्रुतलेख, शब्दार्थ, वाक्य प्रयोग, प्रश्नोत्तर, पाठों के अभ्यास कार्य, कविता की पंक्तियाँ, सृजनात्मक लेखन तथा व्याकरण से पाठों पर आधारित अभ्यास कार्य, पत्र, अनुच्छेद लेखन, गिनती (अंकों में) एवं अपठित गद्यांश पूछे जाएँगे।

**नोट-** इकाई परीक्षा में अनुच्छेद लेखन और पत्र के विषय नए होंगे, लेकिन पत्र और अनुच्छेद लेखन का अभ्यास जैसा कक्षा में कराया जाएगा उसी के आधार पर ही प्रश्न पूछा जाएगा।

### सामान्य निर्देश -

- पाठ्यपुस्तक के सभी अभ्यास कार्य बच्चे स्वयं करेंगे।
- विद्यार्थी दिन, दिनांक, कक्षाकार्य और गृहकार्य केवल हिंदी में ही लिखेंगे।
- गिनती - बच्चों को १ से १०० तक के अंकों का लिखित तथा मौखिक अभ्यास लर्नर्स कोमेट में कराया जाएगा। गिनती (अंकों में) इकाई परीक्षा में पूछी जाएगी।
- रंगों के नाम - बच्चों को रंगों के नाम का अभ्यास आई०एफ०पी० बोर्ड के द्वारा करवाया जाएगा। रंगों के नाम इकाई परीक्षा में नहीं पूछे जाएँगे।
- मेधा के पाठ्यक्रम में शामिल सभी पाठों के व्याकरण के अभ्यास कार्य इकाई परीक्षा में पूछे जाएँगे।
- ‘श्रुतलेख’ के शब्द के अतिरिक्त, पाठ के बीच में से भी शब्द इकाई परीक्षा में पूछे जाएँगे। इकाई परीक्षा में प्रश्न-पत्र ३० अंक का होगा। जिसका विभाजन निम्नलिखित रूप में किया जाएगा। (२५ लिखित + ५ श्रुतलेख = ३०)
- शब्द एवं वाक्य श्रुतलेख प्रत्येक पाठ के अंत में होगा तथा इकाई परीक्षा में भी लिया जाएगा।

८. पाठ्यक्रम के अतिरिक्त मेधा पुस्तक के पढ़ाए गए पाठों के मध्य से भी वाक्य प्रयोग के लिए शब्द इकाई परीक्षा में दिए जाएँगे।
९. इकाई परीक्षा में पाठ्य-पुस्तक एवं उत्तर पुस्तिका के वाक्य लिखने पर अंक नहीं दिए जाएँगे।
१०. मेधा के प्रत्येक पाठ पढ़ाने के बाद पाठ के बीच से शब्द श्रुतलेख करवाया जाएगा।
११. लर्नर्स कोमेट में दिए गए **SDGs** प्रश्न चर्चा और संशोधन के अधीन है। (मूल्यांकन के अधीन नहीं)
१२. ई-कन्टेंट सभी पाठों का दिखाया जाएगा।
१३. विषयवार Asynchronous कार्य के रूप में विभिन्न प्रकार के वीडियो, ऑडियो फॉर्मस, वेकलेट लिंक इत्यादि गूगल क्लासरूम में साझा किया जाएगा।
- विषय संबंधित अवधारणाओं को स्पष्ट व ग्राह्य बनाने के लिए शिक्षकों द्वारा दिए गए निर्देशों के आधार पर छात्रों से ऐसी अपेक्षा की जाती है कि वे गृहकार्य के रूप में इन कार्यों को स्वयं पूरा करेंगे।
- शिक्षकों द्वारा भेजे गए Asynchronous कार्यों के आधार पर कक्षा को आगे बढ़ाया जाएगा। अतः छात्रों द्वारा नियमित रूप से कार्यों को पूर्ण किया जाना महत्वपूर्ण है।
१४. **सर्वनाम तथा क्रिया द्वितीय सत्र की इकाई परीक्षा में भी पूछे जाएँगे।**
१५. **साहित्य उत्तर पुस्तिका में -**
- » **शब्दार्थ** - प्रत्येक पाठ के आरंभ में छात्रों से शब्दार्थ पुस्तक के संबंधित पाठ से कराया जाएगा।
  - » **प्रश्नकोश** - छात्र पाठ को ध्यानपूर्वक पढ़ेंगे व स्वयं कुछ प्रश्न निर्मित करेंगे जिसे प्रश्नकोश शीर्षक के अन्तर्गत साहित्य की उत्तर पुस्तिका में लिखेंगे।
  - » सभी अभ्यास कार्य छात्र स्वयं करेंगे।
१६. व्याकरण उत्तर पुस्तिका में पत्र और अनुच्छेद लेखन कराया जाएगा।
१७. अनुभाषा हिंदी व्याकरण-५ के सभी अभ्यास कार्य कराए जाएँगे।
१८. छात्र मेधा के प्रश्न-उत्तर एवं अभ्यास कार्य पाठ्य-पुस्तक में ही लिखेंगे।

**नोट:-** मेधा की दो पुस्तकें हैं। Semester-1 अर्द्धवार्षिक एवं Semester-2 वार्षिक सत्र में पढ़ाई जाएगी। अनुभाषा हिन्दी व्याकरण-५ की दो पुस्तकें हैं। अर्द्धवार्षिक सत्र में Semester-1 तथा वार्षिक सत्र में Semester-2 पढ़ाई जाएगी। विद्यार्थी पाठ्यक्रम में दिए गए पाठ के अनुसार ही पुस्तक विद्यालय लेकर आएँगे।

### अर्द्धवार्षिक पाठ्यक्रम

| क्र० सं० | मेधा (Semester-1) साहित्य (पाठ का नाम)  | IBLD की संख्या | क्र० सं० | अनुभाषा हिंदी व्याकरण-५ (Semester-1) (पाठ का नाम) | No. of IIA |
|----------|-----------------------------------------|----------------|----------|---------------------------------------------------|------------|
| १.       | हम जब होंगे बड़े (कविता)                | १              | १.       | गिनती (लर्नर्स कोमेट)                             |            |
| २.       | मैं मजदूर हूँ (केवल पठन हेतु)           | -              | २.       | भाषा और व्याकरण                                   |            |
| ३.       | स्वामी विवेकानन्द (प्रेरक लेख)          | १              | ३.       | वाक्य                                             |            |
| ४.       | हम कुछ करके दिखलाएँगे (कविता)           | १              | ४.       | संज्ञा                                            |            |
| ५.       | वेनका की चिट्ठी (विदेशी कहानी)          | १              | ५.       | विराम चिह्न                                       |            |
| ६.       | पिरामिडों के देश में (यात्रा वृत्तान्त) | १              | ६.       | पर्यायवाची शब्द                                   |            |
|          |                                         |                | ७.       | सर्वनाम                                           |            |
|          |                                         |                | ८.       | क्रिया                                            |            |
|          |                                         |                | ९.       | विलोम शब्द                                        |            |
|          |                                         |                | १०.      | कहानी लेखन                                        |            |
|          |                                         |                | ११.      | अपठित गद्यांश (लर्नर्स कोमेट)                     | १          |
|          |                                         |                | १२.      | अनुच्छेद लेखन (व्याकरण कार्य पुस्तिका)            | १          |
|          |                                         |                | १३.      | पत्र (औपचारिक) (व्याकरण कार्य पुस्तिका)           | १          |
|          |                                         |                | १४.      | पत्र (अनौपचारिक) (व्याकरण कार्य पुस्तिका)         | -          |
|          |                                         |                | १५.      | मात्रा अभ्यास                                     | -          |

| Month & No. of working days       | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |               |             |                                                                                                          |            |                                                      |                |                                                                                                                                                                                                         |
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| अप्रैल + मई<br>२४ + ६ =<br>३३ दिन | <p>गिनती - १ से ८० तक के अंकों का लिखित तथा मौखिक अभ्यास लर्नर्स कोमेट में कराया जाएगा।</p> <p>रंगों के नाम - लाल-Red, हरा-Green, नीला-Blue, पीला-Yellow, सफेद-White, काला-Black, नारंगी-Orange, बैंगनी- Purple, गुलाबी-Pink, भूरा-Brown, सुनहरा-Golden<br/>(बच्चों को रंगों के नाम का अभ्यास स्मार्ट बोर्ड द्वारा करवाया जाएगा। रंगों के नाम इकाई परीक्षा एवं परीक्षा में नहीं पूछे जाएँगे।)</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">पाठ-१ हम जब होंगे बड़े (कविता)</td><td style="width: 10%; text-align: right;">No. of iBLD-1</td></tr> <tr> <td>नवीन शब्द -</td><td>कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</td></tr> <tr> <td>शब्दार्थ -</td><td>'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे।</td></tr> <tr> <td>वाक्य प्रयोग -</td><td>कक्षा कार्य - 'धृणा' से 'दहकेगा' तक (कार्यपुस्तिका कार्य)<br/>गृह कार्य - 'लेंगे दम' से 'ज्वाला' तक (कार्यपुस्तिका कार्य)<br/>कक्षा कार्य - 'भाषा एवं व्याकरण आधारित प्रश्न'<br/>प्र० सं० ७ (पुस्तक कार्य)</td></tr> </table> | पाठ-१ हम जब होंगे बड़े (कविता) | No. of iBLD-1 | नवीन शब्द - | कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य) | शब्दार्थ - | 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। | वाक्य प्रयोग - | कक्षा कार्य - 'धृणा' से 'दहकेगा' तक (कार्यपुस्तिका कार्य)<br>गृह कार्य - 'लेंगे दम' से 'ज्वाला' तक (कार्यपुस्तिका कार्य)<br>कक्षा कार्य - 'भाषा एवं व्याकरण आधारित प्रश्न'<br>प्र० सं० ७ (पुस्तक कार्य) |
| पाठ-१ हम जब होंगे बड़े (कविता)    | No. of iBLD-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                |               |             |                                                                                                          |            |                                                      |                |                                                                                                                                                                                                         |
| नवीन शब्द -                       | कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |               |             |                                                                                                          |            |                                                      |                |                                                                                                                                                                                                         |
| शब्दार्थ -                        | 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे।                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                |               |             |                                                                                                          |            |                                                      |                |                                                                                                                                                                                                         |
| वाक्य प्रयोग -                    | कक्षा कार्य - 'धृणा' से 'दहकेगा' तक (कार्यपुस्तिका कार्य)<br>गृह कार्य - 'लेंगे दम' से 'ज्वाला' तक (कार्यपुस्तिका कार्य)<br>कक्षा कार्य - 'भाषा एवं व्याकरण आधारित प्रश्न'<br>प्र० सं० ७ (पुस्तक कार्य)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |               |             |                                                                                                          |            |                                                      |                |                                                                                                                                                                                                         |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                   | <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक),<br/>प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य),<br/>गृह कार्य - प्र० सं० ४ (पुस्तक कार्य)<br/>नोट - प्र० सं० ३ नहीं कराया जाएगा।</p> <p>वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ६ (पुस्तक कार्य)<br/>(व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - प्र० सं० 'क' एवं 'ख' (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में - गृह कार्य - प्र० सं० 'क' (कार्यपुस्तिका कार्य)<br/>(रचनात्मक अभिव्यक्ति) प्र० सं० 'ख' (पुस्तक कार्य)</p> <p>जिज्ञासा - ग्रीष्मावकाश गृह कार्य - (कार्यपुस्तिका कार्य)</p> <p>लीक से हटकर - गृह कार्य - (मौखिक)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                   | <p>पाठ वाचन - पाठ-३ मैं मजदूर हूँ (केवल पठन हेतु)</p> <p>नोट - पाठ पर आधारित अभ्यास कार्य एवं प्रश्न परीक्षा में नहीं पूछे जाएँगे।</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                   | <p>पाठ-४ स्वामी विवेकानंद (प्रेरक लेख) <span style="float: right;">No. of iBLD-1</span></p> <p>नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द<br/>नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>शब्दार्थ - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे।</p> <p>वाक्य प्रयोग - कक्षा कार्य - 'हार्डकोर्ट' से 'समभाव' तक (कार्यपुस्तिका कार्य)<br/>गृह कार्य- 'संस्कार' से 'शत्रु-शत्रु नमन' तक (कार्यपुस्तिका कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - 'क्रोध, योद्धा, आश्रय, राष्ट्रीय'<br/>(कार्यपुस्तिका कार्य)</p> <p>वैकल्पिक बोध - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक),<br/>प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य),<br/>गृह कार्य - प्र० सं० ३ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)<br/>(व्याकरणीय अभ्यास) कक्षा कार्य - प्र० सं० ५ एवं ६ (पुस्तक कार्य)</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में - गृह कार्य - (पुस्तक कार्य)<br/>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा - कक्षा कार्य - (पुस्तक कार्य)</p> <p>लीक से हटकर - ग्रीष्मावकाश गृह कार्य - (कार्यपुस्तिका कार्य)</p> |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                   | <p><b>व्याकरण - अनुभाषा हिंदी व्याकरण-५ Semester 1</b></p> <p><b>भाषा और व्याकरण</b> परिभाषा भेद व सभी अभ्यास कार्य करवाए जाएँगे।<br/> <b>कक्षा कार्य - मौखिक - प्र० सं० १, २</b><br/> <b>बहुवैकल्पिक - प्र० सं० २ लिखित - प्र० सं० १</b><br/> <b>गृह कार्य - बहुवैकल्पिक - प्र० सं० १</b><br/> <b>लिखित - प्र० सं० २, ३</b></p> <p><b>वाक्य - रचनात्मक अभिव्यक्ति, गतिविधि - कार्यपुस्तिका कार्य</b><br/> परिभाषा, भेद व सभी अभ्यास कार्य करवाए जाएँगे।<br/> <b>कक्षा कार्य - मौखिक - प्र० सं० १, २, ३</b><br/> <b>बहुवैकल्पिक, लिखित - प्र० सं० २</b><br/> <b>रचनात्मक अभिव्यक्ति, गतिविधि</b><br/> <b>गृह कार्य - लिखित - प्र० सं० १ बातों बातों में</b></p> <p><b>संज्ञा - परिभाषा, भेद व सभी अभ्यास कार्य करवाए जाएँगे।</b><br/> <b>कक्षा कार्य - मौखिक - प्र० सं० १, २, ३</b><br/> <b>बहुवैकल्पिक - प्र० सं० २ लिखित - प्र० सं० २</b><br/> <b>अपठित गद्यांश - प्र० सं० १, २, ३ गतिविधि</b><br/> <b>गृह कार्य - बहुवैकल्पिक - प्र० सं० १</b><br/> <b>लिखित - प्र० सं० १, ३</b></p> <p><b>अनुच्छेद लेखन - ग्रीष्मावकाश गृहकार्य - रचनात्मक अभिव्यक्ति</b><br/> <b>अनौपचारिक पत्र - 'अगर मजदूर न होते'</b><br/> क) आपने परीक्षा में अच्छे अंक प्राप्त किए हैं। इसके लिए आपके द्वारा किए गए प्रयासों के बारे में बताते हुए अपने छोटे भाई/बहन को पत्र लिखिए।<br/> ख) अपने किसी निकट सम्बन्धी की शादी में मित्र को आमंत्रित करते हुए पत्र लिखिए।</p> <p><b>संयुक्ताक्षर - संयुक्ताक्षर का अभ्यास कार्य लर्नर्स कोमेट में कराया जाएगा तथा इसके प्रश्न इकाई परीक्षा में नहीं पूछे जाएँगे।</b></p> <p><b>एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</b><br/> <b>लर्नर्स कोमेट - अभ्यास प्रपत्र-१ : अपठित गद्यांश, भाषा और व्याकरण, वाक्य, संज्ञा, हम जब होंगे बड़े, स्वामी विवेकानंद, मूल्यपरक प्रश्न, सृजनात्मक लेखन</b></p> <p><b>संस्कृत श्लोक सं०-१ (लर्नर्स कोमेट) वाचन का अभ्यास कराया जाएगा।</b></p> |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                   | <p>गिनती - कक्षा कार्य - १ से ८० तक<br/>(अंकों व शब्दों में लर्नर्स कोमेट में कराया जाएगा)</p> <p>मात्रा अभ्यास - प्रपत्र १ एवं २</p> <p>पाठ वाचन - पाठ २ मिट्ठू (केवल पठन हेतु) ग्रीष्मावकाश गृह कार्य</p> <p>नोट - पाठ पर आधारित अभ्यास कार्य एवं प्रश्न परीक्षा में नहीं पूछे जाएंगे।</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| जून + जुलाई<br>४ + २७ =<br>३१ दिन | <p>पाठ-६ हम कुछ करके दिखाएँगे (कविता) <span style="float: right;">No. of iBLD-1</span></p> <p>नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>शब्दार्थ - कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>वाक्य प्रयोग - कक्षा कार्य - आज्ञादी, धुन, उत्साह, उम्मीद (कार्यपुस्तिका कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य), गृह कार्य - प्र० सं० ३ (पुस्तक कार्य)<br/>नोट - प्र० सं० ४ नहीं कराया जाएगा।</p> <p>वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ६ एवं ७ (पुस्तक कार्य)<br/>(व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - (मौखिक चर्चा)</p> <p>आओ सीखें खेल-खेल में - गृह कार्य - (पुस्तक कार्य)<br/>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा - गृह कार्य - (पुस्तक कार्य)</p> <p>लौक से हटकर - गृह कार्य - (मौखिक चर्चा)</p> <p>पाठ-७ वेनका की चिट्ठी (विदेशी कहानी) <span style="float: right;">No. of iBLD-1</span></p> <p>नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>शब्दार्थ - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>वाक्य प्रयोग - कक्षा कार्य - 'क्रिसमस' से 'कायापलट' तक<br/>गृह कार्य - 'पेशा' से 'चिट्ठी' तक<br/>कक्षा कार्य - प्रतिष्ठित, पेशा, चौकन्ना, स्याही (कार्यपुस्तिका कार्य)</p> |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                   | <p><b>पाठ बोध (अभ्यास कार्य) -</b> कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए', प्र० सं० ३ (पुस्तक कार्य)<br/>गृह कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p><b>वैकल्पिक बोध -</b> कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p><b>भाषा एवं व्याकरण आधारित प्रश्न -</b> नोट - प्र० सं० ६ एवं ७ नहीं कराया जाएगा।<br/>(व्याकरणीय अभ्यास)</p> <p><b>मूल्य आधारित प्रश्न -</b> कक्षा कार्य - (पुस्तक कार्य)</p> <p><b>आओ सीखें खेल-खेल में -</b> गृह कार्य - (पुस्तक कार्य)<br/>(रचनात्मक अभिव्यक्ति)</p> <p><b>जिज्ञासा -</b> कक्षा कार्य - (पुस्तक कार्य)</p> <p><b>लीक से हटकर -</b> गृह कार्य - (मौखिक)</p> <p><b>कला समेकित शिक्षा</b></p> <p><b>Art Integrated Learning (AIL) -</b> बच्चे अपने दादा-दादी के लिए कक्षा में रंगीन कागज़ से सुंदर कार्ड बनाएँगे एवं अपने दादा-दादी के लिए उस पर संदेश लिखेंगे।</p> <p><b>व्याकरण -</b></p> <p><b>पर्यायवाची शब्द -</b> 'पक्षी' से 'चाँद' तक<br/>कक्षा कार्य - मौखिक - प्र० सं० १, २<br/>बहुवैकल्पिक - प्र० सं० १, २ लिखित - प्र० सं० १ गतिविधि<br/>गृह कार्य - लिखित प्र० सं० २ रचनात्मक अभिव्यक्ति</p> <p><b>सर्वनाम -</b> परिभाषा, भेद व सभी अभ्यास कार्य करवाए जाएँगे।<br/>कक्षा कार्य - मौखिक - प्र० सं० १, २, ३<br/>बहुवैकल्पिक - प्र० सं० १, २ लिखित - प्र० सं० २<br/>रचनात्मक अभिव्यक्ति, गतिविधि, सुनिए और बताइए<br/>गृह कार्य - बहुवैकल्पिक - प्र० सं० ३ लिखित - प्र० सं० १<br/>अपठित गद्यांश - प्र० सं० १, २, ३</p> <p><b>विराम चिह्न -</b> परिभाषा, भेद व सभी अभ्यास कार्य करवाए जाएँगे।<br/>कक्षा कार्य - मौखिक - प्र० सं० १, २<br/>बहुवैकल्पिक, लिखित - प्र० सं० १, २<br/>गृह कार्य - रचनात्मक अभिव्यक्ति</p> <p><b>एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</b></p> <p><b>अनुच्छेद लेखन -</b> शरीर का आधार - 'मांसपेशियाँ और हड्डियाँ'</p> |



| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                   | <p><b>लर्नर्स कोमेट -</b> अभ्यास प्रपत्र-२ : पर्यायवाची शब्द, सर्वनाम, विराम चिह्न, हम कुछ करके दिखलाएँगे, वेनका की चिट्ठी, मूल्यपरक प्रश्न, सृजनात्मक लेखन</p> <p><b>औपचारिक-पत्र -</b> अपने पसंदीदा रचनाकारों की सूची प्रदान करते हुए उनकी पुस्तकों को पुस्तकालय में उपलब्ध करवाने का निवेदन करते हुए पुस्तकालय अधिकारी को पत्र लिखिए।</p> <p><b>संस्कृत श्लोक सं०-२</b> (लर्नर्स कोमेट) वाचन का अभ्यास कराया जाएगा।</p> <p><b>मात्रा अभ्यास -</b> प्रपत्र ३</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| अगस्त<br>२५ दिन                   | <p><b>पाठ-८ पिरामिडों के देश में (यात्रा वृत्तांत)</b> <span style="float: right;">No. of iBLD-1</span></p> <p><b>नवीन शब्द -</b> <b>कक्षा कार्य</b> - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p><b>शब्दार्थ -</b> 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p><b>वाक्य प्रयोग -</b> <b>कक्षा कार्य</b> - 'विश्वप्रसिद्ध' से 'तन्नूरा' तक</p> <p><b>पाठ बोध (अभ्यास कार्य) -</b> <b>गृह कार्य</b> - 'खुशगवार' से 'लाइब्रेरी' तक</p> <p><b>वैकल्पिक बोध -</b> <b>कक्षा कार्य</b> - विश्वप्रसिद्ध, सम्राट, शौर्य, स्मृति (कार्यपुस्तिका कार्य)</p> <p><b>भाषा एवं व्याकरण आधारित प्रश्न -</b> <b>कक्षा कार्य</b> - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए', प्र० सं० ३ (पुस्तक कार्य)</p> <p><b>(व्याकरणीय अभ्यास)</b> <b>गृह कार्य</b> - प्र० सं० ४ (पुस्तक कार्य)</p> <p><b>मूल्य आधारित प्रश्न -</b> <b>कक्षा कार्य</b> - प्र० सं० ५ (पुस्तक कार्य)</p> <p><b>आओ सीखें खेल-खेल में -</b> <b>कक्षा कार्य</b> - प्र० सं० ६ एवं ७ (पुस्तक कार्य)</p> <p><b>(रचनात्मक अभिव्यक्ति)</b> <b>गृह कार्य</b> - (पुस्तक कार्य) एवं मॉडल बनाएँगे।</p> <p><b>जिज्ञासा -</b> <b>कक्षा कार्य</b> - (पुस्तक कार्य)</p> <p><b>लीक से हटकर -</b> <b>गृह कार्य</b> - (पुस्तक कार्य)</p> <p><b>व्याकरण -</b></p> <p><b>क्रिया -</b> परिभाषा, भेद व सभी अभ्यास कार्य करवाए जाएँगे।</p> <p><b>कक्षा कार्य - मौखिक -</b> प्र० सं० १, २, ३</p> <p><b>बहुवैकल्पिक -</b> प्र० सं० १, ३ <b>लिखित -</b> प्र० सं० २, ३</p> |

(Class-V / 70)

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                   | <p>रचनात्मक अभिव्यक्ति - प्र० सं० २ (मौखिक)<br/> अपठित गद्यांश - प्र० सं० १, २, ३, ४<br/> ‘सुनिए और बताइए’<br/> गृह कार्य - बहुवैकल्पिक - प्र० सं० २, लिखित - प्र० सं० १<br/> रचनात्मक अभिव्यक्ति - प्र० सं० १ (कार्यपुस्तिका कार्य)</p> <p><b>एकीकृत अंतः विषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA) -</b><br/> <b>औपचारिक पत्र -</b> आपने कक्षा में प्राथमिक चिकित्सा के बारे में पढ़ा है। विद्यालय के अन्य छात्रों को इसके विषय में जागरूक करने हेतु विद्यालय में प्राथमिक चिकित्सा शिविर लगवाने का अनुरोध करते हुए प्रधानाचार्या को पत्र लिखिए।</p> <p><b>लर्नर्स कोमेट -</b> अभ्यास प्रपत्र-३ : अपठित गद्यांश, क्रिया, पिरामिडों के देश में, मूल्यपरक प्रश्न, सृजनात्मक लेखन (लर्नर्स कोमेट) वाचन का अभ्यास कराया जाएगा। प्रपत्र ४</p> <p><b>दोहा सं० - ३</b><br/> <b>मात्रा अभ्यास -</b></p> |
| सितम्बर<br>२४ दिन                 | <p><b>व्याकरण -</b><br/> <b>विलोम शब्द -</b> ‘अपना’ से ‘कुपुत्र’ तक<br/> कक्षा कार्य - मौखिक - प्र० सं० १, २<br/> बहुवैकल्पिक - प्र० सं० २ लिखित - प्र० सं० २<br/> रचनात्मक अभिव्यक्ति<br/> गृह कार्य - बहुवैकल्पिक - प्र० सं० १<br/> लिखित - प्र० सं० १ गतिविधि</p> <p><b>कहानी लेखन -</b> कक्षा कार्य - अभ्यास - प्र० सं० २<br/> गृह कार्य - अभ्यास - प्र० सं० १, ३<br/> अभ्यास प्रपत्र-४ : अपठित गद्यांश, विलोम शब्द, कहानी लेखन प्रपत्र ५</p> <p><b>लर्नर्स कोमेट -</b><br/> <b>मात्रा अभ्यास -</b></p>                                                                                                                                                                                                                                                                                                        |
|                                   | <p><b>पुनरावृत्ति</b><br/> (Holiday Homework to be done in language notebook - Summer Vacation)<br/> १. गिनती - १ से ८० तक के अंकों का लिखित तथा मौखिक अभ्यास कीजिए। (लर्नर्स कोमेट)<br/> २. परियोजना कार्य (व्याकरण उत्तरपुस्तिका में) -<br/> क) पाठ-१ हम जब होंगे बड़े (कविता) - जिज्ञासा (पृष्ठ सं० १२) (कार्य पुस्तिका)<br/> ख) पाठ-४ स्वामी विवेकानंद - लीक से हटकर (पृष्ठ सं० ३४) (कार्य पुस्तिका)<br/> ग) पाठ-२ मिट्टू (केवल पठन हेतु) (पृष्ठ सं० १३-१५) (इस पाठ पर आधारित अभ्यास कार्य एवं प्रश्न परीक्षा में नहीं पूछे जाएँगे।)<br/> घ) संज्ञा - रचनात्मक अभिव्यक्ति (पृष्ठ सं० ३३-३४) (व्याकरण कार्यपुस्तिका)</p>                                                                                                                                                                                        |

## वार्षिक पाठ्यक्रम

| क्र० सं० | मेधा (Semester-2) साहित्य (पाठ का नाम) | IBLD की संख्या | क्र० सं० | अनुभाषा हिंदी व्याकरण-५ (Semester-2) (पाठ का नाम) | No. of IIA |
|----------|----------------------------------------|----------------|----------|---------------------------------------------------|------------|
| १.       | काँटों में राह बनाते हैं (कविता)       | १              | १.       | विशेषण                                            |            |
| २.       | गुणकारी शहद (केवल पठन हेतु)            | -              | २.       | शुद्ध वर्तनी (लर्नर्स कोमेट)                      |            |
| ३.       | मुझसे कुछ मत छिपाना (पत्र)             | १              | ३.       | काल                                               |            |
| ४.       | काम के धुनी श्रीधरन (व्यक्तित्व)       | १              | ४.       | अनेक शब्दों के लिए एक शब्द                        |            |
| ५.       | रक्त की कहानी (वैज्ञानिक लेख)          | १              | ५.       | मुहावरे और लोकोक्तियाँ                            |            |
| ६.       | भूल गया है क्यों इंसान (कविता)         | १              | ६.       | संवाद लेखन                                        |            |
|          |                                        |                | ७.       | गिनती (लर्नर्स कोमेट)                             |            |
|          |                                        |                | ८.       | अपठित गद्यांश (लर्नर्स कोमेट)                     | १          |
|          |                                        |                | ९.       | अपठित गद्यांश (लर्नर्स कोमेट)                     | १          |
|          |                                        |                | १०.      | पत्र (औपचारिक) (व्याकरण कार्य पुस्तिका)           | १          |
|          |                                        |                |          | पत्र (अनौपचारिक) (व्याकरण कार्य पुस्तिका)         | -          |
|          |                                        |                | ११.      | अपठित गद्यांश (लर्नर्स कोमेट)                     | १          |
|          |                                        |                | १२.      | अनुच्छेद लेखन (व्याकरण कार्य पुस्तिका)            | -          |
|          |                                        |                | १३.      | मात्रा अभ्यास                                     | -          |

| Month & No. of working days | Content                                                                                                                  |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------|
| अक्टूबर<br>१८ दिन           | गिनती - ८१ से १०० तक के अंकों का लिखित अभ्यास लर्नर्स कोमेट में एवं १ से १०० तक के अंकों का मौखिक अभ्यास भी कराया जाएगा। |
|                             | पाठ-१ काँटों में राह बनाते हैं (कविता) <span style="float: right;">No. of IBLD-1</span>                                  |
|                             | नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)     |
|                             | शब्दार्थ - कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)                      |
|                             | वाक्य प्रयोग - कक्षा कार्य - धीरज, पत्थर, रोशनी, कायर (कार्यपुस्तिका कार्य)                                              |
|                             | पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य)        |
|                             | गृह कार्य - प्र० सं० ४ (पुस्तक कार्य)                                                                                    |
|                             | नोट - प्र० सं० ३ नहीं करवाया जाएगा।                                                                                      |
|                             | वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)                                                                   |
|                             | भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ७ एवं ८ (पुस्तक कार्य)                                           |
|                             | (व्याकरणीय अभ्यास) गृह कार्य - प्र० सं० ६ (पुस्तक कार्य)                                                                 |
|                             | मूल्य आधारित प्रश्न - कक्षा कार्य - (मौखिक चर्चा)                                                                        |
|                             | आओ सीखें खेल-खेल में - गृह कार्य - (पुस्तक कार्य)                                                                        |
|                             | (रचनात्मक अभिव्यक्ति)                                                                                                    |
|                             | जिज्ञासा - कक्षा कार्य - (पुस्तक कार्य)                                                                                  |
|                             | लीक से हटकर - शीतावकाश गृह कार्य - (पुस्तक कार्य)                                                                        |

| Month & No. of working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                             | <p><b>पाठ वाचन - पाठ ६ 'गुणकारी शहद' (केवल पठन हेतु)</b><br/> <b>नोट -</b> पाठ पर आधारित अभ्यास कार्य एवं प्रश्न परीक्षा में नहीं पूछे जाएंगे।</p> <p><b>व्याकरण - अनुभाषा हिंदी व्याकरण-५ (Semester-2)</b><br/> <b>विशेषण -</b> परिभाषा, भेद तथा सभी अभ्यास कार्य करवाए जाएंगे।<br/> <b>कक्षा कार्य - मौखिक -</b> प्र० सं० १, २, ३<br/> <b>बहुवैकल्पिक -</b> प्र० सं० २, ३ <b>लिखित -</b> प्र० सं० २<br/> <b>अपठित गद्यांश -</b> प्र० सं० १, २, ३<br/> <b>रचनात्मक अभिव्यक्ति -</b> (रिक्त स्थान)<br/> <b>सुनिए और बताइए</b><br/> <b>गृह कार्य - बहुवैकल्पिक -</b> प्र० सं० १<br/> <b>लिखित -</b> प्र० सं० १<br/> <b>रचनात्मक अभिव्यक्ति -</b> प्रश्न (शीतावकाश गृहकार्य)<br/> <b>गतिविधि -</b> (कार्यपुस्तिका कार्य)<br/> <b>अनुच्छेद लेखन -</b> 'ई-न्यूज पेपर और पारंपरिक अखबारों में अंतर'<br/> <b>अनौपचारिक पत्र -</b> घर के बाहर खेले जाने वाले खेलों का महत्व बताते हुए अपने मित्र को पत्र लिखिए।</p> <p><b>एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</b><br/> <b>लर्नर्स कोमेट -</b> अभ्यास प्रपत्र-१ : अपठित गद्यांश, विशेषण, काँटों में राह बनाते हैं, मुझसे कुछ मत छिपाना, मूल्यपरक प्रश्न, सृजनात्मक लेखन (लर्नर्स कोमेट) वाचन का अभ्यास कराया जाएगा।</p> <p><b>संस्कृत श्लोक सं०-१</b><br/> <b>मात्रा अभ्यास -</b> प्रपत्र १</p> |
| नवम्बर<br>२४ दिन            | <p><b>पाठ-३ मुझसे कुछ मत छिपाना (पत्र)</b> <span style="float: right;">No. of iBLD-1</span><br/> <b>नवीन शब्द -</b> <b>कक्षा कार्य -</b> 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएंगे। (कार्यपुस्तिका कार्य)<br/> <b>शब्दार्थ -</b> <b>कक्षा कार्य -</b> 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएंगे। (कार्यपुस्तिका कार्य)<br/> <b>वाक्य प्रयोग -</b> <b>कक्षा कार्य -</b> 'भाषा एवं व्याकरण आधारित प्रश्न' प्र० सं० ७ (पुस्तक कार्य)<br/> <b>पाठ बोध (अभ्यास कार्य) -</b> <b>कक्षा कार्य -</b> प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए', प्र० सं० ४ (पुस्तक कार्य)<br/> <b>वैकल्पिक बोध -</b> <b>गृह कार्य -</b> प्र० सं० ३ (पुस्तक कार्य)<br/> <b>कक्षा कार्य -</b> प्र० सं० ५ (पुस्तक कार्य)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                   | <p>भाषा एवं व्याकरण आधारित प्रश्न - (व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न -</p> <p>आओ सीखें खेल-खेल में - (रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा -</p> <p>लीक से हटकर -</p> <p>कक्षा कार्य - प्र० सं० ८ (व्याकरण कार्य पुस्तिका)</p> <p>नोट - प्र० सं० ६ नहीं कराया जाएगा।</p> <p>गृह कार्य - (पुस्तक कार्य)</p> <p>गृह कार्य - (पुस्तक कार्य)</p> <p>शीतावकाश गृह कार्य - (पुस्तक कार्य)</p> <p>कक्षा कार्य - (मौखिक चर्चा)</p>                                                                                                                                                                                                                                                                                                                                                                            |
|                                   | <p>व्याकरण -</p> <p>शुद्ध वर्तनी -</p> <p>काल -</p> <p>अनौपचारिक पत्र -</p> <p>एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</p> <p>लर्नर्स कोमेट -</p> <p>संस्कृत श्लोक सं०-२</p> <p>मात्रा अभ्यास -</p> <p>लर्नर्स कोमेट में कराया जाएगा।</p> <p>परिभाषा, भेद और सभी अभ्यास कार्य कराए जाएँगे।</p> <p>कक्षा कार्य - मौखिक - प्र० सं० १, २, ३, ४</p> <p>बहुवैकल्पिक, लिखित - प्र० सं० १, २</p> <p>गृह कार्य - रचनात्मक अभिव्यक्ति - (कार्यपुस्तिका कार्य)</p> <p>गैजेट (उपकरण) की लत से होने वाली समस्याओं और उनके निवारण एवं बचने के उपाय के बारे में जानकारी साझा करते हुए अपने मित्र को पत्र लिखिए।</p> <p>अभ्यास प्रपत्र-२ : अपठित गद्यांश, शुद्ध वर्तनी, काल, काम के धुनी श्रीधरन, मूल्यपरक प्रश्न, सृजनात्मक लेखन (लर्नर्स कोमेट) वाचन का अभ्यास कराया जाएगा।</p> <p>प्रपत्र २</p> |
| दिसम्बर<br>२५ दिन                 | <p>पाठ-४ काम के धुनी श्रीधरन (व्यक्तित्व)</p> <p>नवीन शब्द -</p> <p>शब्दार्थ -</p> <p>वाक्य प्रयोग -</p> <p>‘वाचन एवं श्रुतलेखन कौशल’ के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>कक्षा कार्य - ‘रामेश्वरम्’ से ‘व्यवधान’</p> <p>गृह कार्य - ‘निर्माण’ से ‘मूर्तरूप’</p> <p>कक्षा कार्य - ‘कठिन शब्दों के मायने’ के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>कक्षा कार्य - ‘इंजीनियर’ से ‘सुश्रूषा’</p> <p>गृह कार्य - ‘आश्चर्यचकित’ से ‘मूर्तरूप’</p> <p>कक्षा कार्य - ‘भाषा एवं व्याकरण आधारित प्रश्न’ प्र० सं० ७ (पुस्तक कार्य)</p>                                                                                                                                                                                                                                  |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                   | <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए', प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध - गृह कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>(व्याकरणीय अभ्यास) नोट - प्र० सं० ६ नहीं करवाया जाएगा।</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में - गृह कार्य - (पुस्तक कार्य)</p> <p>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा - गृह कार्य - (कार्यपुस्तिका कार्य)</p> <p>लीक से हटकर - नोट - रेलवे खण्डों पर कक्षा-चर्चा करवाई जाएगी।</p> <p>गृह कार्य - (पुस्तक कार्य)</p> <p>व्याकरण -</p> <p>अनेक शब्दों के लिए एक शब्द - 'सुनने वाला' से 'मांस खाने वाला' तक</p> <p>कक्षा कार्य - मौखिक - प्र० सं० १, २, ३, ४</p> <p>बहुवैकल्पिक, लिखित - प्र० सं० १</p> <p>रचनात्मक अभिव्यक्ति, सुनिए और बताइए</p> <p>गृह कार्य - लिखित - प्र० सं० २ गतिविधि</p> <p>अनुच्छेद लेखन - 'जीवन में व्यक्तिगत स्वच्छता का महत्व'</p> <p>एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</p> <p>औपचारिक पत्र - विद्यालय में चन्द्रमा अवलोकन गतिविधि को आयोजित करवाने के लिए विषयाध्यापिका को पत्र लिखिए।</p> <p>लर्नर्स कोमेट - अभ्यास प्रपत्र-३ : अनेक शब्दों के लिए एक शब्द</p> <p>मात्रा अभ्यास - प्रपत्र ३</p> <p>पाठ वाचन - पाठ ६ 'धाय माँ पन्ना का त्याग' (केवल पठन हेतु) शीतावकाश गृहकार्य</p> <p>नोट - पाठ पर आधारित अभ्यास कार्य एवं प्रश्न परीक्षा में नहीं पूछे जाएँगे।</p> |
| जनवरी<br>२३ दिन                   | <p>पाठ-७ रक्त की कहानी (वैज्ञानिक लेख)</p> <p>नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>शब्दार्थ - कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>वाक्य प्रयोग - कक्षा कार्य - इच्छुक, अध्यापिका, अनुसंधान, रक्त (कार्यपुस्तिका कार्य)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

No. of iBLD-1

| Month &<br>No. of<br>working days    | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                      | <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए', प्र० सं० ४ (पुस्तक कार्य)</p> <p>गृह कार्य - प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ६ (पुस्तक कार्य)</p> <p>(व्याकरणीय अभ्यास) नोट - प्र० सं० ७ नहीं करवाया जाएगा।</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - (मौखिक चर्चा)</p> <p>आओ सीखें खेल-खेल में - कक्षा कार्य - (पुस्तक कार्य)</p> <p>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा - गृह कार्य - (पुस्तक कार्य)</p> <p>लीक से हटकर - कक्षा कार्य - (पुस्तक कार्य)</p> <p>व्याकरण -</p> <p>मुहावरे और लोकोक्तियाँ - मुहावरे - 'रंग में भंग पड़ना' से 'अगर मगर करना' तक लोकोक्तियाँ - 'उल्टा चोर कोतवाल को डोंटे' से 'खोदा पहाड़ निकली चुहिया' तक</p> <p>कक्षा कार्य - मौखिक - प्र० सं० १, २</p> <p>बहुवैकल्पिक - प्र० सं० २ लिखित - प्र० सं० १, २</p> <p>गतिविधि</p> <p>गृह कार्य - बहुवैकल्पिक - प्र० सं० १ रचनात्मक अभिव्यक्ति</p> <p>औपचारिक पत्र - विद्युत कटौती से होने वाली असुविधा की सूचना देते हुए अवर अभियंता को पत्र लिखिए।</p> <p>एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</p> <p>लर्नर्स कोमेट - अभ्यास प्रपत्र-३ : अपठित गद्यांश, रक्त की कहानी, मूल्यपरक प्रश्न, सृजनात्मक लेखन</p> <p>मात्रा अभ्यास - प्रपत्र ४</p> <p>दोहा सं० - ३ (लर्नर्स कोमेट) वाचन का अभ्यास कराया जाएगा।</p> |
| फरवरी + मार्च<br>२१ + २२ =<br>४३ दिन | <p>पाठ-८ भूल गया है क्यों इंसान (कविता) <span style="float: right;">No. of iBLD-1</span></p> <p>नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>शब्दार्थ - कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>वाक्य प्रयोग - कक्षा कार्य - निर्मल, वरदान, वेश, प्राण (कार्यपुस्तिका कार्य)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                   | <p><b>पाठ बोध (अभ्यास कार्य) -</b> कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य)<br/> <b>गृह कार्य -</b> प्र० सं० ३ (पुस्तक कार्य)<br/> नोट - आशय बोध प्र० सं० ४ नहीं करवाया जाएगा</p> <p><b>वैकल्पिक बोध -</b> कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)<br/> <b>भाषा एवं व्याकरण आधारित प्रश्न -</b> कक्षा कार्य - प्र० सं० ६ (पुस्तक कार्य)<br/> <b>(व्याकरणीय अभ्यास)</b> गृह कार्य - प्र० सं० ७ (पुस्तक कार्य)<br/> <b>मूल्य आधारित प्रश्न -</b> कक्षा कार्य - (पुस्तक कार्य)<br/> <b>आओ सीखें खेल-खेल में -</b> कक्षा कार्य - (मौखिक)<br/> <b>(रचनात्मक अभिव्यक्ति)</b><br/> <b>जिज्ञासा -</b> गृह कार्य - (पुस्तक कार्य)<br/> <b>लीक से हटकर -</b> शीतावकाश गृह कार्य - (मौखिक)</p> <p><b>व्याकरण -</b><br/> <b>संवाद लेखन -</b> कक्षा कार्य - अभ्यास - प्र० सं० १ (लिखित), २ (मौखिक)<br/> <b>रचनात्मक अभिव्यक्ति -</b> (मौखिक)<br/> <b>गृह कार्य - अभ्यास -</b> प्र० सं० ३ (लिखित), ४ (मौखिक)<br/> <b>लर्नर्स कोमेट -</b> अभ्यास प्रपत्र-४ : भूल गया है क्यों इंसान, मुहावरे और लोकोक्तियाँ, मूल्यपरक प्रश्न, संवाद लेखन<br/> <b>मात्रा अभ्यास -</b> प्रपत्र ५</p> <p><b>पुनरावृत्ति</b><br/> <b>नोट -</b> सर्वनाम तथा क्रिया द्वितीय सत्र की इकाई परीक्षा में भी पूछे जाएँगे।</p> <p>(Holiday Homework to be done in language notebook - Winter Vacation)<br/> (Wherever needed)</p> <p>१. परियोजना कार्य<br/> क) पाठ-१ काँटों में राह बनाते (कविता) - लीक से हटकर पृ० सं० १२ (पुस्तक कार्य)<br/> ख) पाठ-३ मुझसे कुछ मत छिपाना (पत्र) - जिज्ञासा पृ० सं० २६ (पुस्तक कार्य)<br/> ग) पाठ-६ धाय माँ पन्ना का त्याग (केवल पठन हेतु) पृ० सं० ४३ से ४७<br/> घ) पाठ-८ भूल गया है क्यों इंसान - लीक से हटकर पृ० सं० ६४ (मौखिक)<br/> ङ) विशेषण - शीतावकाश गृहकार्य - रचनात्मक अभिव्यक्ति - प्रश्न पृ० सं० १६ (व्याकरण कार्यपुस्तिका)</p> |



| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                   | <p style="text-align: center;"><b>अध्ययन हेतु अनुमोदित पुस्तकें</b></p> <p>भाषा के बोध और भाषा-कौशलों के विकास के साथ-साथ छात्रों में नैतिक बोध और सामाजिक मूल्यों के विकास के लिए कक्षा की पाठ्य पुस्तकों के अतिरिक्त अन्य पुस्तकें अत्यधिक सहायक होती हैं। अतः उनको रुचिकर बनाने के लिए उन्हें अनेक पुस्तकों का अध्ययन करना चाहिए। इसी सन्दर्भ में कुछ पुस्तकों के नाम दिए जा रहे हैं जो छात्रों के लिए पठनीय हैं।</p> <p>(१) विक्रम बेताल की प्रसिद्ध कहानियाँ<br/> (२) भारतीय पौराणिक कथाएँ (टिनी टॉट)<br/> (३) पंच परमेश्वर (प्रेमचंद)<br/> (४) कृष्ण की कहानियाँ (स्कॉटलिस्टिक)<br/> (५) हातिम की कहानियाँ (टिनी टॉट)<br/> (६) नमक का दरोगा (प्रेमचंद)<br/> (७) प्रसिद्ध जातक कथाएँ (टिनी टॉट)<br/> (८) अनुपम कहानियाँ- ५ (नवीनतम प्रकाशन)<br/> (९) अरेबियन नाइट्स-४ (टिनी टॉट)</p> |

## MATHEMATICS

**Book : New Enjoying Mathematics - 5 (Preparatory Stage As Per NCF 2023) Part-1, Part-2 - Oxford**  
**Reference Book : New Maths Ahead-5 (Orient BlackSwan)**

Mathematics is a challenging and vibrant subject connected to the real world at every level. A complete study of Mathematics must necessarily be able to relate the subjects to the environment and focus on the development of thinking and reasoning skills. Keeping this in mind, our teaching methodology embodies:

1. Activities, through which children can understand the 'abstract' mathematical concepts with the use of 'concrete' objects like dices, beads, pebbles and 'learning' aids like picture cards, games, puzzles etc.
2. Mental Maths questions to help the students to do quick and easy calculations and to build thinking skills beyond the level of class room learning will be done in the Maths Book & Learner's Comate.
3. Enrichment Booklet - (Including Maths Enrichment Sheet, Asset Enrichment Sheet, Logical and Verbal Reasoning Enrichment Sheet) will be done by the children to improve their Mathematical and Logical Skills to be discussed in the class. Children will solve it at home. It is only for practice and not subjected for correction.
4. Above all, a well-equipped Mathematics laboratory, where children do experiments/activities based on different mathematical concepts; discover patterns and generalize the same, discovering the "concepts" on their own, prior to learning them in class.
5. Practicals will be done related to the topics taught as mentioned in the syllabus and sheets will be provided. A Practical File will be maintained for the same. It is subjected to correction.
6. **Khan Academy** assignments will be done at some point of each chapter for better understanding and practice.
7. Maths Walk assignment will be done in **2<sup>nd</sup>** Term (subjected to correction) To be stuck in Maths Practical File.
8. **Maths About Me** assignment will be done in the Learner's Comate.
9. Children must learn tables from 2 to 18.
10. DIGI/e-content will be shown for all the topics.
11. Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.
12. **Virtual Escape Room** – Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.
13. Notebook work mentioned in the precept will be done only in the notebook.
14. Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts. We firmly believe in Competency Based Education and a reference to this is visible in the questions and exercises given in the text book.

### GENERAL INSTRUCTIONS:

- Three single lined notebook i.e. 2 CW and 1 HW (subjected to correction).
- 1 Practical file (subjected to correction)
- Book Work is subjected to correction.
- **Try This, Challenge, Chapter Check Up, Mental Maths, Critical Thinking Skills and Steam Connect** questions are subjected to corrections.
- Worksheet and Looking Beyond and Use Your Skills will not be subjected to corrections.
- Mathspeak, Data Connect and Maths & Art is not subjected to correction. It is also not subjected to Unit Test.
- Sums in the Unit Test will be based on the concept but digits of the sum will be different.
- After each chapter, its practice sheet will be done in the Learner's Comate.  
(Subjected to corrections)

**Marking Pattern : 25 marks (theory) + 5 marks (practical) = 30marks**

(Class-V / 79)

| Month &<br>No. of<br>working days                                                                                                                                                                                    | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                  |             |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------|-----------|--|---------|---------------------|-------------|-----------|---|-------------|---|--------|---|-----------------------------------------------|---|--------|---|--------------------------------------------------|---|--------|---|---------|---|--------|---|-----------|---|--------|---|-----------|---|--------|---|-----------------|---|--------|
| April+May<br>24 + 9<br>= 33 days                                                                                                                                                                                     | <b>Note : To reduce the weight of the bag, the New Enjoying Mathematics Book has been split into 2 parts (Part 1 and Part 2). Both the books will be used in Half Yearly as well as in Annual Term. Children will bring the books according to part mentioned in the syllabus.</b>                                                                                                                                                                                                                                                                                                                                                                                                     |                                                  |             |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
|                                                                                                                                                                                                                      | <table><tr><th colspan="4">HALF YEARLY</th></tr><tr><th>Sl. No.</th><th>Name of the chapter</th><th>No. of iBLD</th><th>Text Book</th></tr><tr><td>1</td><td>Place Value</td><td>1</td><td>Part-1</td></tr><tr><td>2</td><td>Addition, Subtraction and their Applications.</td><td>1</td><td>Part-1</td></tr><tr><td>3</td><td>Multiplication, Division and their Applications.</td><td>1</td><td>Part-1</td></tr><tr><td>4</td><td>Factors</td><td>1</td><td>Part-1</td></tr><tr><td>5</td><td>Multiples</td><td>1</td><td>Part-1</td></tr><tr><td>6</td><td>Fractions</td><td>2</td><td>Part-1</td></tr><tr><td>7</td><td>Geometry Basics</td><td>1</td><td>Part-2</td></tr></table> | HALF YEARLY                                      |             |           |  | Sl. No. | Name of the chapter | No. of iBLD | Text Book | 1 | Place Value | 1 | Part-1 | 2 | Addition, Subtraction and their Applications. | 1 | Part-1 | 3 | Multiplication, Division and their Applications. | 1 | Part-1 | 4 | Factors | 1 | Part-1 | 5 | Multiples | 1 | Part-1 | 6 | Fractions | 2 | Part-1 | 7 | Geometry Basics | 1 | Part-2 |
|                                                                                                                                                                                                                      | HALF YEARLY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                  |             |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
|                                                                                                                                                                                                                      | Sl. No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Name of the chapter                              | No. of iBLD | Text Book |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
|                                                                                                                                                                                                                      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Place Value                                      | 1           | Part-1    |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
|                                                                                                                                                                                                                      | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Addition, Subtraction and their Applications.    | 1           | Part-1    |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
|                                                                                                                                                                                                                      | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Multiplication, Division and their Applications. | 1           | Part-1    |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
|                                                                                                                                                                                                                      | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Factors                                          | 1           | Part-1    |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
|                                                                                                                                                                                                                      | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Multiples                                        | 1           | Part-1    |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
|                                                                                                                                                                                                                      | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Fractions                                        | 2           | Part-1    |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
| 7                                                                                                                                                                                                                    | Geometry Basics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1                                                | Part-2      |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
| <b>Ch. 1- Place Value (Part-1)</b>                                                                                                                                                                                   | <div>No. of iBLD-1</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                  |             |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
| <b>Theme of the Chapters (Artificial Intelligence - to be discussed)</b>                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                  |             |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
| <b>Vocabulary Review pg. 22 to be discussed</b>                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                  |             |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
| <b>CW</b>                                                                                                                                                                                                            | <b>HW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                  |             |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
| <b>Looking Back (pg 7)</b> Q.3 and 4 (Book Work)<br><b>Explanation of pg 8, 9</b><br><b>Ex. 1A</b> (pg. no. 10)<br>Q2- b, c (Notebook)<br>Q3- b, c (Notebook)<br>Q4- a, c (Book Work)                                | <b>Looking Back (pg 7)</b> Q.1 and 2 (Book Work)<br><br>Q2- a, d, (Notebook)<br>Q3- a, d (Notebook)<br>Q4- b, d (Book Work)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                  |             |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
| <b>Explanation of pg 11,12</b><br><b>Ex. 1B</b> (pg. no. 13)<br>Q1- (Notebook)<br>Q2- b, c (Book Work)<br>Q3- a, c (Book Work)<br>Q4- b (Notebook)<br>Q5- b (Notebook)<br>Q6- a, b (Notebook)<br>Q7- a, b (Notebook) | <br><br>Q2- a, d (Book Work)<br>Q3- b, d (Book Work)<br>Q4- a (Notebook)<br>Q5- a (Notebook)<br>Q6- c, d (Notebook)<br>Q7- c, d (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                  |             |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |
| <b>Explanation of pg 14,15,16</b><br><b>Ex. 1C</b> (pg. no. 16)<br>Q1- a, c (Book Work)<br>Q2- a, c (Book Work)<br>Q3- a, c (Book Work)                                                                              | <br><br>Q1- b, d (Book Work)<br>Q2- b, d (Book Work)<br>Q3- b, d (Book Work)<br>Q4- (Book Work)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                  |             |           |  |         |                     |             |           |   |             |   |        |   |                                               |   |        |   |                                                  |   |        |   |         |   |        |   |           |   |        |   |           |   |        |   |                 |   |        |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                         |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|                                   | CW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | HW                                                                                      |
|                                   | <b>Explanation of pg 17,18</b><br><b>Ex. 1 D</b> (pg. no. 19)<br>Q1- a, c (Book Work)<br>Q2- b, c (Book Work)<br>Q3- a, b (Notebook)<br>Q4- a, b (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Q1- b (Book Work)<br>Q2- a, d (Book Work)<br>Q3- c, d (Notebook)<br>Q4- c, d (Notebook) |
|                                   | <b>Explanation of pg 20</b><br><b>Ex. 1 E</b> (pg. no. 21)<br>Q1- (Book Work)<br>Q2- a, b, d, e (Book work)<br>Q4- a, c (Book Work)<br>Q5- a, d (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Q2- c, f (Book work)<br>Q3- (Notebook)<br>Q4- b, d (Book Work)<br>Q5- b, c (Notebook)   |
|                                   | <b>Chapter Check-up : (Pg. 22) (HHW)</b><br>Q1, Q2, Q3, Q4, Q7, Q8 (Notebook) & Q6, Q9- (Book Work).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                         |
|                                   | <b>Data Connect</b> pg. no. 10 - To be discussed in class and given as Homework. (BW)<br><b>Project</b> pg. no. 14 (HHW) (Notebook)<br><b>Challenge</b> pg. no. 11, 20 C.W. - (B.W.)<br><b>Mathspeak</b> pg. no. 7, 11, 15, 18 (Book Wok) C.W.<br><b>Worksheet</b> pg. no. 23 (HHW) (Notebook)<br><b>Maths &amp; Art</b> pg. no. 19 - To be done in Maths Practical File.<br><b>Steam Connect</b> pg. no. 24 - To be discussed and given as HHW (individual work) (B.W.)<br><b>Learner's Comate</b> – Practice Sheet – 1, Fast Track & Mental Maths<br><b>Enrichment Booklet</b> : Maths Enrichment Sheet No. 1 to be discussed in the class<br><b>Teaching Aids</b> : Abacus, Dice, Flip Cards, Maan Card, e-content |                                                                                         |
|                                   | <b>Khan Academy Assignment(s): Number up to 1000</b><br>Place Value (Class 3)      Comparing 3 digits numbers (Class 3)      Skip counting (Class 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                         |
|                                   | <b>Revision of Tables from 2 to 18</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                         |
|                                   | <b>Ch. 2- Addition, Subtraction and their Applications (Part-1)</b><br><b>Theme of the Chapter - Made by Hand (to be discussed)</b><br><b>Vocabulary review will be discussed (Pg. 38)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                         |
|                                   | <b>Maths Vocabulary :</b><br><b>Addition :</b> sum, in all, total, altogether and more (Revision of previous class)<br><b>Subtraction :</b> taken away, less, off, left, borrow, difference and more (Revision of previous class)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                         |
|                                   | CW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | HW                                                                                      |
|                                   | <b>Looking Back - Pg. 25</b><br><b>Explanation of pg 25,26</b><br><b>Fill in the boxes :</b> Q2-a, b (Book Work)<br>Pg. 26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                         |
|                                   | <b>Explanation of pg 27</b><br><b>Ex.-2. A.</b> (pg. no. 27)<br>Q1, Q4, Q8 ,Q10 (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Q2, Q3, Q9, Q11 (Notebook)                                                              |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                             |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
|                                   | <b>CW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>HW</b>                                                                                   |
|                                   | <b>Explanation of pg 28, 29</b><br><b>Ex- 2 B</b> (pg. no. 29), Q1- a, c (Book Work)<br>Q2- b, d (Book Work)<br>Q3- b, c (Book Work)<br>Q4- a, b, e (Notebook)                                                                                                                                                                                                                                                                                                                                                                   | Q1- b, d (Book Work)<br>Q2- c (Book Work)<br>Q3- d (Book Work)<br>Q4- c, d (Notebook)       |
|                                   | <b>Explanation of pg. no. 31 &amp; 32</b><br><b>Ex- 2 C</b> (pg no. 32 & 33)<br>Q1- a, c (Book Work)<br>Q2- a, b (Book Work)<br>Q3- a, c (Book Work)<br>Q4- a, c, e (Notebook)                                                                                                                                                                                                                                                                                                                                                   | Q1- b, d (Book Work)<br>Q2- c, d (Book Work)<br>Q3- b, d (Book Work)<br>Q4- b, d (Notebook) |
|                                   | <b>Explanation of pg 34</b><br><b>Ex- 2 D</b> (pg. no. 35)<br>Q1, Q3, Q5 (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                              | Q2, Q4 (Notebook)                                                                           |
|                                   | <b>Explanation of pg 36,37</b><br><b>Ex- 2 E</b> (pg no. 37)<br>Q1- a, c, e (Notebook)<br>Q2- a, c (Notebook)<br>Q3- a, c (Notebook)                                                                                                                                                                                                                                                                                                                                                                                             | Q1- b, d, f (Notebook)<br>Q2- b, d (Notebook)<br>Q3- b, d (Notebook)                        |
|                                   | <b>Chapter Check-up : (Pg. 38) (Homework)</b><br>Q.1 (a,b,c,d), Q.2 (a,c) Q.3, Q.4 (Notebook), Q5 & Keeping in touch (Bookwork)                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                             |
|                                   | <b>Data Connect</b> : Pg. no. 33 - To be discussed in class and given as Homework. (Book Work)<br><b>Work Sheet</b> pg. no. 39 (HHW) (Book Work)<br><b>Mental Maths</b> : Pg. no. 40 (Book Work) <b>C.W.</b><br><b>Project</b> pg. no. 30 (Q1 & Q2) (Notebook) <b>HHW</b><br><b>Learner's Comate</b> – Practice Sheet – 2, Fast Track & Mental Maths.<br><b>Enrichment Booklet</b> : Maths Enrichment Sheet No. 2 to be discussed in the class<br><b>Teaching Aids</b> : Mathmat, Ganit Mala, Jodo Block, Maths relay, e-content |                                                                                             |
|                                   | <b>Khan Academy Assignment(s) : ADDITION &amp; SUBTRACTION</b><br>3 digits addition (Class 4)<br>Multi digit addition (Class 5)<br>Unit Test (Class 5)                                                                                                                                                                                                                                                                                                                                                                           |                                                                                             |
|                                   | <b>Ch. 3- Multiplication, Division and their applications (Part-1)</b><br><b>Theme of the Chapter - The United Nations (to be discussed)</b><br><b>Maths Vocabulary :</b><br><b>Multiplication</b> : total, in all, altogether, times and product (Revision of previous class)<br><b>Division</b> : cost or value of each object, equally (Revision of previous class)<br><b>Vocabulary review will be discussed (Pg. 54)</b>                                                                                                    |                                                                                             |
|                                   | <b>CW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>HW</b>                                                                                   |
|                                   | Looking Back (Pg 41)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                             |

| Month &<br>No. of<br>working days                   | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <b>CW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>HW</b>                                                                                                                                      |
|                                                     | Q2- a & Q3- a (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Q2- b & Q-3 b (Notebook)                                                                                                                       |
|                                                     | <b>Explanation of pg 42</b><br><b>Ex- 3 A</b> (pg. no. 42)<br>Q1- a, c, e, g, h, i (Notebook)<br>Q2- a, c (Notebook)<br>Q3- a (Book Work)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Q1- b, d, f, j (Notebook)<br>Q2- b (Notebook)<br>Q3- b (Book Work)                                                                             |
|                                                     | <b>Explanation of pg 43, 44</b><br><b>Ex- 3 B</b> (pg. no. 45)<br>Q1- a, c, e (Notebook)<br>Q2- a, b (Bookwork)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Q1- b, d (Notebook)<br>Q2- c (Bookwork)                                                                                                        |
|                                                     | <b>Explanation of pg 45</b><br><b>Ex- 3 C</b> (pg. no. 45)<br>Q3, Q4, Q6, Q8, Q12 (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Q2, Q5, Q9, Q11 (Notebook)                                                                                                                     |
| <b>June +July</b><br><b>4+27</b><br><b>=31 days</b> | <b>Explanation of pg 46</b><br><b>Ex- 3 D</b> (pg. no. 46)<br>Q- 1,3,5 (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Q- 2,4 (Notebook)                                                                                                                              |
|                                                     | <b>Explanation of pg 47, 48</b><br><b>Ex- 3 E</b> (pg. no. 48)<br>Q1- b, d (Notebook)<br>Q2 - (Book Work)<br>Q3- a (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Q1- a, c (Notebook)<br>Q3- b, c (Notebook)                                                                                                     |
|                                                     | <b>Explanation of pg 49</b><br><b>Ex. 3(F)</b> (pg 49)<br>Q1-a, c & Q2- a, c (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Q1, b, d (Notebook)<br>Q2- b (Notebook)                                                                                                        |
|                                                     | <b>Explanation of pg 50</b><br><b>Ex. 3(G)</b> (To be discussed in the classroom)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                |
|                                                     | <b>Explanation of pg 51, 52</b><br><b>Ex- 3 (H)</b> (pg. no. 53)<br>Q1, 3, 5, (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Q2, 4 (Notebook)                                                                                                                               |
|                                                     | <b>Chapter Check-up : (Pg. 54) (Homework), Q.1 (a, c), Q.2, Q.3, Q.4, Q.5, Q.6,Q7 (Notebook) Q8 (Book Work) Keeping in Touch - (Pg. 54) - HW (Notebook),</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                |
|                                                     | <b>Data Connect</b> : Pg. no. 49 - To be discussed in class and given as Homework. (Book Work)<br><b>Mental Maths</b> -Pg.42 (a,c) Pg. 50 (a,c), Pg. 55 (Book Work) <b>C.W.</b><br><b>Mathspeak</b> - Pg. 44, 46, 48, 50 (Book Work) <b>C.W.</b><br><b>Maths Lab Activity</b> - Pg 47 (to be done as class activity.)<br><b>Critical Thinking Skills</b> - Pg. 56 (Book Work) <b>C.W.</b><br><b>Use Your Skills</b> - Pg. 57 - Q.1,2,3,4 (Book Work) <b>C.W.</b> , Q.5 <b>H.W.</b> (Notebook)<br><b>Learner's Comate</b> – Practice Sheet 3, Fast Track and Mental Maths<br><b>Enrichment Booklet</b> : Maths Enrichment Sheet No. 3 to be discussed in the class<br><b>Teaching Aids</b> - Mathmat, Ganit Mala, Jodo Block, e-content |                                                                                                                                                |
|                                                     | <b>Khan Academy Assignment(s) :</b><br><b>MULTIPLICATION</b><br>• Multi digit multiplication (Class 4)<br>• Multiply by using standard algorithm (Class 4)<br>• Multiply by 1 digit number (Class 4)<br>• Unit Test (Class 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>DIVISION</b><br>• Multi digit division - no remainders (Class 5)<br>• Multi digit division – remainders (Class 5)<br>• Remainders (Class 5) |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                            |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|                                   | <b>Ch. 4 Factors (Part-1)</b><br><b>Theme of the Chapter - The World of Entertainment (to be discussed)</b><br><b>Vocabulary review will be discussed (Pg. 69)</b>                                                                                                                                                                                                                                                                                                      | No. of iBLD-1                                                              |
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                            |
|                                   | <b>Explanation of pg 58</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                            |
|                                   | <b>Looking Back</b> (pg. no. 58)<br><b>Explanation of pg 59</b><br><b>Ex- 4 A</b> (pg. no. 59)<br>Q2- a, b (Notebook)                                                                                                                                                                                                                                                                                                                                                   | Q1- (Book Work)                                                            |
|                                   | <b>Explanation of pg 60,61,62,63,64</b><br>Exploring Factors (Pg. 61) (BW)<br>Use the complete grid to answer :<br>Pg. 61 Q. A - D (Notebook)<br>Use the grid above to answer. (Pg. 62)<br>Q. a to e (Notebook)<br><b>Ex- 4 B</b> (pg no. 65)<br>Q1- (Book Work)<br>Q2- a, c, e, h (Notebook)<br>Q3- a, b, f (Notebook)                                                                                                                                                 | Q2- b, d, f, g (Notebook)<br>Q3- c, d, e (Notebook)                        |
|                                   | <b>Explanation of pg. 65,66,67,68</b><br><b>(Pg. no. 66 B.W., Not subjected to correction and examination)</b><br><b>Ex- 4 C</b> (pg. no. 68)<br>Q1- a, d (Notebook)<br>Q2 (Book Work)<br>Q3- a, c, e (Notebook)<br>Q4- b, d, e, g (Notebook)                                                                                                                                                                                                                           | Q1- b, e (Notebook)<br>Q3- b, d, f (Notebook)<br>Q4- a, c, f, h (Notebook) |
|                                   | <b>Chapter Check-up : (Pg. 69) (Homework)</b><br>Q.1, Q.6, Q.9 (Book Work) Q.3, Q.4 (a, b), Q.7 (a, c), Q.8 (a, b) (Notebook)<br><b>Keeping in Touch - Q. a,c (Homework) (Notebook)</b>                                                                                                                                                                                                                                                                                 |                                                                            |
|                                   | <b>Project</b> : Pg. no. 65 - Class work (Book Work)<br><b>Try This -</b> : Pg. 67 (Book Work) <b>C.W.</b><br><b>Mathspeak</b> - Pg. 59, 64 (Book Work) <b>C.W.</b><br><b>Maths Lab Activity</b> - Pg 70 (to be done as class activity.)<br><b>Learner's Comate</b> : Practice Sheet – 4, Fast Track & Mental Maths<br><b>Enrichment Booklet</b> : Maths Enrichment Sheet No. 4 to be discussed in the class<br><b>Teaching Aids</b> : Jodo Block, Maths Mat, e-content |                                                                            |
|                                   | <b>Khan Academy Assignment(s) : FACTORS</b><br>• Factors (Class 5)<br>• Unit Test (Class 5)                                                                                                                                                                                                                                                                                                                                                                             |                                                                            |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                 |
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|                                   | <b>Ch 5. Multiples (Part-1)</b><br><b>Theme of the Chapter - Explorers (to be discussed)</b><br><b>Vocabulary review will be discussed (Pg. 76)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | No. of iBLD-1                                                                                                                                                   |
|                                   | <b>CW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>HW</b>                                                                                                                                                       |
|                                   | <b>Explanation of pg 71</b><br><b>Looking Back (Pg. 71)</b><br>Q1. (Book Work)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Q2. (Notebook)                                                                                                                                                  |
|                                   | <b>Explanation of pg 72,73,74</b><br><b>Ex- 5 A</b> (pg. no. 75)<br>Q1- a, d (Book Work)<br>Q2- (Book Work)<br>Q3- a, c (Notebook)<br>Q4 - a, b, e, g (Notebook)<br>Q5.- a (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Q1- b, c (Book Work)<br><br>Q3- b, d, e (Notebook)<br>Q4- c, d, f, h (Notebook)<br>Q5- b (Notebook)                                                             |
|                                   | <b>Chapter Check-up : (Pg. 76) (Homework)</b><br>Q.1, Q.2, Q.5 (Bookwork), Q.3 (a, c, f) ,Q.4 (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                 |
|                                   | <b>Steam Connect</b> : Pg. 77 - To be explained in the class and given as Home work (grid paper of Maths Practical File to be used) (individual work)<br><b>Keeping in Touch</b> : Pg 76 (HW) (Notebook)<br><b>Mental Math</b> : Pg. 78 (Book Work) <b>C.W.</b><br><b>Mathspeak</b> : Pg. 73 (Book Work) <b>C.W.</b><br><b>Practical- 1</b> : To explore the concept of LCM (Pg. 72) (do it as an individual activity, things will be provided by the school)<br><b>Learner's Comate</b> : Practice Sheet – 5, Fast Track & Mental Maths<br><b>Enrichment Booklet</b> : Maths Enrichment Sheet No. 5 to be discussed in the class<br><b>Teaching Aids</b> - Ganit Mala, Jodo Blocks, e-content |                                                                                                                                                                 |
|                                   | <b>Khan Academy Assignment(s) : MULTIPLES</b> • Multiples (Class 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                 |
| Aug<br>25 days                    | <b>Ch. 6. Fractions (Part-1)</b><br><b>Theme of the Chapter - Let's Get Cooking (to be discussed)</b><br><b>Vocabulary review will be discussed (Pg. 102)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | No. of iBLD-2                                                                                                                                                   |
|                                   | <b>CW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>HW</b>                                                                                                                                                       |
|                                   | <b>Explanation of pg 79</b><br><b>Looking Back: (Pg 79)</b><br>Q1, Q 2 (Book Work)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                 |
|                                   | <b>Explanation of pg 80,81,82</b><br><b>Ex- 6 A</b> (pg. no. 82,83)<br>Q1- Action Exercise(to be discussed in Class)<br>Q3- a, c (Book Work)<br>Q4 - b, d (Notebook)<br>Q5 - a, c, f (Notebook)<br>Q6 - a, c, f (Book Work)<br>Q7 - a, c (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                            | Q2 - (Book Work)<br>Q3- b, d (Book Work)<br>Q4 - c, e (Notebook)<br>Q5 - b, d, e (Notebook)<br>Q6 - b, d, e (Book Work)<br>Q7 - b (Notebook)<br>Q8- (Book Work) |



| Month &<br>No. of<br>working days | Content                                                                                                                                                           |                                                                                                 |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|                                   | CW                                                                                                                                                                | HW                                                                                              |
|                                   | <b>Explanation of pg 84</b><br><b>Ex- 6 B</b> (pg. no. 85)<br>Q2- a, c, e (Notebook)<br>Q3- (Book work)                                                           | Q2- b, d, f (Notebook)                                                                          |
|                                   | <b>Explanation of pg 86, 87</b><br><b>Ex- 6 C</b> (pg. no. 88)<br>Q1- a, c (Book Work)<br>Q2- a, c (Notebook)<br>Q3- a, c, f (Notebook)<br>Q4- a, d, f (Notebook) | Q1- b, d (Book Work)<br>Q2- b, d (Notebook)<br>Q3- b, d, e (Notebook)<br>Q4- b, c, e (Notebook) |
|                                   | <b>Explanation of pg. 89,90</b><br><b>Ex- 6 D</b> (pg. no. 90)<br>Q1- a, b, g (Notebook)<br>Q2- a, d, e (Notebook)                                                | Q1- c, d, e (Notebook)<br>Q2- b, c, f (Notebook)                                                |
|                                   | <b>Explanation of pg. 91</b><br><b>Ex- 6 E</b> (pg. no. 91)<br>Q1, Q3, Q8 (Notebook)                                                                              | Q2, Q4, Q7 (Notebook)                                                                           |
|                                   | <b>Explanation of pg. 92</b><br><b>Ex- 6 F</b> (pg. no. 93)<br>Q1, Q3, Q7 (Notebook)                                                                              | Q4, Q5, Q6 (Notebook)                                                                           |
|                                   | <b>Explanation of pg. 93</b><br><b>Ex- 6 G</b> (pg. no. 94)<br>Q1- b, d, f (Notebook)<br>Q2. a, c, e (Notebook)                                                   | Q1- a, c, g (Notebook)<br>Q2- b, d (Notebook)                                                   |
|                                   | <b>Explanation of pg. 95,96</b><br><b>Ex- 6 H</b> (pg. no. 97)<br>Q1- (Book Work)<br>Q2- a, c, i (NoteBook)<br>Q3 - a, c, e (Notebook)<br>Q4 - a, c, e (Notebook) | Q2 - b, d, f (Notebook)<br>Q3 - b, d, g (Notebook)<br>Q4 - b, d, h (Notebook)                   |
|                                   | <b>Explanation of pg. 97,98,99,100</b><br><b>Ex- 6 I</b> (pg. no. 100)<br>Q1 - a, d, h (Notebook)<br>Q2 - a, d, h (Notebook)<br>Q3 - (Book Work)                  | Q1 - b, e, i (Notebook)<br>Q2 - b, e (Notebook)                                                 |
|                                   | <b>Explanation of pg. 101</b><br><b>Ex- 6 J</b> (pg. no. 101)<br>Q1 - b, d, g (Notebook)<br>Q2 - a, b (Notebook)                                                  | Q1- a, e (Notebook)<br>Q2 - c, d (Notebook)                                                     |
|                                   | <b>Data Connect</b> pg. no. 91 - To be discussed in class and given as Homework. (Book Work)                                                                      |                                                                                                 |
|                                   | <b>Chapter Check-up : (Pg. 102) (Homework)</b><br>Q1 (a,b), Q.2 (a,b), Q.4(a,b,e,h), Q.5 (b,c,e), Q.6 (a), Q.3,Q.7. (Book work)<br>Keeping in touch (Notebook)    |                                                                                                 |
|                                   | <b>Critical Thinking Skills</b> : pg. no. 105 - To be discussed (Book Work)                                                                                       |                                                                                                 |



| Month &<br>No. of<br>working days                                                                                                                                                                                                                                               | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |            |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
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|                                                                                                                                                                                                                                                                                 | <div>Revision</div> <div>Holiday Homework (Summer Vacation) : (To be done in Maths H.W. Notebook)</div> <div><div>1. Ch. Place Value (Part-1)</div><div>* Project Pg. 14 (Notebook)</div><div>* Worksheet Pg. 23,(Notebook)</div><div>* Chapter Check-up : (Pg. 22)</div><div>Q1, Q2, Q3, Q4, Q7, Q8,</div><div>(Notebook), Q6, Q9- (Book Work).</div><div>* Steam Connect pg. no. 24 - (BW)</div></div> <div><div>2. Ch. Addition, Subtraction &amp; their Applications (Part-1)</div><div>* Project Pg. 30 (1,2) (Notebook)</div><div>* Worksheet Pg. 39 (BW)</div></div> <div>3. Assignment on logical reasoning</div> <div>(to be done in Enrichment booklet)</div> <div>4. Revise Tables from 2 to 18</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |            |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| Oct.<br>18 days                                                                                                                                                                                                                                                                 | <table><tr><th colspan="4">ANNUAL TERM</th></tr><tr><th>Sl. No.</th><th>Name of the chapter</th><th>No. of iBLDs</th><th>Text Books</th></tr><tr><td>1</td><td>Simplification (Additional Topic)</td><td>1</td><td>-</td></tr><tr><td>2</td><td>Decimals</td><td>2</td><td>Part-1</td></tr><tr><td>3</td><td>Measurement</td><td>1</td><td>Part-2</td></tr><tr><td>4</td><td>Perimeter, Area and Volume</td><td>2</td><td>Part-2</td></tr><tr><td>5</td><td>Time and Temperature</td><td>1</td><td>Part-2</td></tr></table> <div>Maths About Me Assignment (to be done in Learner's Comate)</div> <div>Additional Topic : Simplification (DMAS)Given in Learner's Comate</div> <div>Enrichment Booklet : Maths Enrichment Sheet No. 8 (to be discussed in the class)</div> <div>Ch. 7. Decimals (Part-1)</div> <div>Theme of the Chapter - Break that Record (to be discussed )</div> <div>Vocabulary review will be discussed (Pg. 128)</div> <table><tr><th>CW</th><th>HW</th></tr><tr><td><div>Explanation of pg. 106</div><div>Ex- 7 A (pg. no. 107)</div><div>Q1- (Book Work)</div><div>Q2- a, b, c, d, e (Book Work)</div><div>Q3- a, c (Book Work)</div><div>Q4- a, d, e (Book Work)</div><div>Q5- b, d, e (Book Work)</div><div>Q6- a, c, e (Book Work)</div></td><td><div>Q3- b (Book Work)</div><div>Q4- b, c (Book Work)</div><div>Q5- a, c (Book Work)</div><div>Q6- b, d, f (Book Work)</div></td></tr><tr><td><div>Explanation of pg. 108</div><div>Ex- 7 B (pg no. 108)</div><div>Q1- a, c (Notebook)</div><div>Q2- a, d, f (Book Work)</div><div>Q3- a, d, f (Book Work)</div></td><td><div>Q1- b (Notebook)</div><div>Q2- b, c, e (Book Work)</div><div>Q3- b, c, e (Book Work)</div></td></tr><tr><td><div>Explanation of pg 110, 111</div><div>Ex- 7 D (pg. no. 112)</div><div>Q1- a, c (Book Work)</div><div>Q2- a, c, e, f (Book Work)</div></td><td><div>Q1- b, d, f (Book Work)</div><div>Q2- b, d (Book Work)</div></td></tr></table> | ANNUAL TERM  |            |  |  | Sl. No. | Name of the chapter | No. of iBLDs | Text Books | 1 | Simplification (Additional Topic) | 1 | - | 2 | Decimals | 2 | Part-1 | 3 | Measurement | 1 | Part-2 | 4 | Perimeter, Area and Volume | 2 | Part-2 | 5 | Time and Temperature | 1 | Part-2 | CW | HW | <div>Explanation of pg. 106</div> <div>Ex- 7 A (pg. no. 107)</div> <div>Q1- (Book Work)</div> <div>Q2- a, b, c, d, e (Book Work)</div> <div>Q3- a, c (Book Work)</div> <div>Q4- a, d, e (Book Work)</div> <div>Q5- b, d, e (Book Work)</div> <div>Q6- a, c, e (Book Work)</div> | <div>Q3- b (Book Work)</div> <div>Q4- b, c (Book Work)</div> <div>Q5- a, c (Book Work)</div> <div>Q6- b, d, f (Book Work)</div> | <div>Explanation of pg. 108</div> <div>Ex- 7 B (pg no. 108)</div> <div>Q1- a, c (Notebook)</div> <div>Q2- a, d, f (Book Work)</div> <div>Q3- a, d, f (Book Work)</div> | <div>Q1- b (Notebook)</div> <div>Q2- b, c, e (Book Work)</div> <div>Q3- b, c, e (Book Work)</div> | <div>Explanation of pg 110, 111</div> <div>Ex- 7 D (pg. no. 112)</div> <div>Q1- a, c (Book Work)</div> <div>Q2- a, c, e, f (Book Work)</div> | <div>Q1- b, d, f (Book Work)</div> <div>Q2- b, d (Book Work)</div> |
| ANNUAL TERM                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |            |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| Sl. No.                                                                                                                                                                                                                                                                         | Name of the chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | No. of iBLDs | Text Books |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| 1                                                                                                                                                                                                                                                                               | Simplification (Additional Topic)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1            | -          |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| 2                                                                                                                                                                                                                                                                               | Decimals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2            | Part-1     |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| 3                                                                                                                                                                                                                                                                               | Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1            | Part-2     |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| 4                                                                                                                                                                                                                                                                               | Perimeter, Area and Volume                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2            | Part-2     |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| 5                                                                                                                                                                                                                                                                               | Time and Temperature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1            | Part-2     |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| CW                                                                                                                                                                                                                                                                              | HW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |            |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| <div>Explanation of pg. 106</div> <div>Ex- 7 A (pg. no. 107)</div> <div>Q1- (Book Work)</div> <div>Q2- a, b, c, d, e (Book Work)</div> <div>Q3- a, c (Book Work)</div> <div>Q4- a, d, e (Book Work)</div> <div>Q5- b, d, e (Book Work)</div> <div>Q6- a, c, e (Book Work)</div> | <div>Q3- b (Book Work)</div> <div>Q4- b, c (Book Work)</div> <div>Q5- a, c (Book Work)</div> <div>Q6- b, d, f (Book Work)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |            |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| <div>Explanation of pg. 108</div> <div>Ex- 7 B (pg no. 108)</div> <div>Q1- a, c (Notebook)</div> <div>Q2- a, d, f (Book Work)</div> <div>Q3- a, d, f (Book Work)</div>                                                                                                          | <div>Q1- b (Notebook)</div> <div>Q2- b, c, e (Book Work)</div> <div>Q3- b, c, e (Book Work)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |              |            |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |
| <div>Explanation of pg 110, 111</div> <div>Ex- 7 D (pg. no. 112)</div> <div>Q1- a, c (Book Work)</div> <div>Q2- a, c, e, f (Book Work)</div>                                                                                                                                    | <div>Q1- b, d, f (Book Work)</div> <div>Q2- b, d (Book Work)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |            |  |  |         |                     |              |            |   |                                   |   |   |   |          |   |        |   |             |   |        |   |                            |   |        |   |                      |   |        |    |    |                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                        |                                                                                                   |                                                                                                                                              |                                                                    |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                            |                                                                                     |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                   | CW                                                                                                                                                                                 | HW                                                                                  |
|                                   | <b>Explanation of pg. 112</b><br><b>Ex- 7 E</b> (pg. no. 113)<br>Q1- a, c, e (Notebook)<br>Q2- a, c, e (Notebook)<br>Q3- b, c (Notebook)                                           | Q1- b, d (Notebook)<br>Q2- b, d (Notebook)<br>Q3- a, d (Notebook)                   |
|                                   | <b>Explanation of pg. 114</b><br><b>Ex- 7 F</b> (pg. no. 115)<br>Q1- b (Book Work)<br>Q2- a, c, e (Notebook)<br>Q3- a, c, (Notebook)                                               | Q1- c (Book Work)<br>Q2- b, d, f (Notebook)<br>Q3- b, d (Notebook)                  |
|                                   | <b>Explanation of pg. 116</b><br><b>Ex- 7 G</b> (pg. no. 117)<br>Q1- a, c, d (Notebook)<br>Q2- a, c (Notebook)<br>Q4- (Notebook), Q6- a, c (Notebook)                              | Q1- b, f, h (Notebook)<br>Q2- b, d (Notebook)<br>Q3- (Notebook)<br>Q6- b (Notebook) |
| <b>Nov.<br/>24 days</b>           | <b>Explanation of pg. 118,119</b><br><b>Ex- 7 H</b> (pg. no. 120)<br>Q1- Action Exercise (Book Work)<br>Q2- a (Book Work)<br>Q3- a, c, f (Notebook)<br>Q4- a, c (Notebook)         | Q2- b (Book Work)<br>Q3- b, d, e (Notebook)<br>Q4- b (Notebook)                     |
|                                   | <b>Explanation of pg. 120</b><br><b>Ex- 7 I</b> (pg. no. 121)<br>Q1 - a, e, g (Notebook)<br>Q2 - a, c, e, g, i (Book Work)                                                         | Q1- b, d, f, h (Notebook)<br>Q2 - b, d, f, h (Book Work)                            |
|                                   | <b>Explanation of pg. 121,122</b><br><b>Ex- 7 J</b> (pg. no. 123)<br>Q1- Action Exercise (Book Work)<br>Q2- a, c (Notebook)<br>Q3- a, c, f (Notebook)<br>Q4- a, c, e, g (Notebook) | Q2- b, d (Notebook)<br>Q3- b, d, h (Notebook)<br>Q4- b, d, f, h (Notebook)          |
|                                   | <b>Explanation of pg. 123</b><br><b>Ex- 7 K</b> (pg. no. 124)<br>Q1 - a, c (Notebook)<br>Q2 - a, c (Book Work)<br>Q3 - a, d (Notebook)                                             | Q1- b, d (Notebook)<br>Q2 - b, d (Book Work)<br>Q3 - b, c (Notebook)                |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                          |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <b>CW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>HW</b>                                                                                                                                                                                                                |
|                                   | <b>Explanation of pg. 124,125,126</b><br><b>Ex- 7 L</b> (pg. no. 126)<br>Q1- (Book Work)<br>Q2- First Table (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Q.2 - Second Table (Notebook)                                                                                                                                                                                            |
|                                   | <b>Chapter Check-up : (Pg. 128) (Homework)</b><br>Q.2,Q.3,Q.4 (a, b, c, d, f), Q.5(a,d,e,f,g,h), Q.6 (Notebook), Q.1,Q.7 (Book Work)<br><b>Keeping in Touch : Pg. 128 (Notebook) C.W.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                          |
|                                   | <b>Try This :</b> Pg. 108,110,119,123,126(Book Work) Pg.122 (a, b, c) (Notebook) <b>C.W.</b><br><b>Challenge:</b> Pg. 110,113(Book Work) <b>C.W.</b><br><b>Mathspeak:</b> Pg. 108, 112, 114, 117, 123, 124 (Book Work) <b>C.W.</b><br><b>Data Connect :</b> Pg. 113 and 118 to be discussed and given as <b>HW.</b> (Book Work)<br><b>Mental Maths:</b> Pg. 117,121 (Book Work) <b>H.W.</b><br><b>Use Your Skills:</b> Pg 130 - (H.H.W.) Q.1,2,3 (Notebook)<br><b>Worksheet :</b> Pg. 129 (HHW) (Book Work)<br><b>Practical-1 :</b> To find the product of 0.15 and 4 by activity method. Things will be provided by school.<br><b>Learner's Comate :</b> Practice Sheet – 3, Fast Track & Mental Maths<br><b>Enrichment Booklet :</b> Maths Enrichment Sheet No. 9 & 10 to be discussed in the class<br><b>Teaching Aids:</b> Mathmat, Dienes Block, e-content |                                                                                                                                                                                                                          |
|                                   | <b>Revise Tables</b> from 2 to 18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                          |
|                                   | <b>Khan Academy Assignment(s) :DECIMALS</b> <ul style="list-style-type: none"> <li>• Intro to Decimals (Class 5)</li> <li>• Decimals on the number line (Class 5)</li> <li>• Decimals as Fractions (Class 5)</li> <li>• Comparing Decimals (Class 5)</li> <li>• Unit Test (Class 5)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>JODO GYAN : DECIMAL</b> <ul style="list-style-type: none"> <li>• Introduction</li> </ul> <b>Activity -</b> <ul style="list-style-type: none"> <li>- Story of Sonmal (Decimal Kit)</li> <li>- Decimal Games</li> </ul> |
| <b>Dec.<br/>25 days</b>           | <b>Ch. 10. Measurement (Part-2)</b><br><b>Theme of the Chapter - Unusual Animals (to be discussed)</b><br><b>Vocabulary review will be discussed (Pg. 51)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                          |
|                                   | <b>CW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>HW</b>                                                                                                                                                                                                                |
|                                   | <b>Explanation of Pg. 36,37,38,39</b><br><b>Ex- 10 A</b> (pg. no. 39)<br>Q1- a, c (Book Work)<br>Q2- (Book Work)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Q1- b, d (Book Work)                                                                                                                                                                                                     |
|                                   | <b>Explanation of pg. 40</b><br><b>Ex- 10 B</b> (pg. no. 41)<br>Q1- a, c, e, g, i (Book Work)<br>Q2- a, d (Notebook)<br>Q3- a, c, e (Notebook)<br>Q4- a, c, e (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Q1- b, d, f, j, h (Book Work)<br>Q2- b (Notebook)<br>Q3- b, d (Notebook)<br>Q4- b, d, g (Notebook)                                                                                                                       |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                                   | CW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | HW                                                                                                             |
|                                   | <b>Explanation of pg. 43</b><br><b>Ex- 10 C</b> (pg. no. 44)<br>Q1- a, c, e (Book Work)<br>Q2- a, c (Notebook), Q3- a, c (Notebook)<br>Q4- a, d (Notebook)<br>Q5- a, b (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Q1- b, d, f (Book Work)<br>Q2- b, d (Notebook), Q3- b, d (Notebook)<br>Q4- b, c (Notebook)<br>Q5- c (Notebook) |
|                                   | <b>Explanation of pg. 45</b><br><b>Ex- 10 D</b> (pg. no. 46)<br>Q1- (Book Work)<br>Q2- a, c (Notebook), Q3- a, c (Notebook)<br>Q4- a, d (Notebook)<br>Q5- a, c (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Q2- b, d (Notebook)<br>Q3- b, d (Notebook)<br>Q4- b, i (Notebook)<br>Q5- b (Notebook)                          |
|                                   | <b>Explanation of pg. 47</b><br><b>Ex- 10 E</b> (pg. no. 48)<br>Q1- a, c, e (Notebook)<br>Q2- a, c, e (Notebook)<br>Q3- a, c, e (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Q1- b, d, f (Notebook)<br>Q2- b, d, f (Notebook)<br>Q3- b, d, f (Notebook)                                     |
|                                   | <b>Explanation of pg. 49</b><br><b>Ex- 10 F</b> (pg. no. 50)<br>Q1- (Book Work)<br>Q2- (Book Work)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Q3- (Book Work)                                                                                                |
|                                   | <b>Chapter Check-up : (Pg. 51) (Homework)</b><br>Q.1(a,b,d,e,g,h), Q.2.(a,b,c,d), Q.3 (a,b,e,f), Q.5 (Notebook),<br>Q.4,6 (Book Work) Keeping in touch (Book Work)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                |
|                                   | <b>Try This:</b> Pg. 37 (b), 45,49(Book work) <b>C.W.</b><br><b>Challenge:</b> Pg. 42 (Book Work)<br><b>Mathspeak:</b> Pg. 37, 49 (Book Work) <b>C.W.</b><br><b>Data Connect :</b> Pg. 44 to be discussed and given as HW. (Book Work)<br><b>Steam Connect :</b> Pg. 52 (HHW) students will submit video in Google Classroom<br><b>Use Your Skills :</b> Pg. 53 (Book Work) (HHW)<br><b>Maths &amp; Art :</b> (Pg. 42) Create Optical Art (to be discussed and given as HW)<br><b>Learner's Comate :</b> Practice Sheet -4, Fast Track & Mental Maths<br><b>Enrichment Booklet :</b> Maths Enrichment Sheet No. 11 to be discussed in the class<br><b>Teaching Aids:</b> Metre Rod, Measuring can, Weighing balance, e-content. |                                                                                                                |
|                                   | <b>Khan Academy Assignment(s) :MEASUREMENT</b> <ul style="list-style-type: none"> <li>• Length (Class 5)</li> <li>• Volume (Class 5)</li> <li>• Mass (Class 5)</li> <li>• Conversion (Class 5)</li> <li>• Unit Test (Class 5)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                |

| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                              |                                                                                                          |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Jan.<br>23 days                   | <b>Ch- 11 Perimeter, Area and Volume (Part-2)</b> <span style="float: right; border: 1px solid black; padding: 2px;">No. of iBLD-2</span><br><b>Theme of the Chapter - Building a House (to be discussed)</b><br><b>Vocabulary review will be discussed (Pg. 73)</b> |                                                                                                          |
|                                   | <b>CW</b>                                                                                                                                                                                                                                                            | <b>HW</b>                                                                                                |
|                                   | <b>Explanation of pg. 54,55</b><br><b>Ex- 11 A</b> (pg. no. 56)<br>Q1- a, d, (Notebook)<br>Q2- (Book Work)<br>Q3- (Book Work)<br>Q4- (Book Work)<br>Q5- (Notebook)                                                                                                   | Q1- e, f (Notebook)<br><br><br><br><br>Q6- a, b (Book Work)                                              |
|                                   | <b>Explanation of pg. 57,58</b><br><b>Ex- 11 B</b> (pg. no. 59)<br>Q1- a, c (Book Work)<br>Q2- a (Notebook)<br>Q3- a, d (Notebook)<br>Q4- (Book Work)<br>Q5- (Notebook)<br>Q6- (Notebook)                                                                            | Q1- b (Book Work)<br>Q2- b, c (Notebook)<br>Q3- b, f (Notebook)                                          |
|                                   | <b>Explanation of pg. 60</b><br><b>Ex- 11 C</b> (pg. no. 61)<br>Q1, Q4, Q7 - (Book Work)                                                                                                                                                                             | Q2, Q3, Q6 - (Book Work)                                                                                 |
|                                   | <b>Explanation of pg 62,63,64,65</b><br><b>Ex- 11 D</b> (pg. no. 66)<br>Q1- a, d (Book Work)<br>Q2- (NoteBook)<br>Q3 - a (Notebook)<br>Q4 - b, d (Notebook)<br>Q5- (Notebook)                                                                                        | Q1- b, c (Book Work)<br><br>Q3- b (Notebook)<br>Q4- a, c (Notebook)                                      |
|                                   | <b>Explanation of pg 66,67,68</b><br><b>Ex- 11 E</b> (pg. no. 69)<br>Q1- a, e, f, g (Book Work)<br>Q2- a, c, e ,h (Book Work)                                                                                                                                        | Q1- b, c, d, h (Book Work)<br>Q2- b, d ,f , g (Book Work)                                                |
|                                   | <b>Explanation of pg 70</b><br><b>Ex- 11 F</b> (pg. no. 71)<br>Q1- a, c (Notebook)<br>Q2- a, b (Notebook)<br>Q3- a, b (Book Work)<br>Q4- b, d (Book Work)<br>Q5- a, c (Notebook)                                                                                     | Q1- b (Notebook)<br>Q2- c (Notebook)<br>Q3- c (Book Work)<br>Q4- a, c (Book Work)<br>Q5- b, d (Notebook) |
|                                   | <b>Explanation of pg. 72</b><br><b>Ex- 11 G</b> (pg. no. 72)<br>Q1, Q2 (Book Work)                                                                                                                                                                                   | Q3- (Book Work)                                                                                          |

| Month &<br>No. of<br>working days             | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                    |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
|                                               | <b>Chapter Check-up : (Pg. 73) (Homework)</b><br>Q.1., Q.7, Q.8 (Notebook), Keeping in touch (Bookwork)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                    |
|                                               | <b>Try This:</b> Pg. 62 (Q.2),70,72 (Book Work) <b>C.W.</b><br><b>Challenge:</b> Pg. 56,61,62, 69 (Book Work) <b>C.W.</b><br><b>Mathspeak:</b> Pg. 54, 55, 58, 60 (Book Work) <b>C.W.</b><br><b>Project :</b> (For explanation only) Pg. 58 (Book Work)<br><b>Steam Connect :</b> Pg. 75 (HHW)<br><b>Mental Maths:</b> Pg. 76 (Book Work) <b>C.W.</b><br><b>Practical 2:</b> To calculate the area and perimeter of different figures on the graph sheet without actually measuring it. (Self made, things will be provided by the school.)<br><b>Learner's Comate :</b> Practice Sheet - 5, Fast Track & Mental Maths<br><b>Enrichment Booklet :</b> Maths Enrichment Sheet No. 12 to be discussed in the class<br><b>Teaching Aids:</b> Jodo Block, Aakar Pariwar, Solid shapes & Set of cubes and cuboid, e-content.<br><b>Graphic Novel</b> to be shown. |                                                                                                                    |
|                                               | <b>Khan Academy Assignment(s) :Perimeter, Area &amp; Volume</b> <ul style="list-style-type: none"> <li>• Intro to Perimeter (Class 5)</li> <li>• Area of Rectangles (Class 5)</li> <li>• Creating rectangles with given area (Class 5)</li> <li>• Area of rectangles more problems (Class 5)</li> <li>• Count units squares to find area (Class 5)</li> <li>• Unit Test (Class 5)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                    |
| <b>Feb.+<br/>March<br/>21+22<br/>=43 days</b> | <b>Ch- 12 Time and Temperature (Part-2)</b> <span style="float: right;">No. of iBLD-1</span><br><b>Theme of the Chapter - Dabbawalas of Mumbai (to be discussed)</b><br><b>Vocabulary review will be discussed (Pg. 88)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                    |
|                                               | <b>CW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>HW</b>                                                                                                          |
|                                               | <b>Looking Back (Pg. 77)</b><br>Q1 (Book Work)<br>Q2- a to e (Book Work)<br>Q2- f, g (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Q3- (Book Work)                                                                                                    |
|                                               | <b>Explanation of pg. 78,79</b><br><b>Ex- 12 A</b> (pg. no. 80)<br>Q1- a, d, f (Notebook)<br>Q2- a, e (Notebook)<br>Q3- a, d (Notebook)<br>Q4- a, c (Notebook)<br>Q5- b, d (Notebook)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Q1- b, c, e (Notebook)<br>Q2- b, f (Notebook)<br>Q3- c, f (Notebook)<br>Q4- b, f (Notebook)<br>Q5- a, c (Notebook) |





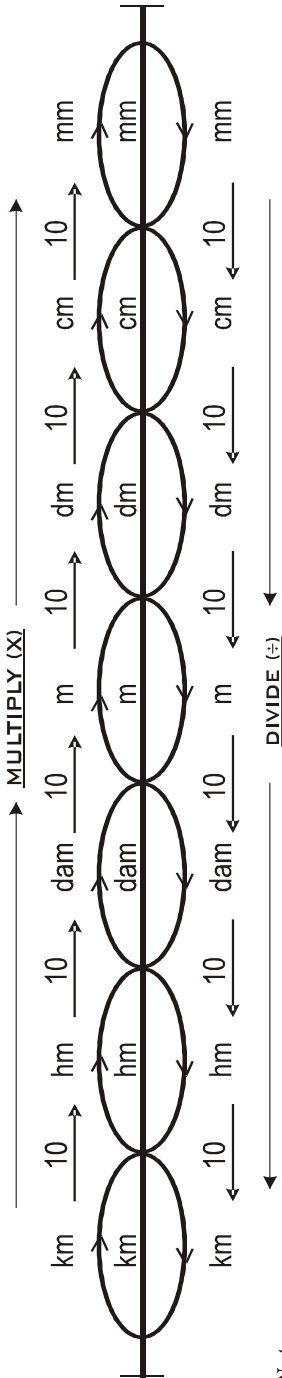
**Mindspark (For Boarders)  
Half Yearly Term**

| Months    | Weeks           | Mindspark Topics                                                        | Corresponding Topics at School                |
|-----------|-----------------|-------------------------------------------------------------------------|-----------------------------------------------|
| April     | 1 <sup>st</sup> | Mindspark : Initiation Session and Large Numbers (6, 7, 8 and 9 digits) | Place Value                                   |
|           | 2 <sup>nd</sup> | Operations on large numbers – Custom 1                                  | Addition, Subtraction and its Applications    |
|           | 3 <sup>rd</sup> | Operations on large numbers – Custom 2                                  |                                               |
|           | 4 <sup>th</sup> | Word problems on whole number operations – Custom 1                     |                                               |
| May       | 1 <sup>st</sup> | Operations on large numbers – Custom 3                                  | Multiplication, Division and its Applications |
|           | 2 <sup>nd</sup> | Operations on large numbers – Custom 4                                  |                                               |
|           | 3 <sup>rd</sup> | Summer Vacation                                                         |                                               |
|           | 4 <sup>th</sup> |                                                                         |                                               |
| June      | 1 <sup>st</sup> |                                                                         |                                               |
|           | 2 <sup>nd</sup> |                                                                         |                                               |
|           | 3 <sup>rd</sup> |                                                                         |                                               |
|           | 4 <sup>th</sup> | Word problems on whole number operations – Custom 2                     | Multiplication, Division and its Applications |
| July      | 1 <sup>st</sup> | Factors & Multiples - Factors                                           | Factors                                       |
|           | 2 <sup>nd</sup> | Test of Divisibility - Multiples                                        |                                               |
|           | 3 <sup>rd</sup> | Factors & Multiples                                                     | Multiples                                     |
|           | 4 <sup>th</sup> | Problems based on common factors and multiples and HCF and LCM          | Factors & Multiples                           |
| August    | 1 <sup>st</sup> | Fractions – basic concepts, equivalence and comparison – Custom 1       | Fractions                                     |
|           | 2 <sup>nd</sup> | Fractions – basic concepts, equivalence and comparison – Custom 2       |                                               |
|           | 3 <sup>rd</sup> | Operations on fractions – Custom 1                                      |                                               |
|           | 4 <sup>th</sup> | Operations on fractions – Custom 2                                      |                                               |
| September | 1 <sup>st</sup> | Angles                                                                  | Geometry Basics                               |
|           | 2 <sup>nd</sup> | Revision                                                                |                                               |
|           | 3 <sup>rd</sup> | Revision                                                                |                                               |
|           | 4 <sup>th</sup> |                                                                         |                                               |

## Annual Term

| Months   | Weeks | Mindspark Topics                      | Corresponding Topics at School |
|----------|-------|---------------------------------------|--------------------------------|
| October  | 1st   | Order of Operations - Custom 1        | Simplification                 |
|          | 2nd   | Order of Operations - Custom 2        |                                |
|          | 3rd   | Vacation                              |                                |
|          | 4th   | Decimals Fundamentals - Custom 1      | Decimals                       |
| November | 1st   | Decimals Fundamentals - Custom 2      |                                |
|          | 2nd   | Decimal Operation - Custom 1          |                                |
|          | 3rd   | Decimal Operation - Custom 2          |                                |
|          | 4th   | Measurement - Length                  | Measurement                    |
| December | 1st   | Measurement - Mass                    |                                |
|          | 2nd   | Measurement - Capacity                |                                |
|          | 3rd   | Measurement - Problems on Measurement |                                |
|          | 4th   | Measurement - Problems on Estimation  |                                |
| January  | 1st   | Vacation                              |                                |
|          | 2nd   | Mensuration - Perimeter               | Area, Perimeter and Volume     |
|          | 3rd   | Mensuration - Area                    |                                |
|          | 4th   | Mensuration - Volume                  |                                |
| February | 1st   | Measurement - Time - Custom 1         | Time and Temperature           |
|          | 2nd   | Measurement - Time - Custom 2         |                                |
|          | 3rd   | Measurement - Temperature - Custom 1  |                                |
|          | 4th   | Measurement - Temperature - Custom 2  |                                |

METRIC SYSTEM  
LENGTH CONVERSION



Note :

To convert bigger into smaller units you should always Multiply (x)  
for eg. Convert 7 km into m.  
= 7 x 1000 m  
= 7000 m

To convert smaller into bigger units you should always Divide (÷)  
for eg. Convert 700 cm into m.  
= 700 ÷ 100  
= 7 m

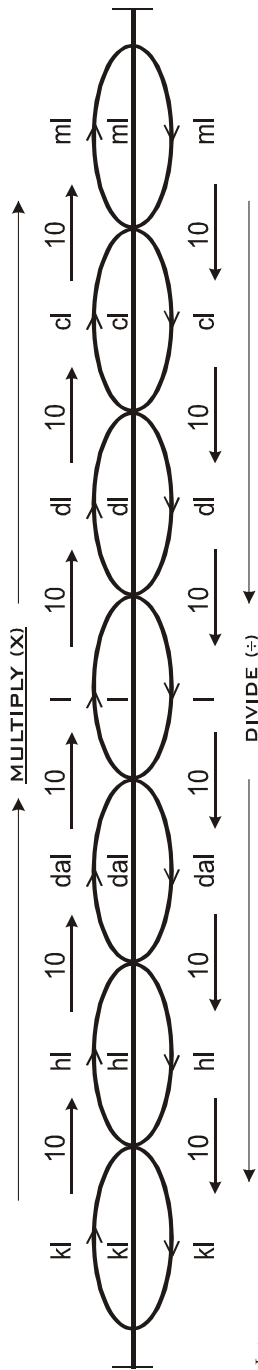
Let's learn

Kilo hecto deca gram,

Deci centi milligram

(Class-V / 97)

## METRIC SYSTEM CAPACITY CONVERSION

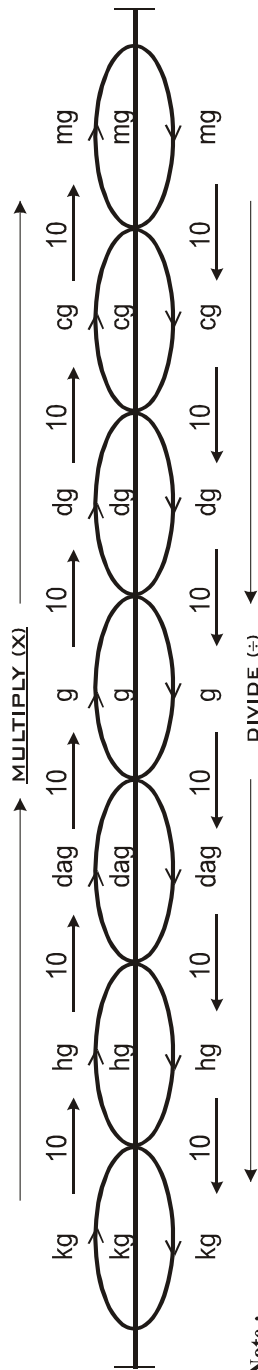


Note :

**To convert bigger into smaller units you should always Multiply (x)**  
**for eg. Convert 7 l into ml.**  
 $= 7 \times 1000 \text{ ml}$   
 $= 7000 \text{ ml}$

**To convert smaller into bigger units you should always Divide (÷)**  
**for eg. Convert 7000 ml into l.**  
 $= 7000 \div 1000$   
 $= 7 \text{ l}$

## METRIC SYSTEM MASS CONVERSION



Note :

**To convert bigger into smaller units you should always Multiply (x)**  
**for eg. Convert 7 kg into g.**  
 $= 7 \times 1000 \text{ g}$   
 $= 7000 \text{ g}$

**To convert smaller into bigger units you should always Divide (÷)**  
**for eg. Convert 7000 g into kg.**  
 $= 7000 \div 1000$   
 $= 7 \text{ kg}$

## SCIENCE

**Books : NEP tune Science Class 5 # NEP # NCF (Semester 1 & 2)**

**(Orient Blackswan)**

### General Instructions :

1. One single lined **notebook** (all work done in the notebook is subjected to correction).
2. **Text Book** (exercises done in the book is subjected to correction)
3. **Learner's Comate** will be done after completion of the chapter and is subjected to correction.
4. Children are expected to write the question and answers on their own after a brief discussion in the class. Answers will not be dictated in the class.
5. All the exercises and questions given at the end of the chapter will be done.
6. Any question and diagram from the chapter can be asked in the Unit Test other than given at the end of the chapter and Learner's Comate. Practical based questions will be a part of Unit Test.
7. **New words** given in the precept will be tested for spelling check in dictation in the Unit Tests.
8. **Definitions** given in the Learner's Comate is subjected for Unit Tests.
9. **E-content** will be shown and used for interaction for all the topics / lessons.
10. **Inspirational Stories** based on **Scientist** will be done (give in Learner's Comate)
11. Questions on **SDGs** given in the Learner's Comate are subjected to discussion and correction (not subjected to assessment).
12. **Science Experiment / Early Engineering** Sheets based on **STEM** are given in Learner's Comate. The world today demands a harmonious blend of scientific temperament and artistic view point. Focusing on enhancing students interest towards Science, Technology, Engineering & Mathematics, we have designed 'Early Engineering/ Science Experiment Assignment Sheets' where the students learn by 'Learning by Doing Method'.
13. **Pronunciation Lab** – Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.
14. **Virtual Escape Room** – Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.
15. **Check Point, Lets connect, Eco Corner** will be **subjected for Discussion. Niblet** will be **subjected for Discussions and Unit test.**
16. **Make Your Questions** will be practiced after each chapter in **Learner's Comate**. Parents must give their child further practice at home. Questioning skills will be assessed in the Unit Test.

### Asynchronous Tasks

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

### HALF-YEARLY

| Sl. No. | Chapters Name                   | No. of iBLD | No. IIA | Book/ Semester |
|---------|---------------------------------|-------------|---------|----------------|
| 1       | Food, Health and Hygiene        | 1           | 1       | 1              |
| 2       | Plant Reproduction              | 1           | -       | 1              |
| 3       | Habitats and Animal Adaptations | 1           | 1       | 1              |
| 4       | Bones and muscles               | 1           | -       | 1              |
| 5       | The Nervous System              | 1           | -       | 1              |
| 6       | Safety and First Aid            | -           | 1       | 1              |

(Class-V / 99)

| Month &<br>No. of<br>working days           | Content                                                                                                                                                                                                      |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Apr+<br/>May<br/>24+09<br/>= 33 Days</b> | <b>Chapter : Food, Health and Hygiene</b> <span style="float: right;"><b>No. of IBLD-1</b></span>                                                                                                            |
|                                             | <b>Definitions :</b> deficiency diseases, disease ,germs, health, hygiene, non - communicable diseases, nutrients                                                                                            |
|                                             | <b>New Words :</b> 1. minerals      2. roughage      3. poultry      4. legumes<br>5. stagnant      6. hygiene      7. stiffness      8. preserving<br>9. disinfectant    10. antiseptics                    |
|                                             | <b>Textbook :</b> Discussion & explanation of Pgs. 26-37 which also includes Pg. 30 Heritage Corner, Pg. 30 & 34 Let's Do It 2 & 4, Pg. 38 & 39 Thinking Skills Ex. F, Life Skills, Ex.1 Enrichment Activity |
|                                             | <b>Book Work :</b> CW - Pg. 26 Let's Begin<br>CW - Pg.30, 32 & 36 Checkpoint 1-3<br>CW - Pg. 37-38 Ex. A, B & Pg. 38 Ex. E (to be done in LC)                                                                |
|                                             | <b>Notebook Work :</b> HW - Pg. 38 Ex. C and D (to be done after class discussion)                                                                                                                           |
|                                             | <b>Learner's Comate :</b> LC based on the chapter to be done                                                                                                                                                 |
|                                             | <b>HHW :</b> Pg. 39 Enrichment Activity Q.2- to be done on A4 size Paper                                                                                                                                     |
|                                             | <b>Inspirational Story :</b> Louis Pasteur (given in LC)                                                                                                                                                     |
|                                             | <b>Activity :</b> Pg. 30 Let's Do It -1 (Group Activity)                                                                                                                                                     |
|                                             | <b>TLM :</b> e-content, Live Specimen of different packaged foods, cereals, fruits, vegetable, pulses, nuts                                                                                                  |
|                                             | <b>Chapter : Plants Reproduction</b> <span style="float: right;"><b>No. of IBLD-1</b></span>                                                                                                                 |
|                                             | <b>Definitions :</b> agriculture, embryo, germination, kharif crop, rabi crop, seed dispersal                                                                                                                |

(Class-V / 100)

| Month &<br>No. of<br>working days       | Content                 |   |                                                                                                                                                                                                  |                      |
|-----------------------------------------|-------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|                                         | <b>New Words</b>        | : | 1. moisture    2. scatter    3. droppings    4. terrain<br>5. stagnant    6. embryo    2. testa    8. maple<br>9. explosion    10. pesticides                                                    |                      |
|                                         | <b>Textbook</b>         | : | Discussion & explanation of Pgs. 1-11 which also includes Pg.2,9 Niblet, Pg. 6 Let's Do It 2, Pg. 6 Heritage Corner, Pg.10 Eco Corner, Pg. 12 & 13 Thinking Skills Ex. F, Life Skills and Values |                      |
|                                         | <b>Book Work</b>        | : | CW - Pg. 1 Let's Begin<br>CW - Pg. 4, 7 & 10 Checkpoint 1-3,<br>CW - Pg. 11-12 Ex. A, B & Pg. 12 Ex.E                                                                                            |                      |
|                                         | <b>Notebook Work</b>    | : | <b>HW</b> - Pg. 12 Ex. C and D (to be done after class discussion)<br><b>HW</b> - Pg. 13 Ex. 1 Enrichment Activity                                                                               |                      |
|                                         | <b>Diagram</b>          | : | Pg.2 & 3 Cross section of seed, Stages of germination (to be done in Notebook)                                                                                                                   |                      |
|                                         | <b>HHW</b>              | : | Research and write about the four main ways seeds are dispersed by Wind, water, animals and explosion also-find 2 examples of plants for each type of dispersal and list them.                   |                      |
|                                         | <b>Learner's Comate</b> | : | LC based on the chapter to be done                                                                                                                                                               |                      |
|                                         | <b>Activity</b>         | : | Let's Do It-1                                                                                                                                                                                    |                      |
|                                         | <b>TLM</b>              | : | e-content on germination of seed.<br><b>Live specimen-</b> soaked wheat and gram seeds, potatoes                                                                                                 |                      |
|                                         | <b>Graphic Novel</b>    | : | To be shown                                                                                                                                                                                      |                      |
| <b>June+July<br/>4+27<br/>= 31 Days</b> | <b>Chapter</b>          | : | <b>Habitats and Animal Adaptations</b>                                                                                                                                                           | <b>No. of IBLD-1</b> |
|                                         | <b>Definitions</b>      | : | adaptation, camouflage, locomotion, migration                                                                                                                                                    |                      |
|                                         | <b>New Words</b>        | : | 1. predator    2. habitat    3. spiracles    4.gnaw<br>5. terrestrial    6. quills    7. incisors    8. omnivores<br>9. locomotion                                                               |                      |
|                                         | <b>Textbook</b>         | : | Discussion & explanation of Pgs. 14-23 which also includes Pg. 16 Niblet, Pg. 18 Heritage Corner, Pg.20 Let's Do It 2, Pg. 25 People in Focus, Thinking Skills Ex. F, Life Skills and Values,    |                      |
|                                         | <b>Book Work</b>        | : | CW - Pg. 14 Let's Begin                                                                                                                                                                          |                      |

(Class-V / 101)



| Month &<br>No. of<br>working days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>CW - Pg.19 &amp; 22 Checkpoint 1 &amp; 2,<br/>CW - Pg. 23-24 Ex. A, B &amp; Pg. 24 Ex.E (to be done in LC)</p> <p><b>Notebook Work :</b> HW - Pg. 24 Ex. C and D (to be done after class discussion)</p> <p><b>Learner's Comate :</b> LC based on the chapter to be done</p> <p><b>EnrichmentActivity :</b> Q.2 <b>Gallery Walk:</b> (to be done after the discussion)</p> <p><b>TLM :</b> e-content on different animals and their adaptation &amp; Visual Aids on breathing system of Human beings and animals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                   | <p><b>Chapter :</b> <b>Bones and Muscles</b> <span style="border: 1px solid black; padding: 2px;">No. of IBLD-1</span></p> <p><b>Definitions :</b> bone marrow, cardiac muscles, involuntary muscles, joints, ligaments, tendon, skeleton</p> <p><b>New Words :</b> 1. Hinge      2. endoskeleton   3. nutrients      4. girdles<br/>5. vertebrae      6. femur      7. contracts      8. cardiac</p> <p><b>Textbook :</b> Discussion &amp; explanation of Pgs. 40-49 which also includes Pg. 42 Niblet, Wellness Point, Pg. 43,44,47 Let's Do It 2, 3 &amp; Eco Corner, Pg.50 Thinking Skills Ex. F, Life Skills, Pg. 51 People in Focus</p> <p><b>Book Work :</b> CW - Pg. 40 Let's Begin<br/>CW - Pg.46 &amp; 48 Checkpoint 1 &amp; 2,<br/>CW - Pg. 49-50 Ex. A, B, E</p> <p><b>Notebook Work :</b> HW - Pg. 50 Ex. C and D (to be done after class discussion)</p> <p><b>Labelling :</b> Skeleton, Types of Joints, Biceps &amp; Triceps (to be done in LC)</p> <p><b>Learner's Comate :</b> LC based on the chapter to be done</p> <p><b>TLM :</b> e-content on skeleton and muscular system &amp; Model of human skeleton</p> <p><b>Activity :</b> Let's Do It -1 (Group Activity)</p> |

| Month &<br>No. of<br>working days | Content                   |                                                                                                                                                                                                                    |
|-----------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>August<br/>25 days</b>         | <b>Chapter</b>            | <b>: The Nervous System</b> <span style="float: right;"><b>No. of IBLD-1</b></span>                                                                                                                                |
|                                   | <b>Definitions</b>        | <b>: brain, nerve, spinal cord</b>                                                                                                                                                                                 |
|                                   | <b>New Words</b>          | <b>: 1. medulla      2. socket      3. cerebrum      4. voluntary<br/>5. coordinate      6. posture      7. nerves      8. cornea<br/>9. response      10. stimulus</b>                                            |
|                                   | <b>Textbook</b>           | <b>: Discussion &amp; explanation of Pgs. 52-61 which also includes Pg. 54 Niblet, Pg. 57-60 Let's Do It 1,2,3 &amp; 5, Pg. 58 Eco Corner, Pg.63 Thinking Skills Ex. F, Life Skills and Values</b>                 |
|                                   | <b>Book Work</b>          | <b>: CW - Pg. 52 Let's Begin<br/>CW - Pg. 56 &amp; 61 Checkpoint 1&amp; 2,<br/>CW - Pg. 61-62 Ex. A, B &amp; E</b>                                                                                                 |
|                                   | <b>Notebook Work</b>      | <b>: HW - Pg. 62 Ex. C and D; Pg. 62 Ex.D Q.3. (to be done in LC)</b>                                                                                                                                              |
|                                   | <b>Labelling</b>          | <b>: Structure of Ear &amp; Eye - to be done in LC</b>                                                                                                                                                             |
|                                   | <b>Learner's Comate</b>   | <b>: LC based on the chapter to be done</b>                                                                                                                                                                        |
|                                   | <b>EnrichmentActivity</b> | <b>: Pg. 63 - Q. No 2</b>                                                                                                                                                                                          |
| <b>September<br/>24 Days</b>      | <b>TLM</b>                | <b>: e-content, Diagrams of the human brain &amp; Visual Aids on sense organs</b>                                                                                                                                  |
|                                   | <b>Chapter</b>            | <b>: Safety &amp; First Aid</b> <span style="float: right;"><b>No. of IIA-1</b></span>                                                                                                                             |
|                                   | <b>Definitions</b>        | <b>: poisoning, splint, tourniquet</b>                                                                                                                                                                             |
|                                   | <b>New Words</b>          | <b>: 1. valve      2. extinguisher      3. swab      4. gauze<br/>5. blister      6. venom      7. ligament      8. fracture<br/>9. poisonous</b>                                                                  |
|                                   | <b>Textbook</b>           | <b>: Discussion &amp; explanation of Pgs. 64-73 which also includes Pg. 67, 70, 71 Niblet, Pg. 66 Let's Do It 1, Pg. 67 Eco Corner, Pg. 73 Wellness Point, Pg.75 Thinking Skills Ex. F, Life Skills and Values</b> |
|                                   | <b>Book Work</b>          | <b>: CW - Pg. 64 Let's Begin<br/>CW - Pg.67 &amp; 73 Checkpoint 1&amp; 2,<br/>CW - Pg. 74 &amp; 75 Ex. A, B &amp; E (to be done in LC)</b>                                                                         |
|                                   | <b>Notebook Work</b>      | <b>: HW - Pg. 74-75 Ex. C and D (to be done after class discussion)</b>                                                                                                                                            |
|                                   | <b>Activity</b>           | <b>: To prepare a First Aid Kit</b>                                                                                                                                                                                |

| Month &<br>No. of<br>working day                | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                         |               |             |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------|-------------|-------------------|-------------------|---|-------------------------|---|---|---|---|---------------|---|---|---|---|-----------------|---|---|---|---|-------------------|---|---|---|---|------------------|---|---|---|
|                                                 | <b>Learner’s Comate :</b> LC based on the chapter to be done<br><b>IIA</b> : Worksheet to be done in LC<br><b>TLM</b> : e-content on First aid & Live Specimen of First Aid Box                                                                                                                                                                                                                                                                                                                                                           |                         |               |             |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
|                                                 | <b>Revision</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                         |               |             |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
|                                                 | <b>HHW (SUMMER VACATIONS) (to be done in notebook)</b><br>1. Pg. 39 - Enrichment Activities 2 - to be done in A4 size sheet<br>2. Research and write about the four main ways seeds are dispersed by Wind, water, animals and explosion also find 2 examples of plants for each type of dispersal and list them.                                                                                                                                                                                                                          |                         |               |             |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
| October<br>18 Days                              | <b>ANNUAL TERM</b> <table><tr><th>Sl. No.</th><th>Chapters Name</th><th>No. of iBLD</th><th>No. of IIA</th><th>Book/<br/>Semester</th></tr><tr><td>1</td><td>Soil and its importance</td><td>1</td><td>1</td><td>1</td></tr><tr><td>2</td><td>Air and Water</td><td>1</td><td>-</td><td>2</td></tr><tr><td>3</td><td>The Environment</td><td>1</td><td>1</td><td>2</td></tr><tr><td>4</td><td>Earth’s Satellite</td><td>1</td><td>1</td><td>2</td></tr><tr><td>5</td><td>Force and Energy</td><td>1</td><td>-</td><td>2</td></tr></table> | Sl. No.                 | Chapters Name | No. of iBLD | No. of IIA        | Book/<br>Semester | 1 | Soil and its importance | 1 | 1 | 1 | 2 | Air and Water | 1 | - | 2 | 3 | The Environment | 1 | 1 | 2 | 4 | Earth’s Satellite | 1 | 1 | 2 | 5 | Force and Energy | 1 | - | 2 |
|                                                 | Sl. No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Chapters Name           | No. of iBLD   | No. of IIA  | Book/<br>Semester |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
|                                                 | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Soil and its importance | 1             | 1           | 1                 |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
|                                                 | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Air and Water           | 1             | -           | 2                 |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
|                                                 | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The Environment         | 1             | 1           | 2                 |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
| 4                                               | Earth’s Satellite                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1                       | 1             | 2           |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
| 5                                               | Force and Energy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1                       | -             | 2           |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
| <b>Chapter</b> : <b>Soil and Its Importance</b> | <div>No. of IBLD-1</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |               |             |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
| <b>Definitions</b> :                            | afforestation ,deforestation, humus, soil, weathering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                         |               |             |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
| <b>New Words</b> :                              | 1. microbes    2.coarse    3.texture    4. drains<br>5. afforestation 6. bedrock    7. silt    8. fertile<br>9. embankments                                                                                                                                                                                                                                                                                                                                                                                                               |                         |               |             |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
| <b>Textbook</b> :                               | Discussion & explanation of Pgs. 89-96 which also includes Pg. 91 Let’s Do It 1, Pg. 92 Heritage Corner, Pg.93,94 Niblet, Pg. 95 Eco Corner Pg.98 Thinking Skills Ex. F, Life Skills and Values                                                                                                                                                                                                                                                                                                                                           |                         |               |             |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
| <b>Book Work</b> :                              | CW - Pg. 89 Let’sBegin<br>CW - Pg. 94 & 96 Checkpoint 1 & 2,<br>CW - Pg. 97 & 98 Ex. A, B & E                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |               |             |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |
| <b>Notebook Work :</b>                          | <b>HW</b> - Pg. 97 Ex. C and D (to be done after class discussion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                         |               |             |                   |                   |   |                         |   |   |   |   |               |   |   |   |   |                 |   |   |   |   |                   |   |   |   |   |                  |   |   |   |

| Month &<br>No. of<br>working day | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <b>Learner's Comate :</b> LC based on the chapter to be done<br><b>TLM :</b> e-content, on different layers of soil &<br><b>Live Specimen -</b> Potted Plant, Dry soil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| November<br>24 Days              | <div style="float: right; border: 1px solid black; padding: 2px;"><b>No. of IBLD-1</b></div> <b>Chapter :</b> <b>Air and Water</b><br><b>Definitions :</b> decantation, distillation, filtration, sedimentation<br><b>New Words :</b> 1. troposphere 2. stratosphere 3. mesosphere 4. density<br>5. ultraviolet 6. deflated 7. solvent 8. filtrate<br><b>Textbook :</b> Discussion & explanation of Pgs. 99-108 which also includes<br>Pg.100-101 Niblet & Eco Corner, Pg. 104 Wellness Point, Pg.<br>108 Heritage Corner, Pg.110 Thinking Skills Ex. F, Life<br>Skills, Enrichment Activity<br><b>Book Work :</b> CW - Pg. 99 Let's Begin<br>CW - Pg. 109-110 Ex. A, B & E<br><b>Notebook Work :</b> HW - Pg. 109 Ex. C and D (to be done after class discussion)<br><b>Learner's Comate :</b> LC based on the chapter to be done<br><b>HHW :</b> Create a presentation on purification of water , record your<br>explanation of it, and prepare a detailed report<br><b>Diagrams :</b> Pg. 100 Composition of Air (to be done in Notebook)<br><b>Demonstration :</b> Pg. 103, 105 Lets Do It 1-4<br><b>Science Experiment :</b> Pg. 105-106 Lets Do It 5&6<br><b>based on STEM</b><br><b>TLM :</b> e-content to show the different layers of atmosphere,<br>composition of air, different process of separation of<br>substances from water.<br><b>Live Specimen -</b> Straw, syringe [without needle] |
| December<br>25 Days              | <div style="float: right; border: 1px solid black; padding: 2px;"><b>No. of IBLD-1</b></div> <b>Chapter :</b> <b>The Environment</b><br><b>Definitions :</b> air pollution, global warming, greenhouse effect, natural<br>resources, pollution<br><b>New Words :</b> 1. ecologist 2. fertilisers 3. dysentery 4. smog<br>5. biodegradable 6. ultra violet rays 7. renewable 8. extinct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Month &<br>No. of<br>working day | Content                   |   |                                                                                                                                                                                                                           |
|----------------------------------|---------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <b>Textbook</b>           | : | Discussion & explanation of Pg. 111-120 which also includes Pg. 114 & 116 Niblet, Pg. 115-116 Let's Do It 1 & 2, Pg.122 Thinking Skills Ex. F, Life Skills and Values, People in focus, Pg.122 Enrichment Activity-2      |
|                                  | <b>Book Work</b>          | : | CW - Pg. 111 Let's Begin<br>CW - Pg. 112, 118 & 119 Checkpoint 1,2 & 3<br>CW - Pg. 120-121 Ex. A, B & Pg. 121 Ex. E (to be done in LC)                                                                                    |
|                                  | <b>Notebook Work</b>      | : | <b>HW</b> - Pg. 121 Ex. C and D (to be done after class discussion)                                                                                                                                                       |
|                                  | <b>EnrichmentActivity</b> | : | Pg. 122 H. W. - to be presented in the class                                                                                                                                                                              |
|                                  | <b>Learner's Comate</b>   | : | LC based on the chapter to be done                                                                                                                                                                                        |
|                                  | <b>Demonstration</b>      | : | Let's Do It-3                                                                                                                                                                                                             |
|                                  | <b>InspirationalStory</b> | : | Janaki Ammal (given in LC)                                                                                                                                                                                                |
|                                  | <b>TLM</b>                | : | e-content on different types of pollution                                                                                                                                                                                 |
|                                  | <b>Gallery Walk</b>       | : | To be done in school.                                                                                                                                                                                                     |
| <b>Jan.<br/>23 Days</b>          | <b>Chapter</b>            | : | <b>Earth's Satellite</b>                                                                                                                                                                                                  |
|                                  | <b>Definitions</b>        | : | artificial satellite, eclipse, full moon, lunar eclipse, new moon, solar eclipse                                                                                                                                          |
|                                  | <b>New Words</b>          | : | 1. orbit                  2. meteoroid                  3. opaque                  4. module<br>5. solar panel          6. gibbous                  7. gravitational pull                                                 |
|                                  | <b>Textbook</b>           | : | Discussion & explanation of Pgs. 145-155 which also includes Pg.146,148,150 Niblet, Pg. 147 Let's Connect, Pg. 148,151 & 152 Let's Do It 1,3,4, Pg.157-158 Thinking Skills Ex. F, Life Skills and Values, People in focus |
|                                  | <b>Book Work</b>          | : | CW - Pg. 145 Let's Begin<br>CW - Pg. 153, 155 Checkpoint 1,2<br>CW - Pg. 156-157 Ex. A, B & E (to be done in LC)                                                                                                          |
|                                  | <b>Notebook Work</b>      | : | <b>HW</b> - Pg. 157 Ex. C and D (to be done after class discussion)                                                                                                                                                       |
|                                  | <b>Diagrams</b>           | : | Pg.149-151 - Phases of the moon, Solar Eclipse and Lunar Eclipse - to be done in notebook                                                                                                                                 |

| Month &<br>No. of<br>working day              | Content                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                          |  |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                               | <b>EnrichmentActivities:</b> Pg. 158 1 and 2<br><b>Learner’s Comate :</b> LC based on the chapter to be done<br><b>HHW</b> : Prepare a presentation on Chandrayaan 3<br><b>Demonstration :</b> Pg. 148 - Let’s Do It-2<br><b>TLM</b> : e-content on phases of the moon and eclipses<br><b>STEM Activity:</b> To make a toy telescope - given in LC |                                                                                                                                                                                                                                                          |  |
| <b>Feb+<br/>March<br/>21+22<br/>= 43 Days</b> | <b>Chapter</b> : <b>Force and Energy</b>                                                                                                                                                                                                                                                                                                           | <b>No. of IBLD-1</b>                                                                                                                                                                                                                                     |  |
|                                               | <b>Definitions</b> :                                                                                                                                                                                                                                                                                                                               | buoyant force, electrostatic, energy, force, frictional force, gravitational force, machine, magnetic force, mechanical force                                                                                                                            |  |
|                                               | <b>New Words</b> :                                                                                                                                                                                                                                                                                                                                 | 1. stationary    2. friction    3. fulcrum    4. oppose<br>5.electrostatic   6. vibrate    7. buoyant<br>8. vocal cords   9. wedge                                                                                                                       |  |
|                                               | <b>Textbook</b> :                                                                                                                                                                                                                                                                                                                                  | Discussion & explanation of Pgs. 159-170 which also includes Pg. 161 & 165 Niblet, Pg. 162-164,166 & 167 Let’s Do It 1-5, Pg.172 Thinking Skills Ex. F, Life Skills and Values, Enrichment Activity Ex. 2                                                |  |
|                                               | <b>Book Work</b> :                                                                                                                                                                                                                                                                                                                                 | CW - Pg. 159 Let’s Begin<br>CW - Pg. 163, 168 & 170 Checkpoint 1,2 & 3<br>CW - Pg. 171-172 Ex. A, B & E                                                                                                                                                  |  |
|                                               | <b>Notebook Work :</b>                                                                                                                                                                                                                                                                                                                             | <b>HW-</b> Pg. 171-172 Ex. C and D (to be done after class discussion)                                                                                                                                                                                   |  |
|                                               | <b>Diagrams</b> :                                                                                                                                                                                                                                                                                                                                  | Draw the diagrams of three classes of lever showing only the position of load, effort & fulcrum - to be done in notebook                                                                                                                                 |  |
|                                               | <b>Labelling</b> :                                                                                                                                                                                                                                                                                                                                 | Identification and labelling of load, effort and fulcrum in different types of lever - to be done in LC<br><br>Identification and labelling of the different types of lever and also the position of load, effort and fulcrum in them - to be done in LC |  |

| Month &<br>No. of<br>working day | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <p><b>Demonstration :</b> Show the working principle of each class of lever with an example of scissor, bottle opener, forceps.<br/>To show screw in an inclined plane.</p> <p><b>Learner's Comate :</b> LC based on the chapter to be done</p> <p><b>AIL :</b> Create your own simple machine (preferably using waste materials)</p> <p><b>Inspirational Story :</b> James Watt (given in LC)</p> <p><b>TLM :</b> e-content on simple machines.</p> <p><b>Live Specimen</b> - Scissors, Pliers, Bottle openers ,Tweezers</p> <p><b>Science Experiment:</b> To make a balance scale and compare the weight with the help of it - given in LC</p> <p><b>based on STEM</b></p> |
|                                  | <p><b>Revision</b></p> <p><b>Holiday Home Work ( Winter Vacation):</b></p> <ol style="list-style-type: none"> <li>1. Create a presentation on purification of water, record your explanation of it, and prepare a detailed report.</li> <li>2. Prepare a presentation on <b>Chandrayaan 3</b></li> </ol>                                                                                                                                                                                                                                                                                                                                                                     |

## SOCIAL STUDIES

**Book: Getting Ahead In Social Studies #NEP #NCF – Class 5      Orient BlackSwan**

The subject Social Studies gives the students stimulation of the thinking process where he/she can increase his/her involvement and participation in the learning process.

1. One single lined notebook (subjected to correction)
2. Book (subjected to correction)
3. Learner's Comate (to be done after the completion of the chapter and is subjected to correction)
4. Map work activity which are mentioned in precept will only be tested in Unit Test and in Learner's Comate)
5. All the questions and exercises given at the end of the chapter will be done by the students on their own.
6. Children are supposed to learn the New words from the precept. It will be tested for spelling check in dictation in the **unit test**.
7. Any question and diagram from between the chapter can be asked in the Unit Test other than given at the end of the chapter and Learner's Comate.
8. Definitions are mentioned in the Learner's Comate. Children are requested to revise them.
9. Questions on SDGs given in the Learner's Comate are subjected to discussion and corrected (not subjected to assessment).
10. e-Content/Digi Content to be shown for all the topics.
11. Topic wise Asynchronous tasks in various modes (audio/video/texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.
12. Virtual Escape Room - Links of Escape Room will be shared of all the chapters in Google Classroom for revising the concepts.
13. Pronunciation Lab - Links of recording (Audio / Video) of Pronunciation Lab will be shared in Google Classroom to practice the correct pronunciation of difficult words.

### **ASSIGNMENTS GIVEN IN LEARNER'S COMATE**

The following assignments are given in the Learner's Comate. Students are expected to do them as per the instructions given in the Learner's Comate

1. Journey of the Earth around the Sun
2. Our Government-Assignment
3. Sikh Gurus and their teachings (to be done in the month of July)
4. Bhagwad Geeta Week Assignment (to be done in the month of August)
5. Know More about Banaras - The Sacred City (to be done in the month of November)
6. The Constitution of India (to be done in the month of January)



## KNOW YOUR COUNTRY

### States, Union territories and capitals (Instructions)

- An assignment ' **Know your country-India**' is given in Learner's comate of Social Studies to make children aware of their states, Union territories and capitals.
- 7 political maps of India are given in Learner's comate for practice of States , Union territories and their capitals.
- 2 questions of  $0.25 \times 2 = 0.5$  marks in unit test will be asked.
- Questions may be asked from the previously taught states and capitals also.
- PPT of 'Know your country-India' is to be shown.
- Teaching Aid : Slate-Map (India Political) Children will practice the states, Union territories and their capitals on slate map as per the precept.

### Instructions for Journey of The Earth around the Sun (Sunrise /Sunset Record Sheet)

**Purpose** -To record and keep a track of sunrise and sunset timing and analyze the changing pattern of season.

- An assignment '**Journey of The Earth Around The Sun**' is given in Learner's Comate to record the sunrise and sunset time and related terms.
- Students will fill the table twice a month according to the dates mentioned in the assignment and will be checked by the subject teachers.
- Discussion to be done by the teacher to make children understand the pattern of the observation taken and concept of Sunrise/Sunset/Day-length.
- Children will answer the questions given in the assignment at the end of the month **January** which is subjected to correction.
- In case the student is out of station during summer/winter vacations or for any other reason on mentioned date in assignment, student will record the sunrise/sunset timing of that place and fill the data in Learner's Comate when he/she comes back.

**Note to Parents** - Your child will need your assistance.

**Suggested Activities:-** Teachers may select any of the given activities relevant to the chapter and do them with the students before, during or at the end of the chapter.

1. Map Race
2. Pictionary
3. Dumb Charades
4. Spin a wheel
5. Hangman
6. Card game
7. Stamp making
8. Post Card Writing
9. Memory game
10. KWL Charts
11. Story Telling

# Art Integrated Class Project

## Chapter: Transport and Communication

Art integrated learning is a creative approach through which students demonstrate their understanding of a concept through various art forms.

When art is integrated with education it helps the child apply art based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts or topics. Hence Art Integrated Project (AIP) is being introduced to give students an opportunity to study deeply about the Uniqueness in work culture of Arunachal Pradesh & Uttar Pradesh. Class Project on the chapter Transport and Communication will be based on the states Arunachal Pradesh and Uttar Pradesh. Suggested tools and techniques are drawings, paintings, art activities which may include rhythm, role play, dramatization, puppetry, virtual visits, project files etc.

Note: This chapter will not be assessed in the Unit Test. Instead children will be given grades for this project. These grades will be reflected in their Report Card (To be completed by the month of August)

### List of Suggested Activities for Art Integrated Class Project



| Month &<br>No. of<br>Working<br>Days                                                                                                                                                                                                                                                                                          | Content                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |            |                   |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|-------------------|--------------|---------|--------------|-------------|------------|-------------------|---|---------------------------------|---|---|---|---|------|---|---|---|---|---------|---|---|---|---|-------------------------------------|---|---|---|
|                                                                                                                                                                                                                                                                                                                               | <table><tr><th>Sr. No.</th><th>Chapter Name</th><th>No. of IBLD</th><th>No. of IIA</th><th>Book/<br/>Semester</th></tr><tr><td>1</td><td>The Globe: A Model of the Earth</td><td>-</td><td>1</td><td>1</td></tr><tr><td>2</td><td>Maps</td><td>1</td><td>-</td><td>1</td></tr><tr><td>3</td><td>Climate</td><td>-</td><td>1</td><td>1</td></tr><tr><td>4</td><td>Greenland: The Land of Ice and Snow</td><td>1</td><td>-</td><td>1</td></tr></table> |             |            |                   |              | Sr. No. | Chapter Name | No. of IBLD | No. of IIA | Book/<br>Semester | 1 | The Globe: A Model of the Earth | - | 1 | 1 | 2 | Maps | 1 | - | 1 | 3 | Climate | - | 1 | 1 | 4 | Greenland: The Land of Ice and Snow | 1 | - | 1 |
| Sr. No.                                                                                                                                                                                                                                                                                                                       | Chapter Name                                                                                                                                                                                                                                                                                                                                                                                                                                         | No. of IBLD | No. of IIA | Book/<br>Semester |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| 1                                                                                                                                                                                                                                                                                                                             | The Globe: A Model of the Earth                                                                                                                                                                                                                                                                                                                                                                                                                      | -           | 1          | 1                 |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| 2                                                                                                                                                                                                                                                                                                                             | Maps                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1           | -          | 1                 |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| 3                                                                                                                                                                                                                                                                                                                             | Climate                                                                                                                                                                                                                                                                                                                                                                                                                                              | -           | 1          | 1                 |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| 4                                                                                                                                                                                                                                                                                                                             | Greenland: The Land of Ice and Snow                                                                                                                                                                                                                                                                                                                                                                                                                  | 1           | -          | 1                 |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| April +<br>May<br>(24 + 9 = 33<br>Days)                                                                                                                                                                                                                                                                                       | <b>Chapter 1: The Globe: A Model of the Earth</b>                                                                                                                                                                                                                                                                                                                                                                                                    |             |            |                   | No. of IIA-1 |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| <b>Definitions :</b> Globe, Axis, Poles, Hemisphere                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |                   |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| <b>New Words :</b> (1) accurately (2) Ferdinand Magellan<br>(3) Portuguese (4) voyage (5) Arctic Circle<br>(6) parallels (7) Antarctic Circle<br>(8) Tropic of Capricorn (9) Greenwich (10) Prime Meridian                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |                   |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| <b>Book Work:</b> <ul style="list-style-type: none"><li>• QI – Fill in the blanks. (page 05)</li><li>• QII – Match the columns. (page 05)</li><li>• QIII – Multiple choice questions. (page 05, 06)</li><li>• QVI - Map based question. (page 07)</li><li>• Picture Based Questions – Mark the following. (page 07)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |                   |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| <b>Notebook Work:</b> <ul style="list-style-type: none"><li>• QIV – Answer the following questions in brief. (page 06)</li><li>• QV - Answer the following questions in detail. (page 06)</li></ul>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |                   |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| <b>Learner’s Comate :</b> LC based on the chapter to be done                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |                   |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| <b>Map Work:</b> Given in LC<br>Mark the important latitudes and longitudes on the world map.                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |                   |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| <b>Enrichment Activities:</b> Write Right (To be done as class activity) (page 07)<br>Art Work - (HHW) (page 07)<br>Make a Globe - Group Activity (page 07)                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |                   |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |
| <b>Life Skills and Values:</b> Class Discussion (page 07)                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |                   |              |         |              |             |            |                   |   |                                 |   |   |   |   |      |   |   |   |   |         |   |   |   |   |                                     |   |   |   |

| Month &<br>No. of<br>Working<br>Days                  | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                       | <p><b>Integrated Interdisciplinary Approach:</b><br/>Choose any five continents and identify two traditional food items that are specialties of each continent. Additionally, mention the country of origin for each food item.</p> <p><b>Teaching Aids:</b> Globe, Political Map of the World, Slate Map (World Physical), E-Content.</p> <p><b>Graphic Novel :</b> To be shown</p> <p><b>Chapter 2: Maps</b> <span style="border: 1px solid black; padding: 2px;">No. of IBLD-1</span></p> <p><b>Definitions:</b> Atlas, Scale of a Map, Map</p> <p><b>New Words:</b> (1) information (2) cartography (3) physical map<br/>(4) thematic maps (5) symbols (6) directions<br/>(7) highlands (8) plains (9) errors<br/>(10) minerals (11) mountains</p> <p><b>Book Work:</b></p> <ul style="list-style-type: none"> <li>• QI - Fill in the blanks. (page 13)</li> <li>• QII – Match the symbols in the middle to the pictures it stands for. (page 13)</li> <li>• QIII - Multiple choice questions (page 13 &amp; 14)</li> </ul> <p><b>Notebook Work:</b></p> <ul style="list-style-type: none"> <li>• QIV - Answer the following questions in brief. (page 14)</li> <li>• QV - Answer the following questions in detail. (page 14 &amp; 15)</li> <li>• <b>Diagram:</b> Symbols (page 11)</li> </ul> |
| <b>June+July</b><br><b>(4+27 =</b><br><b>31 Days)</b> | <p><b>Learner's Comate :</b> LC based on the chapter to be done</p> <p><b>Map Work:</b> Given in LC</p> <p>Mark the following on the Physical Map of India - Himalayas, Thar Desert, Deccan Plateau, Arabian Sea, Bay of Bengal</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Month &<br>No. of<br>Working<br>Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <p><b>Enrichment Activities:</b> Speak Out (To be done as FOM) (page 15)<br/> Maths in Fun: To be done in L.C (page 15)<br/> Art Work: To be given as H.W. (page 15)</p> <p><b>Life Skills and Values:</b> Class Discussion (page 15)</p> <p><b>Know Your Country:</b><br/> States, Union Territories, and Capitals</p> <ul style="list-style-type: none"> <li>• General Information (7 points) regarding States, Union Territories, their Capitals, NCR, etc. to be done.</li> <li>• Map Work in LC - General Information regarding Map of India</li> </ul> <p><b>Teaching Aids:</b> Wall Maps, Slate Map (India Political &amp; Physical), E-Content.</p> <p><b>Chapter 4: Climate</b> <span style="border: 1px solid black; padding: 2px;">No. of IIA-1</span></p> <p><b>Definitions:</b> Weather, Humidity, Heat Zone</p> <p><b>New Words:</b> (1) weather (2) climate (3) Himalayan (4) torrid<br/> (5) temperate (6) tropical (7) frigid (8) moisture<br/> (9) Antarctic circle (10) interior</p> <p><b>Book Work:</b></p> <ul style="list-style-type: none"> <li>• Q I - Fill in the blanks. (page 26)</li> <li>• Q II - Write T for true or F for false. Correct the false statements. (page 27)</li> <li>• Q III - Multiple choice questions (page 27)</li> <li>• Q VI - Map based question. (page 28)</li> <li>• Picture-based Question (page 28)</li> <li>• Case-based questions: To be discussed in class and given as H.W. (page 28)</li> </ul> <p><b>Notebook Work:</b></p> <ul style="list-style-type: none"> <li>• Q IV - Answer the following questions in brief. (page 27)</li> <li>• Q V - Answer the following questions in detail. (page 28)</li> <li>• <b>Diagram:</b> Climatic Zones of the Earth (page 23)</li> </ul> <p><b>Learner's Comate :</b> LC based on the chapter to be done</p> <p><b>Map Work:</b> Given in LC<br/> Mark the heat zones in the map given and colour them differently<br/> Also mark the continents and oceans on the map.</p> |

| Month &<br>No. of<br>Working<br>Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                      | <p><b>Enrichment Activities:</b> Group Project (To be done as class activity) (page 29)<br/>Project Work: To be given as H. W. (page 29)<br/><b>Life Skills and Values:</b> Class Discussion (page 28)</p> <p><b>Integrated Interdisciplinary Approach:</b><br/>Make a poster on various types of plants/trees found in different climatic conditions with their special characteristics.</p> <p><b>Know Your Country – States   Union Territories and Capitals:</b></p> <ul style="list-style-type: none"> <li>States and Capitals (1–7 Andhra Pradesh to Gujarat)</li> <li>Revision of previously taught general information regarding States   Union Territories &amp; their Capitals, NCR, etc.</li> <li>Map Work in LC – Practice States and Capitals</li> </ul> <p><b>Teaching Aids:</b> Globe, Slate Map (India Political &amp; World Physical), E-Content</p> <p><b>SDG 9 to SDG 12 Discussion to be done in the class and it will be subjected to Unit Test</b></p> <div> <div> <p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>  <p>SDG 9: Industry, Innovation, and Infrastructure</p> </div> <div> <p><b>10</b> REDUCED INEQUALITIES</p>  <p>SDG 10 : Reduce Inequalities</p> </div> <div> <p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES</p>  <p>SDG 11 : Sustainable Cities and Communities</p> </div> <div> <p><b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION</p>  <p>SDG 12 : Responsible Consumption and Production</p> </div> </div> |
| <b>August<br/>(25 Days)</b>          | <p><b>Chapter 9 : Transport and Communication</b><br/>(Will be done as Class Project)</p> <p><b>Chapter 6: Greenland – The Land of Ice and Snow</b> <span style="border: 1px solid black; padding: 2px;">No. of IBLD-1</span></p> <p><b>Definitions:</b> Iceberg, Tundra, Kayak, Igloo</p> <p><b>New Words:</b> (1) Inuit (2) province (3) Frigid Zone (4) explorer<br/>(5) reindeer (6) unfrozen (7) Aputiak (8) nomadic<br/>(9) sledges (10) Kalaallit</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Month &<br>No. of<br>Working<br>Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                      | <p><b>Gallery Walk:</b> Students will be taken for Gallery Walk by the teacher.</p> <p><b>Book Work:</b></p> <ul style="list-style-type: none"> <li>• QI - Fill in the blanks. (page 41)</li> <li>• QII - Multiple choice questions (page 41)</li> <li>• Case-based questions: To be discussed in class and given as H.W. (page 42)</li> </ul> <p><b>Notebook Work:</b></p> <ul style="list-style-type: none"> <li>• Q III - Answer the following questions in brief. (page 41)</li> <li>• Q IV - Answer the following questions in detail. (page 42)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| September<br>(24 Days)               | <p><b>Learner's Comate :</b> LC based on the chapter to be done</p> <p><b>Entrepreneurship Assignments:</b> To be done in LC</p> <p><b>Enrichment Activities:</b> Speak Out : Class Activity (page 42)<br/>Science time : Class Discussion (page 42)</p> <p><b>Know Your Country – States   Union Territories and Capitals:</b></p> <ul style="list-style-type: none"> <li>• States and Capitals (8–14 Haryana to Maharashtra)</li> <li>• Revision of previously taught States and Capitals (1–7)</li> <li>• Map Work in LC – Practice States and Capitals</li> </ul> <p><b>States, Union Territories and Capitals :</b></p> <ul style="list-style-type: none"> <li>• Revision of States and Capitals – (1-14-Andhra Pradesh to Maharashtra)</li> </ul> <p><b>Teaching Aids:</b> E-Content, Slate Map (India Political)</p> <p><b>Revision</b></p> <p><b>Holiday Home Work (Summer Vacation):</b></p> <ol style="list-style-type: none"> <li>1. (Page 7) Art Work : Take a map of the world from an old atlas. Cut out 10 different countries from it and stick them on a chart paper. Collect pictures of interesting things about each country (could be the dress of the people, or their houses, all the physical features like mountains or beaches). Stick the pictures beside the country they belong to. Make the chart paper look as colorful as possible.</li> <li>2. (Page 15) Find out about the history of map-making (cartography). Work individually. You could present your findings in the form of a report, a chart, or a flip book.</li> </ol> |

| Month &<br>No. of<br>Working<br>Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |              |                |            |                |   |                     |   |   |   |   |                    |   |   |   |   |                                                   |   |   |   |   |                               |   |   |   |   |                                                                                                    |   |   |   |
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|                                      | <div>Annual Term</div> <table><tr><th>Sl. No</th><th>Chapter Name</th><th>No. of IBLD</th><th>No. of IIA</th><th>Book/ Semester</th></tr><tr><td>1</td><td>The Age of Machines</td><td>-</td><td>1</td><td>2</td></tr><tr><td>2</td><td>The United Nations</td><td>1</td><td>-</td><td>2</td></tr><tr><td>3</td><td>The British Raj and The First War of Independence</td><td>-</td><td>1</td><td>2</td></tr><tr><td>4</td><td>The Struggle for Independence</td><td>1</td><td>-</td><td>2</td></tr><tr><td>5</td><td>Our Government (An Assignment in LC will be done which is subjected to correction and examination)</td><td>-</td><td>1</td><td>-</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Sl. No      | Chapter Name | No. of IBLD    | No. of IIA | Book/ Semester | 1 | The Age of Machines | - | 1 | 2 | 2 | The United Nations | 1 | - | 2 | 3 | The British Raj and The First War of Independence | - | 1 | 2 | 4 | The Struggle for Independence | 1 | - | 2 | 5 | Our Government (An Assignment in LC will be done which is subjected to correction and examination) | - | 1 | - |
| Sl. No                               | Chapter Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | No. of IBLD | No. of IIA   | Book/ Semester |            |                |   |                     |   |   |   |   |                    |   |   |   |   |                                                   |   |   |   |   |                               |   |   |   |   |                                                                                                    |   |   |   |
| 1                                    | The Age of Machines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | -           | 1            | 2              |            |                |   |                     |   |   |   |   |                    |   |   |   |   |                                                   |   |   |   |   |                               |   |   |   |   |                                                                                                    |   |   |   |
| 2                                    | The United Nations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1           | -            | 2              |            |                |   |                     |   |   |   |   |                    |   |   |   |   |                                                   |   |   |   |   |                               |   |   |   |   |                                                                                                    |   |   |   |
| 3                                    | The British Raj and The First War of Independence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -           | 1            | 2              |            |                |   |                     |   |   |   |   |                    |   |   |   |   |                                                   |   |   |   |   |                               |   |   |   |   |                                                                                                    |   |   |   |
| 4                                    | The Struggle for Independence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1           | -            | 2              |            |                |   |                     |   |   |   |   |                    |   |   |   |   |                                                   |   |   |   |   |                               |   |   |   |   |                                                                                                    |   |   |   |
| 5                                    | Our Government (An Assignment in LC will be done which is subjected to correction and examination)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | -           | 1            | -              |            |                |   |                     |   |   |   |   |                    |   |   |   |   |                                                   |   |   |   |   |                               |   |   |   |   |                                                                                                    |   |   |   |
| October<br>(18 Days)                 | <div>Chapter 12: The Age of Machines</div> <div>No. of IIA-1</div> <p><b>Definitions:</b> Hydroelectricity, Industrial Revolution</p> <p><b>New Words:</b> (1) catapults (2) pulleys (3) locomotives (4) generators (5) technology (6) diagnose (7) alternative (8) vacuum (9) navigation (10) intelligence</p> <p><b>Gallery Walk:</b> Students will be taken for Gallery Walk by the teacher.</p> <p><b>Book Work:</b></p> <ul style="list-style-type: none"><li>Q I - Write T for true or F for false. Correct the false statements. (page 86)</li><li>Q II – Complete the following statements in your own words. (page 87)</li><li>Q III - Multiple choice questions (page 87)</li><li>Picture-based Questions (page 88)</li><li>Case-based Questions: To be done discussed in class and given as H.W. (page 88)</li></ul> <p><b>Notebook Work:</b></p> <ul style="list-style-type: none"><li>Q IV - Answer the following questions in brief. (page 87)</li><li>Q V - Answer the following questions in detail. (page 88)</li></ul> <p><b>Learner’s Comate :</b> LC based on the chapter to be done</p> <p><b>Entrepreneurship Assignment:</b> To be done in LC</p> <p><b>Enrichment Activities:</b> Conducting Interviews and Writing Reports- To be given as H.W. (page 89)</p> <p>Report Writing – To be given as H.W. (page 89)</p> <p><b>Life Skills and Values:</b> Class Discussion (page 89)</p> |             |              |                |            |                |   |                     |   |   |   |   |                    |   |   |   |   |                                                   |   |   |   |   |                               |   |   |   |   |                                                                                                    |   |   |   |



| Month &<br>No. of<br>Working<br>Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <p><b>Integrated Interdisciplinary Approach: Group Activity</b><br/>Create a chart and stick the pictures of three different types of soil (sandy, clay, loamy), label them and show how they are affected by the use of machines like tractors or plough. Write 1-2 sentences about which soil is best for growing plants and why machines might hurt it.</p> <p><b>Know Your Country – States   Union Territories and Capitals:</b><br/><b>States and Capitals</b> (15–22 Manipur to Sikkim)<br/><b>Revision</b> of previously taught States and Capitals (1–14)<br/><b>Teaching Aids:</b> E-Content, Slate Map (India Political)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| November<br>(24 Days)                | <div data-bbox="1243 971 1393 1012" style="float: right; border: 1px solid black; padding: 2px;">No. of IBLD-1</div> <p><b>Chapter 16: The United Nations</b></p> <p><b>Definition:</b> United Nations, Secretariat</p> <p><b>New Words:</b> (1) destruction (2) international (3) cultural<br/>(4) organization (5) scientific (6) achievements<br/>(7) charter (8) educational (9) tuberculosis<br/>(10) apartheid (11) programs (12) recommendations</p> <p><b>Book Work:</b></p> <ul style="list-style-type: none"> <li>• I now know (page 121)</li> <li>• Q I – Match the special agency of the UN with its aims. (page 122)</li> <li>• Q II - Write T for true or F for false. Correct the false statements. (page 122)</li> <li>• Q III - Multiple choice questions (page 122)</li> <li>• Case-Based Questions: To be discussed in class and given as H.W. (page 123)</li> </ul> <p><b>Notebook Work:</b></p> <ul style="list-style-type: none"> <li>• Q IV - Answer the following questions in brief. (page 123)</li> <li>• Q V - Answer the following questions in detail. (page 123)</li> </ul> <p><b>Learner's Comate :</b> LC based on the chapter to be done</p> |

| Month &<br>No. of<br>Working<br>Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <p><b>Map Work:</b> Given in LC</p> <p>Mark the <b>permanent members</b> (USA, UK, China, France, and Russia) of the Security Council on the political map of the world.</p> <p><b>Enrichment Activities:</b> Speak Out (To be done as FOM) (page 124)<br/>Prepare a Report: To be given as H.W. (page 124)</p> <p><b>Life Skills and Values:</b> To be discussed in class (page 124)</p> <p><b>Know Your Country, States, Union Territories, and Capitals:</b></p> <ul style="list-style-type: none"> <li>• States and Capitals (23-28 Tamil Nadu - West Bengal)</li> <li>• Revision of previously taught states and capitals</li> <li>• Map work in LC, practice 28 states and capitals</li> </ul> <p><b>Teaching Aids:</b> E-content, Slate Map (World &amp; India Political)</p> <p><b>SDG 13 to SDG 17 Discussion to be done in the class and it will be subjected to Unit Test</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p><b>13</b> CLIMATE ACTION</p>  <p>SDG 13: Climate Action</p> </div> <div style="text-align: center;"> <p><b>14</b> LIFE BELOW WATER</p>  <p>SDG 14: Life Below Water</p> </div> <div style="text-align: center;"> <p><b>15</b> LIFE ON LAND</p>  <p>SDG 15: Life on Land</p> </div> <div style="text-align: center;"> <p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p>  <p>SDG 16: Peace, Justice, and Strong Institutions</p> </div> <div style="text-align: center;"> <p><b>17</b> PARTNERSHIPS FOR THE GOALS</p>  <p>SDG 17: Partnerships for the Goals</p> </div> </div> |
| December<br>(25 Days)                | <p><b>Chapter 17: The British Raj and the First War of Independence</b></p> <p><b>Definition:</b> Revolt, Handloom, Viceroy</p> <p><b>New Words:</b> (1)Europeans (2)Portuguese (3) factories (4) Plassey (5) nawab (6) government (7) uprising (8) cartridges (9) Barrackpore (10) prominent (11) ammunitions</p> <p><b>Gallery Walk:</b> Students will be taken for Gallery Walk by Teacher</p> <p><b>Book Work:</b></p> <ul style="list-style-type: none"> <li>• Q I - Fill in the blanks. (page 129)</li> <li>• Q II - Write T for true or F for false. Correct the false statements. (page 129)</li> <li>• Q III - Multiple choice questions (page 129)</li> <li>• Picture-Based Questions (page 131)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Month &<br>No. of<br>Working<br>Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <b>Notebook Work:</b> <ul style="list-style-type: none"> <li>Q IV - Answer the following questions in brief. (page 130)</li> <li>Q V - Answer the following questions in detail. (page 130)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>January<br/>(23 Days)</b>         | <b>Learner's Comate :</b> LC based on the chapter to be done<br><b>Map Work:</b> Given in LC<br>On the Political Map of India, mark the important places where the Revolt of 1857 took place : (1) Meerut (2) Kanpur (3) Kolkata (4) Delhi<br><b>Enrichment Activities:</b> Art Work: Stick pictures of any two important leaders of the Revolt of 1857 in your notebook (page 131)<br>Story Relay: Class Group Discussion (page 131)<br><b>Life Skills and Values:</b> Class Discussion (page 131)                                                                                                                                                                                                                                                                                                                              |
|                                      | <b>Integrated Interdisciplinary Approach:</b><br>Try to find out what differences are there in the natural environment of India in the 18th century and in the present day. What factors do you think are responsible for the changes?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                      | <b>Know Your States, Union Territories, and Capitals:</b> <ul style="list-style-type: none"> <li>8 Union Territories</li> <li>Revision of 28 States and Capitals</li> <li>Map work in LC - Practice 8 Union Territories with their capitals</li> </ul> <b>Teaching Aids:</b> E-content, Slate Map (India Political)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                      | <div data-bbox="1243 1352 1395 1391" style="border: 1px solid black; padding: 2px; float: right;">No. of IBLD-1</div> <b>Chapter 18: The Struggle for Independence</b><br><b>Definition:</b> Patriotism, Reformer, Swadeshi Movement<br><b>New Words:</b> (1) Nationalism (2) Moderates (3) Radicals (4) Boycott (5) Swadeshi (6) Kesari (7) Partition (8) Bonfires (9) Independence (10) Revolutionaries<br><b>Book Work :</b> <ul style="list-style-type: none"> <li>Q I - Fill in the blanks. (page 135)</li> <li>Q II - Multiple choice questions (page 135)</li> <li>Picture-Based Questions (page 137)</li> </ul> <b>Notebook Work:</b> <ul style="list-style-type: none"> <li>Q III - Answer the following questions in brief. (page 136)</li> <li>Q IV - Answer the following questions in detail. (page 136)</li> </ul> |

(Class-V / 120)

| Month &<br>No. of<br>Working<br>Days                   | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>February +<br/>March:<br/>(21+22<br/>= 43 Days)</b> | <b>Learner's Comate :</b> LC based on the chapter to be done<br><b>Enrichment Activities:</b> Writing in Role : To be discussed in class and given as H.W. (page 137) Poster Making: Group Activity (page 137)<br>Group Discussion: Class Activity (page 137)<br><b>Life Skills and Values:</b> Class Discussion (page 137)<br><b>Teaching Aids:</b> E-Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                        | <b>Our Government</b> <span style="float: right; border: 1px solid black; padding: 2px;">No. of IIA-1</span><br>An assignment in <b>LC</b> will be done, which is subjected to correction and examination                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                        | <b>Integrated Interdisciplinary Approach:</b><br>Make a poster on some of the initiatives/programs launched by our government post-Covid to protect and preserve the environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                        | <b>Know Your States, Union Territories, and Capitals:</b> <ul style="list-style-type: none"> <li>• 8 Union Territories</li> <li>• Revision of 28 States and Union Territories with their capitals</li> <li>• Map work in LC - Practice 28 States and 8 Union Territories with their capitals</li> <li>• State Map (<b>India Political</b>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                        | <b>Revision</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                        | <b>Holiday Home Work (Winter Vacation):</b> <ol style="list-style-type: none"> <li>1. <b>Find out</b> (Page 124, to be done in Class Work Note Book)<br/> The Emblem of the United Nations is given. Find out what it means and share the details in class. If you were to design a logo of the UN, what would it look like? Draw and bring it to class.<br/> <b>Art work</b> (to be done on chart paper)<br/> prepare a poster or collage that invites young men and women to join the UN Peacekeeping Force. Also write a catchy slogan.</li> <li>2. <b>Write Right</b> (Page 131)<br/> Imagine it is 1857, and you are an Indian soldier in the British army. Create a pamphlet inspiring other soldiers to join the uprising. It should list the reasons for your protest and what you plan to do after the uprising.</li> </ol> |

## COMPUTER SCIENCE

**Book: Code Buddies-5 (Aligned with NEP & NCF)**

1. All Book Exercises to be done in the Textbook itself (except **Answer the following questions** to be done in the notebook.)
2. The Brain Developer given at the end of every chapter and AI Connect, Extra Scoop, Real Life Connect, Note, Info Board and Recap will be subjected for Unit Tests.
3. At the end of every chapter CYL (Consolidate Your Learning) & ICL (Interactive Classroom Learning) will be done.
4. Digital Health and Wellness Curriculum for new age citizens will be done.
  - (i) Net Hygiene will be done in Half Yearly Term.
  - (ii) Digital De-addiction will be done in Annual Term.
5. Holiday Homework (Summer and Winter) are not subjected to Unit Test.
6. Topic wise Synchronous/Asynchronous task in various modes (audio/video) will be shared in the Google classroom

### HALF YEARLY TERM

| Sl. No. | Name of the Chapter                                |
|---------|----------------------------------------------------|
| 1       | Net Hygiene                                        |
| 2       | Chapter : 1 – <b>Windows 11: Super Features</b>    |
| 3       | Chapter : 2 – <b>Your First Step into Excel</b>    |
| 4       | Chapter : 3 – <b>From Browsing To Mailing</b>      |
| 5       | Chapter : 4 – <b>Helping Hands for the Elderly</b> |
|         | Chapter : 5 – <b>Algorithmic Intelligence</b>      |

| Month                               | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April + May<br>24 + 09 =<br>33 days | <p><b>Digital health and wellness curriculum for new age citizen:</b></p> <p><b>Net Hygiene: Given in the precept (to be discussed Ref. Pg. No.125)</b></p> <p>Chapter : 1 – <b>Windows 11: Super Feature</b></p> <p>Brain Developer given on Pg. no. 8-9.</p> <p><b>Practical:</b> Lab Activity given on Pg. no. 10.</p> <p>Chapter : 2 – <b>Your First Step into Excel</b></p> <p>Brain Developer given on Pg. no. 22-24</p> <p><b>Practical:</b> Lab Activity given on Pg. no. 24. (to be demonstrated.</p> <p>Students will do the lab activity in MS Excel.)</p> |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June + July<br>04+27= 31 days | <b>Chapter : 3 - From Browsing To Mailing</b><br>Brain Developer given on Pg. no. 34-35.<br>Hands on Activity given on Pg. no. 36.<br><b>Practical:</b> Capstone Project given on pg. no. 105 (Excel)<br><b>Evolution of Computer</b> Pg. No. 56-57. (to be discussed and subjected to Unit Test.)                                                                                                                                              |
| August<br>25 days             | Chapter: 4 – <b>Helping Hands for the Elderly</b><br><b>Try &amp; Test</b> given on Pg. no. 39,40 and 41.<br>Brain Developer given on Pg. no. 43-44.<br>Hands on Activity given on Pg. no. 44.<br><br>Chapter : 5 - <b>Algorithmic Intelligence</b><br>Brain Developer given on Pg. no. 52-54<br>Hands on Activity given on Pg. no. 54, 55.<br><b>Practical:</b> Practice all the algorithms and flowcharts given in the chapter using MS Word. |
| September<br>24 days          | <b>Revision Work</b><br>Test Paper-I given on Pg. no. 102 (Q-A1,2,3,4,5,B1,2,3,5,C1,2,3,4)<br>Test Paper-2 given on Pg. no. 103 (Q-A1,B4,C3)<br><b>Practical:</b> Revision of all the lab activities of Ch. 1,2,3 and 5 to be done.<br><br><b>Holiday Homework (Summer Vacation)</b><br>Cyber Assignment 1 and 2 given in Enrichment booklet.<br>Annexure A2-Sustainable Development Goals given on pg. no. 109.                                |

## ANNUAL TERM

| Sl. No. | Name of the Chapter                        |
|---------|--------------------------------------------|
| 1       | Digital De-Addiction                       |
| 2       | Virtual Reality                            |
| 3       | Chapter : 6 - <b>Mastering Scratch</b>     |
| 4       | Chapter : 7 - <b>AI and its Domain</b>     |
| 5       | Chapter : 8 - <b>Robots at Work</b>        |
| 6       | Chapter : 9 - <b>The Tale of Fake News</b> |

| Month              | Content                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October<br>18 days | <b>Digital De-addiction: Given in the precept (to be discussed Ref. Pg. No.126)</b><br><b>Annexure A1-Virtual Reality given on 107-108</b><br><b>Chapter : 6 - Mastering Scratch</b><br>Brain Developer given on pg. no. 67–69<br><b>Practical – Lab Activity given on Pg. no. 69-70. (to be demonstrated. Students will do the lab activity in Scratch.)</b> |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November<br>24 days              | <p><b>Chapter : 7 - AI and its Domains</b><br/>Brain Developer given on Pg. no. 79-80<br/><b>Lab Activity</b> given on Pg. no. 81. (to be demonstrated but not subjected to Unit Test).<br/><b>Practical:</b> Capstone Project given on Pg. no. 105-106 (Scratch)</p>                                                                                                                                                                                                     |
| Dec + Jan<br>25+23= 48 days      | <p><b>Chapter: 8 – Robots at Work</b><br/>Brain Developer given on Pg no 90-91.<br/>Practical: Create a poster using MS Word on the topic: “How Robots Help Humans in Different Fields .”. You can use shapes to make it attractive.</p> <p>Chapter : 9 - <b>The Tale of Fake News</b><br/>Brain Developer given on Pg. no. 99<br/><b>Practical:</b> Lab Activity given on Pg. no. 100-101. (to be demonstrated. Students will do the lab activity in MS PowerPoint.)</p> |
| February+ March<br>21+22=43 days | <p><b>Revision</b><br/>Test Paper-I given on Pg. no. 102 (Q-B4)<br/>Test Paper-2 given on Pg. no. 103 (Q-A2,3,4,5,B1,2,3,5,C1,2,4)<br/><b>Practical:</b> Revision of all the lab activities of Ch. 6,7,8 and 9 to be done.</p> <p><b>Holiday Homework (Winter Vacation)</b><br/>* Game Time given on pg. no. 110-111<br/>Cyber Assignment 3 given in Enrichment booklet</p>                                                                                               |

## Net Hygiene (to be done in the month of April)

Ethics is a system of moral principles that differentiate between good and bad practices. Computer ethics involve the code of conduct to use 'Information Technology' in a responsible way. It fulfils the requirements of an individual user without manipulating or destroying the data of any other user. Therefore It is advisable for all computer users to follow computer ethics or Net Hygiene.

### Dos -----

- ◆ **Use security software:** Virus scanners and firewalls are a must in your device.
- ◆ **Use multiple secure passwords:** '1234abc' is not a secure password, and neither is your best friend's name or your favourite food. In contrast, secure passwords have at least 8 characters and are comprised of a combination of upper and lower-case letters, plus numbers and special characters. (Write them in a safe place, you should not forget them either!)
- ◆ **Lock down your social networking profiles:** No matter which social networks you are a part of, the default data security settings are lax. You should, therefore, adjust and check these settings to verify which information your friends can see and what strangers can discover about you.
- ◆ **Make backup copies of important files:** You should, ensure that you have at least one backup copy of all your important files.
- ◆ **Safe Browsing :** You should not open any site without a green padlock sign () (<https://>) in the address bar .

### Don'ts -----

- ◆ **Use outdated software:** Security gaps in programmes, either in Windows or in Internet browsers, provide popular gateways for hackers. It is, therefore, important to ensure that these programs are supplied with the latest updates.
- ◆ **Share passwords with friends:** 'The whole point of having a password is that you are the only person who knows it. You should not, therefore, reveal your passwords or share them with anyone.
- ◆ **Open files from strangers:** 'A really funny video or a way to ace the upcoming exams?' If you receive a file with such a tempting description, especially from someone you don't know, you should not open it. Delete it immediately. .
- ◆ **Make illegal copies of music, videos or software:** It is technically easy to make copies of music, videos or software but making illegal files is piracy. Don't do it.
- ◆ **Believe everything you read on the Internet:** While the Internet is a wonderful place for enquiring minds, it is also a playground for imposters, liars and blabbermouths. Not everything published on a website, therefore, is true and authentic.



## **Digital Health and Wellness Curriculum for new age citizens.**

**(to be done in the month of October)**

**To be explained to Children by teachers in the class**

### **Symptoms of Gadget Addiction**

The symptoms of gadget addiction involve risks that engulf our physical and psychological well-being apart from our social life. Some of them are enumerated below:

- This sort of addiction is usually accompanied by dramatic mood swings and aggression.
- The social networking in the virtual world leads to them being involved in it even when real people are around.
- It could lead to posture issues and eye problems
- Insomnia is often a symptom in these cases
- Lack of concentration, attention or focus
- Memory problems and problems in decision-making
- Headache, eye problems and backache
- Digital Dementia. It is a common memory disorder that has developed due to over-use of gadgets. It targets the brain chemistry and cells, causing dementia.
- Stress, anxiety and communication disorders
- Other hazardous physical and psychological ailments

### **How can children avoid tech addiction?**

- Limit the use of TV, computers and mobile devices.
- Pursue a hobby religiously. It may bring you great name and fame.
- Schedule an appropriate time for using the device, and plan fun physical activities or reading/drawing for you to engage in at other times.
- Refrain from putting TV and electronic gadgets in your bedroom, and put away such devices after use.
- Observe 'tech-free' times such as during meals, homework and bedtime. In addition, you can designate 'tech-free' zones as in the bedroom, dining area and in the car.
- Understand importance of moderation. Nothing in excess is good in life.
- Make time and opportunity to communicate, interact and share family values.

## **GENERAL KNOWLEDGE**

### **Book : Collins Update Knowledge Lighthouse – 5**

#### **Asynchronous Tasks**

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

#### **General Instructions**

- GK book is not subjected to corrections but the G.K. teachers will mark it as '**seen**'.
- All pages mentioned in both the columns will be explained and discussed in the class. However, page numbers mentioned in the 2nd column will not be subjected for Unit Test.
- The following pattern of GK paper for Unit Test should be taken care of :-

| <b>Unit Test</b>                          |
|-------------------------------------------|
| 15 Marks - Direct questions from the book |
| 2 Marks - Current Affairs                 |
| 1 Mark - Important Dates                  |
| 2 Marks - Confidence Diary                |

- "Whiz Fact" is subjected for Unit Test.
- Confidence diary has to be maintained at least thrice a week and mandatory to carry to the school on GK period day. It will be checked by the G.K. teacher or during assembly as the Principal decides.
- Current affairs which are beyond 30 days from U.T. date will not be subjected for Unit Test except for important / major events that have a long time effect.
- **Please note that the current affairs shared in the Google Classroom/Whatsapp group are to enhance child's general awareness only. Questions in Unit Test may not directly be framed out of it. Please prepare your child to have a global prospective and wider knowledge of the contemporary events.**
- The GK periods will have discussions on Current Affairs through presentations and Newspapers (for e.g. Sunday Times and Times of India NIE ). Children must carry the Sunday Times or any other popular English Sunday Newspaper to the class as it will be discussed.
- Tips for parents to improve on the General Knowledge of their child : Create an environment for knowledge enhancement. Please buy an English Newspaper and see that your child reads Newspaper daily, discuss Current Affairs with your child and make listening to the news and absorbing it, a habit. Do check the Current Affairs that we update on G-Suite (Google Classroom).**

### **TERM- I**

| <b>Month</b>                              | <b>Content</b>                                                                                                                              |                                    |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                                           | <b>Subjected for Unit Test</b>                                                                                                              | <b>Not Subjected for Unit Test</b> |
| <b>April+May</b><br><b>24+09=33 days</b>  | C.W. : Pg. No. 9, 14, 15, 18, 19, 20, 21<br>H.W. : Pg. No. 16, 17, 22, 23<br>Current Affairs and Newspaper Discussions                      | H.W. : Pg. No. 10, 11, 12, 13      |
| <b>June + July</b><br><b>4+27=31 days</b> | C.W. : Pg. No. 24, 25, 26, 27, 30, 31<br>H.W. : Pg. No. 32, 33<br>Current Affairs and Newspaper Discussions                                 | H.W. : Pg. No. 28, 29              |
| <b>August</b><br><b>25 days</b>           | C.W. : Pg. No. 34, 35, 36, 37, 40, 41<br>H.W. : Pg. No. 38, 39<br>Current Affairs and Newspaper Discussions                                 | —                                  |
| <b>September</b><br><b>24 days</b>        | C.W. : Pg. No. 42, 43<br>H.W. : Quiz yourself 1 (Pg. No. 82) and Quiz yourself 2 (Page No. 83)<br>Current Affairs and Newspaper Discussions | H.W. : Pg. No. 44                  |

| Important Dates of Calendar |                                   |
|-----------------------------|-----------------------------------|
| Dates                       | Events                            |
| 21 <sup>st</sup> March      | International Mother Language Day |
| 7 <sup>th</sup> April       | World Health Day                  |
| 11 <sup>th</sup> May        | National Technology Day           |
| 12 <sup>th</sup> June       | World Anti Child Labour Day       |
| 6 <sup>th</sup> August      | Hiroshima Day                     |

## TERM- II

| Month                               | Content                                                                                                           |                                    |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                                     | Subjected for Unit Test & Exam                                                                                    | Not Subjected for Unit Test & Exam |
| <b>October<br/>18 days</b>          | C.W. : Pg. No. 45, 46, 47, 48, 49<br>H.W. : Pg. No. 50<br>Current Affairs and Newspaper Discussions               | H.W. : Pg. No. 51, 52, 53          |
| <b>November<br/>24 days</b>         | C.W. : Pg. No. 54, 55, 56, 57, 58, 59<br>H.W. : Pg. No. 60, 61<br>Current Affairs and Newspaper Discussions       | –                                  |
| <b>December<br/>25 days</b>         | C.W. : Pg. No. 62, 63<br>64, 65, 66, 68, 69, 72<br>H.W. : Pg. No. 73<br>Current Affairs and Newspaper Discussions | H.W. : Pg. No. 67, 70, 71          |
| <b>January<br/>23 days</b>          | C.W. : Pg. No. 74, 75, 76, 77, 78, 79, 80, 81<br>Current Affairs and Newspaper Discussions                        | –                                  |
| <b>Feb.+March<br/>21+22=43 days</b> | H.W. : Quiz yourself 3 (Pg. No. 84) and Quiz yourself 4 (Pg. No. 85)<br>Current Affairs and Newspaper Discussions | –                                  |

| Important Dates of Calendar (Annual) |                                   |
|--------------------------------------|-----------------------------------|
| Dates                                | Events                            |
| 24 <sup>th</sup> October             | World Development Information Day |
| 10 <sup>th</sup> November            | World Science Day                 |
| 10 <sup>th</sup> December            | Human Rights Day                  |
| 4 <sup>th</sup> January              | World Braille Day                 |
| 17 <sup>th</sup> February            | World Human Spirit Day            |

| FRENCH (Core Schools)                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                        |                           |   |          |   |                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------|---------------------------|---|----------|---|----------------------|
| Book : a. Flambeau Méthode de français -1 (NEP 2020)                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                        | (Subjected to correction) |   |          |   |                      |
| b. Larousse – (Dictionary in French)                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                        |                           |   |          |   |                      |
| General Instructions :                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                        |                           |   |          |   |                      |
| 1. There is a QR Code in every chapter for Pronunciation practice.                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                        |                           |   |          |   |                      |
| 2. Worksheets given in English Learner's Comate (Term-I) will be done in the month of April.                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                        |                           |   |          |   |                      |
| 3. Topic wise <b>Asynchronous tasks</b> in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly. |  |                                                                                                                        |                           |   |          |   |                      |
| Marking pattern for the unit Test as follows - 15 (Written) + 5 (Oral) = 20                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                        |                           |   |          |   |                      |
| HALF YEARLY                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                        |                           |   |          |   |                      |
| Sl. No.                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Name of the Chapter                                                                                                    |                           |   |          |   |                      |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Un grand bonjour de France                                                                                             |                           |   |          |   |                      |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Comme ci comme ça                                                                                                      |                           |   |          |   |                      |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Présente - toi                                                                                                         |                           |   |          |   |                      |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Je, tu et nous                                                                                                         |                           |   |          |   |                      |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Qui est-ce ?                                                                                                           |                           |   |          |   |                      |
| Month & No. of working Days                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Content                                                                                                                |                           |   |          |   |                      |
| April + May<br>24+9<br>= 33 days                                                                                                                                                                                                                                                                                                                                                                                                                |  | L'alphabet français C.W. & H.W. - Worksheets will be done, given in English Learner's Comate (Subjected to correction) |                           |   |          |   |                      |
| A                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Aa - आ                                                                                                                 |                           | J | Jee - जी | S | Ess - एस             |
| B                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Bay - बे                                                                                                               |                           | K | Ka - का  | T | Tay - ते             |
| C                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Say - से                                                                                                               |                           | L | Ell - एल | U | Eu - इयू             |
| D                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Day - दे                                                                                                               |                           | M | Emm - एम | V | Vay - वे             |
| E                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Eu - अ                                                                                                                 |                           | N | Enn - एन | W | Doubl vay - दुब्ल वे |
| F                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Eff - एफफ                                                                                                              |                           | O | O - ओ    | X | Iks - इक्स           |
| G                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Jay - जे                                                                                                               |                           | P | Pay - पे | Y | Igrek - इग्रेक       |
| H                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Aash - आश                                                                                                              |                           | Q | Ku - कुँ | Z | Zed - जेद            |
| I                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Ee - ई                                                                                                                 |                           | R | Err - एर |   |                      |

Les Nombres français : 1 to 20 C.W. & H.W. - Worksheets will be done,  
given in English Learner's Comate (Subjected to correction)

| S. No. | French Word | Pronunciation | English Word |
|--------|-------------|---------------|--------------|
| 1      | Un/une      | अँ / युन      | One          |
| 2      | Deux        | द             | Two          |
| 3      | Trois       | ध्वा          | Three        |
| 4      | Quatre      | कात्र         | Four         |
| 5      | Cinq        | सैंक          | Five         |
| 6      | Six         | सीस           | Six          |
| 7      | Sept        | सेत           | Seven        |
| 8      | Huit        | वीत           | Eight        |
| 9      | Neuf        | नफ            | Nine         |
| 10     | Dix         | दिस           | Ten          |
| 11     | Onze        | ओन्ज़         | Eleven       |
| 12     | Douze       | दूज़          | Twelve       |
| 13     | Treize      | त्रैज़        | Thirteen     |
| 14     | Quatorze    | कैतौर्ज़      | Fourteen     |
| 15     | Quinze      | कैन्ज़        | Fifteen      |
| 16     | Seize       | सैज़          | Sixteen      |
| 17     | Dix-sept    | दी सैत        | Seventeen    |
| 18     | Dix-huit    | दीज़्वीत      | Eighteen     |
| 19     | Dix-neuf    | दीज़ नफ       | Nineteen     |
| 20     | Vingt       | वां           | Twenty       |

Les Salutations : C.W. & H.W. - Worksheets will be done,  
given in English Learner's Comate (Subjected to correction)

| S. No. | French Word      | Pronunciation | English Word         |
|--------|------------------|---------------|----------------------|
| 1      | Bon anniversaire | बॉनानिवैरसैर  | Happy Birthday!      |
| 2      | Bonne année      | बॉनाने        | Happy New Year !     |
| 3      | Joyeux Noël      | ज़्वाये नोएल  | Merry Christmas      |
| 4      | Salut            | साल्यु        | Hello                |
| 5      | Bonjour          | बोंजुर        | Hello / Good Morning |
| 6      | Bonne journée    | बोन जुर्ने    | Have a nice day !    |
| 7      | Bon après-midi   | बोनाप्रैमिदी  | Good afternoon       |
| 8      | Bon soir         | बोस्वार       | Good evening         |
| 9      | Bonne nuit       | बॉन्वी        | Good night           |
| 10     | Au revoir        | ओ रवार        | Good bye             |
| 11     | Bon voyage       | बों वायाज़    | Happy journey !      |

|                                | <div>Ch. 1 Un grand bonjour de France</div> <div>C.W. - Activity : 1, 2, 3, Les Exercices 1,2,3, et Mon Test, Speaking Activity</div> <div>H.W. - Pg. 11,13</div> <div>Les mots nouveaux</div> <table><thead><tr><th></th><th>French word</th><th>Pronunciation</th><th>English Word</th></tr></thead><tbody><tr><td>(1)</td><td>Le vin</td><td>ल वां</td><td>wine</td></tr><tr><td>(2)</td><td>Le fromage</td><td>ल फ्रोमाज</td><td>cheese</td></tr><tr><td>(3)</td><td>Le crêpe</td><td>ल क्रैप</td><td>pancake</td></tr><tr><td>(4)</td><td>La baguette</td><td>ला बागेत</td><td>stick</td></tr><tr><td>(5)</td><td>Le parfum</td><td>ल पारफां</td><td>perfume</td></tr><tr><td>(6)</td><td>La mode</td><td>ला मोद</td><td>fashion</td></tr><tr><td>(7)</td><td>Le fleuve</td><td>ल फ्लव</td><td>river</td></tr><tr><td>(8)</td><td>Le drapeau</td><td>ल द्रापो</td><td>flag</td></tr><tr><td>(9)</td><td>La carte</td><td>ला कार्त</td><td>map</td></tr></tbody></table> |               | French word  | Pronunciation | English Word | (1) | Le vin    | ल वां | wine     | (2) | Le fromage | ल फ्रोमाज | cheese       | (3) | Le crêpe | ल क्रैप | pancake   | (4) | La baguette | ला बागेत | stick | (5) | Le parfum | ल पारफां  | perfume   | (6) | La mode | ला मोद | fashion | (7)           | Le fleuve | ल फ्लव | river | (8) | Le drapeau | ल द्रापो | flag | (9) | La carte | ला कार्त | map | No. of iBLD-1 |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------|---------------|--------------|-----|-----------|-------|----------|-----|------------|-----------|--------------|-----|----------|---------|-----------|-----|-------------|----------|-------|-----|-----------|-----------|-----------|-----|---------|--------|---------|---------------|-----------|--------|-------|-----|------------|----------|------|-----|----------|----------|-----|---------------|
|                                | French word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pronunciation | English Word |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (1)                            | Le vin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ल वां         | wine         |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (2)                            | Le fromage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ल फ्रोमाज     | cheese       |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (3)                            | Le crêpe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ल क्रैप       | pancake      |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (4)                            | La baguette                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ला बागेत      | stick        |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (5)                            | Le parfum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ल पारफां      | perfume      |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (6)                            | La mode                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ला मोद        | fashion      |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (7)                            | Le fleuve                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ल फ्लव        | river        |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (8)                            | Le drapeau                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ल द्रापो      | flag         |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (9)                            | La carte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ला कार्त      | map          |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
|                                | <div>Ch. 2 Comme ci comme ça</div> <div>C.W. - Activity : 1, 2, 3, Les Exercices 1,2,7, et Mon Test, Speaking Activity</div> <div>H.W. - Pg. 22, 24, 25</div> <div>Les mots nouveaux</div> <table><thead><tr><th></th><th>French word</th><th>Pronunciation</th><th>English Word</th></tr></thead><tbody><tr><td>(1)</td><td>au revoir</td><td>ओरवार</td><td>good bye</td></tr><tr><td>(2)</td><td>à bientôt</td><td>आ बियाँतो</td><td>see you soon</td></tr><tr><td>(3)</td><td>merci</td><td>मैर्सी</td><td>thank you</td></tr><tr><td>(4)</td><td>pour</td><td>पुर</td><td>for</td></tr><tr><td>(5)</td><td>comment</td><td>कॅमां</td><td>how; what</td></tr><tr><td>(6)</td><td>Un nid</td><td>अं नी</td><td>nest</td></tr></tbody></table>                                                                                                                                                                                                                              |               | French word  | Pronunciation | English Word | (1) | au revoir | ओरवार | good bye | (2) | à bientôt  | आ बियाँतो | see you soon | (3) | merci    | मैर्सी  | thank you | (4) | pour        | पुर      | for   | (5) | comment   | कॅमां     | how; what | (6) | Un nid  | अं नी  | nest    | No. of iBLD-1 |           |        |       |     |            |          |      |     |          |          |     |               |
|                                | French word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pronunciation | English Word |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (1)                            | au revoir                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ओरवार         | good bye     |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (2)                            | à bientôt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | आ बियाँतो     | see you soon |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (3)                            | merci                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | मैर्सी        | thank you    |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (4)                            | pour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | पुर           | for          |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (5)                            | comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | कॅमां         | how; what    |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (6)                            | Un nid                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | अं नी         | nest         |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| June+July<br>4+27<br>= 31 days | <div>Ch. 3 Présente - toi</div> <div>C.W. - Activity : 1, 2, 3, 4, Les Exercices 1,2,4,5,6,7 et Mon Test, Speaking Act.</div> <div>H.W. - Pg. 33,35</div> <div>Les mots nouveaux</div> <table><thead><tr><th></th><th>French word</th><th>Pronunciation</th><th>English Word</th></tr></thead><tbody><tr><td>(1)</td><td>appeler</td><td>आपले</td><td>to call</td></tr><tr><td>(2)</td><td>et</td><td>ए</td><td>and</td></tr><tr><td>(3)</td><td>où</td><td>ऊ</td><td>where</td></tr><tr><td>(4)</td><td>dans</td><td>दां</td><td>in</td></tr><tr><td>(5)</td><td>un bureau</td><td>अं ब्युरो</td><td>office</td></tr><tr><td>(6)</td><td>avoir</td><td>आवार</td><td>to have</td></tr></tbody></table>                                                                                                                                                                                                                                                                       |               | French word  | Pronunciation | English Word | (1) | appeler   | आपले  | to call  | (2) | et         | ए         | and          | (3) | où       | ऊ       | where     | (4) | dans        | दां      | in    | (5) | un bureau | अं ब्युरो | office    | (6) | avoir   | आवार   | to have | No. of iBLD-1 |           |        |       |     |            |          |      |     |          |          |     |               |
|                                | French word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pronunciation | English Word |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (1)                            | appeler                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | आपले          | to call      |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (2)                            | et                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ए             | and          |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (3)                            | où                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ऊ             | where        |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (4)                            | dans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | दां           | in           |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (5)                            | un bureau                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | अं ब्युरो     | office       |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |
| (6)                            | avoir                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | आवार          | to have      |               |              |     |           |       |          |     |            |           |              |     |          |         |           |     |             |          |       |     |           |           |           |     |         |        |         |               |           |        |       |     |            |          |      |     |          |          |     |               |

June+July  
4+27  
= 31 days

|                      | (7) habiter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | आबिते                    | to live        |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------|-------------|---------------|--------------|------------------|-----------|---------|---------------|-----------|--------|------------|-------|-------|----------------------|--------------------|--------------------------|-----------------|----------|---------|--------------|--------|-------|--------------|----------|-------|--------------|---------|-------|---------------|----------|--------|---------------|--------|-------|----------------|-----------|-------|------------------|-------------|----------|
|                      | (8) Monsieur (M.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | मोस्यु                   | Mister (Mr.)   |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (9) Mademoiselle (Mlle)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | मादम्वॉजैल               | Miss (Ms.)     |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (10) Madame (Mme)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | मादाम                    | Madam (Ma'am)  |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (11) quel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | कैल                      | Which          |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (12) pendant                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | पंदां                    | during         |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (13) saluer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | साल्युए                  | to greet       |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (14) Un jour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | अंजूर                    | day            |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (15) Un matin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | अंमाताँ                  | morning        |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (16) Un après – midi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | आंनाप्रेमिदी             | afternoon      |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (17) Un soir                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | अंस्वार                  | evening        |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (18) Une nuit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | युन नुइ                  | night          |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (19) c'est                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | से                       | this is; it is |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
|                      | (20) dire                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | दीर                      | to say         |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| August<br>25 days    | <div>Ch. 4 Je, tu et nous<div>No. of iBLD-1</div></div> <div>C.W. - Pg. 37, Activity : 1, 2, Les Exercices 1,2,4,7, et Mon Test, Speaking Act.</div> <div>H.W. - Pg. 42, 44</div> <div>Les mots nouveaux<table><tr><th>French word</th><th>Pronunciation</th><th>English Word</th></tr><tr><td>(1) L'Angleterre</td><td>लांग्लतैर</td><td>England</td></tr><tr><td>(2) La France</td><td>ला फ्रांस</td><td>France</td></tr><tr><td>(3) L'Inde</td><td>लैन्द</td><td>India</td></tr><tr><td>(4) Les États – Unis</td><td>ले ज़ेता – ज़्युनी</td><td>United States of America</td></tr><tr><td>(5) L'Allemagne</td><td>लालमान्य</td><td>Germany</td></tr><tr><td>(6) La chine</td><td>ला शीन</td><td>China</td></tr><tr><td>(7) Le Japon</td><td>ल ज़ापों</td><td>Japan</td></tr><tr><td>(8) Le Népal</td><td>ल नेपाल</td><td>Nepal</td></tr><tr><td>(9) Le Canada</td><td>ल कानादा</td><td>Canada</td></tr><tr><td>(10) L'Italie</td><td>लीतालि</td><td>Italy</td></tr><tr><td>(11) L'Espagne</td><td>लेस्पान्य</td><td>Spain</td></tr><tr><td>(12) Le Pakistan</td><td>ल पाकिस्तां</td><td>Pakistan</td></tr></table></div> |                          |                | French word | Pronunciation | English Word | (1) L'Angleterre | लांग्लतैर | England | (2) La France | ला फ्रांस | France | (3) L'Inde | लैन्द | India | (4) Les États – Unis | ले ज़ेता – ज़्युनी | United States of America | (5) L'Allemagne | लालमान्य | Germany | (6) La chine | ला शीन | China | (7) Le Japon | ल ज़ापों | Japan | (8) Le Népal | ल नेपाल | Nepal | (9) Le Canada | ल कानादा | Canada | (10) L'Italie | लीतालि | Italy | (11) L'Espagne | लेस्पान्य | Spain | (12) Le Pakistan | ल पाकिस्तां | Pakistan |
| French word          | Pronunciation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | English Word             |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (1) L'Angleterre     | लांग्लतैर                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | England                  |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (2) La France        | ला फ्रांस                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | France                   |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (3) L'Inde           | लैन्द                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | India                    |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (4) Les États – Unis | ले ज़ेता – ज़्युनी                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | United States of America |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (5) L'Allemagne      | लालमान्य                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Germany                  |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (6) La chine         | ला शीन                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | China                    |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (7) Le Japon         | ल ज़ापों                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Japan                    |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (8) Le Népal         | ल नेपाल                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Nepal                    |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (9) Le Canada        | ल कानादा                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Canada                   |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (10) L'Italie        | लीतालि                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Italy                    |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (11) L'Espagne       | लेस्पान्य                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spain                    |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |
| (12) Le Pakistan     | ल पाकिस्तां                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pakistan                 |                |             |               |              |                  |           |         |               |           |        |            |       |       |                      |                    |                          |                 |          |         |              |        |       |              |          |       |              |         |       |               |          |        |               |        |       |                |           |       |                  |             |          |

No. of iBLD-1

|                    | (13) Le Pronom<br>(14) rappeler<br>(15) être                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ल प्रोनोम<br>रापले<br>एत्र     | Pronoun<br>to call back<br>to be |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
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| Sept.24 days       | <div>Ch. 5 Qui est-ce ?<div>C.W. - Activity : 1, 2, 3, Les Exercices 1,2,5,6,8,9 et Mon Test, Speaking Activity</div><div>H.W. - Pg. 54,56</div><div>Les mots nouveaux</div><table><thead><tr><th></th><th>French word</th><th>Pronunciation</th><th>English Word</th></tr></thead><tbody><tr><td>(1)</td><td>Musicien - Musicienne</td><td>म्युज़िसियां / म्युज़िसियेन</td><td>Musician</td></tr><tr><td>(2)</td><td>Danseur – Danseuse</td><td>दाँसर, दाँसज़</td><td>Danser</td></tr><tr><td>(3)</td><td>Vendeur – Vendeuse</td><td>वाँदर, वांदज़</td><td>Seller</td></tr><tr><td>(4)</td><td>Acteur; Actrice</td><td>आक्टर, आक्त्रीस</td><td>Actor; Actress</td></tr><tr><td>(5)</td><td>Journaliste</td><td>जुरनालिस्त</td><td>Journalist</td></tr><tr><td>(6)</td><td>Élève</td><td>एलैव</td><td>Pupil</td></tr><tr><td>(7)</td><td>Professeur</td><td>प्रोफेस्यूर</td><td>Teacher</td></tr><tr><td>(8)</td><td>Médecin</td><td>मेदसाँ</td><td>Doctor</td></tr><tr><td>(9)</td><td>Camarade</td><td>कामाराद</td><td>Friend</td></tr><tr><td>(10)</td><td>Mécanicien – Mécanicienne</td><td>मेकानिसियां, मेकानिसियेन</td><td>Mechanic</td></tr><tr><td>(11)</td><td>Informaticien – Informaticienne</td><td>एंफारमातिसियाँ, एंफारमातिसियेन</td><td>Computer scientist</td></tr><tr><td>(12)</td><td>Coiffeur – Coffeuse</td><td>क्वाफर, क्वाफज़</td><td>Hair dresser</td></tr><tr><td>(13)</td><td>Directeur – Directrice</td><td>दिरैक्टर, दिरैक्त्रीस</td><td>Director</td></tr><tr><td>(14)</td><td>Chanteur – Chanteuse</td><td>शाँतर, शातँज</td><td>Singer</td></tr><tr><td>(15)</td><td>Spectateur – Spectatrice</td><td>स्पैक्तातर, स्पैक्तात्रीस</td><td>Spectator</td></tr></tbody></table></div> |                                |                                  |         | French word         | Pronunciation | English Word            | (1) | Musicien - Musicienne | म्युज़िसियां / म्युज़िसियेन | Musician      | (2) | Danseur – Danseuse | दाँसर, दाँसज़ | Danser     | (3)           | Vendeur – Vendeuse | वाँदर, वांदज़ | Seller | (4) | Acteur; Actrice | आक्टर, आक्त्रीस | Actor; Actress | (5) | Journaliste | जुरनालिस्त | Journalist | (6) | Élève | एलैव | Pupil | (7) | Professeur | प्रोफेस्यूर | Teacher | (8) | Médecin | मेदसाँ | Doctor | (9) | Camarade | कामाराद | Friend | (10) | Mécanicien – Mécanicienne | मेकानिसियां, मेकानिसियेन | Mechanic | (11) | Informaticien – Informaticienne | एंफारमातिसियाँ, एंफारमातिसियेन | Computer scientist | (12) | Coiffeur – Coffeuse | क्वाफर, क्वाफज़ | Hair dresser | (13) | Directeur – Directrice | दिरैक्टर, दिरैक्त्रीस | Director | (14) | Chanteur – Chanteuse | शाँतर, शातँज | Singer | (15) | Spectateur – Spectatrice | स्पैक्तातर, स्पैक्तात्रीस | Spectator | No. of iBLD-1 |
|                    | French word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Pronunciation                  | English Word                     |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (1)                | Musicien - Musicienne                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | म्युज़िसियां / म्युज़िसियेन    | Musician                         |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (2)                | Danseur – Danseuse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | दाँसर, दाँसज़                  | Danser                           |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (3)                | Vendeur – Vendeuse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | वाँदर, वांदज़                  | Seller                           |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (4)                | Acteur; Actrice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | आक्टर, आक्त्रीस                | Actor; Actress                   |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (5)                | Journaliste                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | जुरनालिस्त                     | Journalist                       |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (6)                | Élève                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | एलैव                           | Pupil                            |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (7)                | Professeur                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | प्रोफेस्यूर                    | Teacher                          |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (8)                | Médecin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | मेदसाँ                         | Doctor                           |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (9)                | Camarade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | कामाराद                        | Friend                           |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (10)               | Mécanicien – Mécanicienne                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | मेकानिसियां, मेकानिसियेन       | Mechanic                         |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (11)               | Informaticien – Informaticienne                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | एंफारमातिसियाँ, एंफारमातिसियेन | Computer scientist               |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (12)               | Coiffeur – Coffeuse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | क्वाफर, क्वाफज़                | Hair dresser                     |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (13)               | Directeur – Directrice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | दिरैक्टर, दिरैक्त्रीस          | Director                         |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (14)               | Chanteur – Chanteuse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | शाँतर, शातँज                   | Singer                           |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| (15)               | Spectateur – Spectatrice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | स्पैक्तातर, स्पैक्तात्रीस      | Spectator                        |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
|                    | Revision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |                                  |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
| October<br>18 days | <div>ANNUALS<table><thead><tr><th>Sl. No.</th><th>Name of the Chapter</th></tr></thead><tbody><tr><td>1</td><td>Le projet de la semaine</td></tr><tr><td>2</td><td>Le salle de jeux</td></tr><tr><td>3</td><td>J'ai des skis</td></tr><tr><td>4</td><td>Je suis né</td></tr><tr><td>5</td><td>Ma famille</td></tr></tbody></table></div> <div>Ch. 6 Le projet de la semaine<div>C.W. - Activity : 1,2, 3, Les Exercices 1,5,6,7, et Mon Test, Speaking Activity</div><div>H.W. - Pg. 68, 70</div><div>Les mots nouveaux</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                |                                  | Sl. No. | Name of the Chapter | 1             | Le projet de la semaine | 2   | Le salle de jeux      | 3                           | J'ai des skis | 4   | Je suis né         | 5             | Ma famille | No. of iBLD-1 |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
|                    | Sl. No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Name of the Chapter            |                                  |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
|                    | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Le projet de la semaine        |                                  |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
|                    | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Le salle de jeux               |                                  |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
|                    | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | J'ai des skis                  |                                  |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
|                    | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Je suis né                     |                                  |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |
|                    | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Ma famille                     |                                  |         |                     |               |                         |     |                       |                             |               |     |                    |               |            |               |                    |               |        |     |                 |                 |                |     |             |            |            |     |       |      |       |     |            |             |         |     |         |        |        |     |          |         |        |      |                           |                          |          |      |                                 |                                |                    |      |                     |                 |              |      |                        |                       |          |      |                      |              |        |      |                          |                           |           |               |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <table><tr><th>French word</th><th>Pronunciation</th><th>English Word</th></tr><tr><td>(1) seulement</td><td>सलमाँ</td><td>only</td></tr><tr><td>(2) théâtre</td><td>तेआत्र</td><td>theatre</td></tr><tr><td>(3) piscine</td><td>पीसीन</td><td>swimming pool</td></tr><tr><td>(4) Un lapin</td><td>अं लापाँ</td><td>rabbit</td></tr><tr><td>(5) Un âne</td><td>अंनान</td><td>donkey</td></tr><tr><td>(6) Un serpent</td><td>अं सैरपाँ</td><td>snake</td></tr><tr><td>(7) laid(e)</td><td>लै, लैद</td><td>ugly</td></tr><tr><td>(8) Un oiseau</td><td>अं न्वाज़ो</td><td>bird</td></tr><tr><td>(9) intelligent(e)</td><td>अँतैलिजाँ, अँतैलिजाँ</td><td>intelligent</td></tr><tr><td>(10) beau; belle</td><td>बो; बेल</td><td>handsome; beautiful</td></tr><tr><td>(11) mince</td><td>मांस</td><td>thin; slim</td></tr><tr><td>(12) méchant(e)</td><td>मेशाँ; मेशाँत</td><td>naughty</td></tr><tr><td>(13) gentil - gentille</td><td>जाँती, जाँतीय</td><td>nice; kind</td></tr><tr><td>(14) petit(e)</td><td>पती, पतीत</td><td>small; little</td></tr><tr><td>(15) Un homme</td><td>अनाँम</td><td>man</td></tr><tr><td>(16) Une femme</td><td>युन फाम</td><td>woman</td></tr><tr><td>(17) Une fille</td><td>युन फिय</td><td>daughter</td></tr><tr><td>(18) Un fils</td><td>अंफिस</td><td>son</td></tr><tr><td>(19) Un garçon</td><td>अं गारसों</td><td>boy</td></tr><tr><td>(20) Un enfant</td><td>अँनाफाँ</td><td>child</td></tr></table> | French word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pronunciation | English Word    | (1) seulement | सलमाँ           | only        | (2) théâtre | तेआत्र      | theatre       | (3) piscine | पीसीन         | swimming pool  | (4) Un lapin | अं लापाँ       | rabbit       | (5) Un âne | अंनान        | donkey          | (6) Un serpent | अं सैरपाँ       | snake          | (7) laid(e) | लै, लैद        | ugly            | (8) Un oiseau | अं न्वाज़ो      | bird                       | (9) intelligent(e) | अँतैलिजाँ, अँतैलिजाँ       | intelligent              | (10) beau; belle | बो; बेल                  | handsome; beautiful | (11) mince | मांस | thin; slim | (12) méchant(e) | मेशाँ; मेशाँत | naughty | (13) gentil - gentille | जाँती, जाँतीय | nice; kind | (14) petit(e) | पती, पतीत | small; little | (15) Un homme | अनाँम | man | (16) Une femme | युन फाम | woman | (17) Une fille | युन फिय | daughter | (18) Un fils | अंफिस | son | (19) Un garçon | अं गारसों | boy | (20) Un enfant | अँनाफाँ | child |  |
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| French word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pronunciation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | English Word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (1) seulement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | सलमाँ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (2) théâtre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | तेआत्र                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | theatre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (3) piscine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | पीसीन                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | swimming pool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (4) Un lapin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | अं लापाँ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | rabbit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (5) Un âne                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | अंनान                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | donkey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (6) Un serpent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | अं सैरपाँ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | snake                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (7) laid(e)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | लै, लैद                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ugly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (8) Un oiseau                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | अं न्वाज़ो                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | bird                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (9) intelligent(e)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | अँतैलिजाँ, अँतैलिजाँ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | intelligent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (10) beau; belle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | बो; बेल                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | handsome; beautiful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (11) mince                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | मांस                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | thin; slim                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (12) méchant(e)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | मेशाँ; मेशाँत                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | naughty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (13) gentil - gentille                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | जाँती, जाँतीय                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | nice; kind                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (14) petit(e)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | पती, पतीत                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | small; little                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (15) Un homme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | अनाँम                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | man                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (16) Une femme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | युन फाम                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | woman                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (17) Une fille                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | युन फिय                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | daughter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (18) Un fils                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | अंफिस                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | son                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (19) Un garçon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | अं गारसों                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | boy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (20) Un enfant                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | अँनाफाँ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | child                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| November<br>24 days                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <table><tr><td><b>Ch. 7 Le salle de jeux</b><br/><b>C.W. - Activity : 1, 2, 3, 4, Les Exercices 2,3,4,6, et Mon Test, Speaking Activity</b><br/><b>H.W. - Pg. 78,80</b><br/><b>Les mots nouveaux</b><table><tr><th>French word</th><th>Pronunciation</th><th>English Word</th></tr><tr><td>(1) Une horloge</td><td>युन ओर्लोज</td><td>a clock</td></tr><tr><td>(2) Un vélo</td><td>अं वेलो</td><td>a cycle</td></tr><tr><td>(3) Une radio</td><td>युन रादियो</td><td>a radio</td></tr><tr><td>(4) Des jouets</td><td>दे जुए</td><td>toys</td></tr><tr><td>(5) Un robot</td><td>अं रोबो</td><td>robot</td></tr><tr><td>(6) Un aquarium</td><td>अंनाक्वारियम</td><td>acquarium</td></tr><tr><td>(7) Un poisson</td><td>अंप्वासों</td><td>fish</td></tr><tr><td>(8) Un nounours</td><td>अंनुनुस</td><td>teddy bear</td></tr><tr><td>(9) Des patins à roulettes</td><td>दे पातँ आ रुलैत</td><td>roller skating</td></tr></table></td><td><div>No. of iBLD-1</div></td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Ch. 7 Le salle de jeux</b><br><b>C.W. - Activity : 1, 2, 3, 4, Les Exercices 2,3,4,6, et Mon Test, Speaking Activity</b><br><b>H.W. - Pg. 78,80</b><br><b>Les mots nouveaux</b> <table><tr><th>French word</th><th>Pronunciation</th><th>English Word</th></tr><tr><td>(1) Une horloge</td><td>युन ओर्लोज</td><td>a clock</td></tr><tr><td>(2) Un vélo</td><td>अं वेलो</td><td>a cycle</td></tr><tr><td>(3) Une radio</td><td>युन रादियो</td><td>a radio</td></tr><tr><td>(4) Des jouets</td><td>दे जुए</td><td>toys</td></tr><tr><td>(5) Un robot</td><td>अं रोबो</td><td>robot</td></tr><tr><td>(6) Un aquarium</td><td>अंनाक्वारियम</td><td>acquarium</td></tr><tr><td>(7) Un poisson</td><td>अंप्वासों</td><td>fish</td></tr><tr><td>(8) Un nounours</td><td>अंनुनुस</td><td>teddy bear</td></tr><tr><td>(9) Des patins à roulettes</td><td>दे पातँ आ रुलैत</td><td>roller skating</td></tr></table> | French word   | Pronunciation   | English Word  | (1) Une horloge | युन ओर्लोज  | a clock     | (2) Un vélo | अं वेलो       | a cycle     | (3) Une radio | युन रादियो     | a radio      | (4) Des jouets | दे जुए       | toys       | (5) Un robot | अं रोबो         | robot          | (6) Un aquarium | अंनाक्वारियम   | acquarium   | (7) Un poisson | अंप्वासों       | fish          | (8) Un nounours | अंनुनुस                    | teddy bear         | (9) Des patins à roulettes | दे पातँ आ रुलैत          | roller skating   | <div>No. of iBLD-1</div> |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| <b>Ch. 7 Le salle de jeux</b><br><b>C.W. - Activity : 1, 2, 3, 4, Les Exercices 2,3,4,6, et Mon Test, Speaking Activity</b><br><b>H.W. - Pg. 78,80</b><br><b>Les mots nouveaux</b> <table><tr><th>French word</th><th>Pronunciation</th><th>English Word</th></tr><tr><td>(1) Une horloge</td><td>युन ओर्लोज</td><td>a clock</td></tr><tr><td>(2) Un vélo</td><td>अं वेलो</td><td>a cycle</td></tr><tr><td>(3) Une radio</td><td>युन रादियो</td><td>a radio</td></tr><tr><td>(4) Des jouets</td><td>दे जुए</td><td>toys</td></tr><tr><td>(5) Un robot</td><td>अं रोबो</td><td>robot</td></tr><tr><td>(6) Un aquarium</td><td>अंनाक्वारियम</td><td>acquarium</td></tr><tr><td>(7) Un poisson</td><td>अंप्वासों</td><td>fish</td></tr><tr><td>(8) Un nounours</td><td>अंनुनुस</td><td>teddy bear</td></tr><tr><td>(9) Des patins à roulettes</td><td>दे पातँ आ रुलैत</td><td>roller skating</td></tr></table> | French word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Pronunciation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | English Word  | (1) Une horloge | युन ओर्लोज    | a clock         | (2) Un vélo | अं वेलो     | a cycle     | (3) Une radio | युन रादियो  | a radio       | (4) Des jouets | दे जुए       | toys           | (5) Un robot | अं रोबो    | robot        | (6) Un aquarium | अंनाक्वारियम   | acquarium       | (7) Un poisson | अंप्वासों   | fish           | (8) Un nounours | अंनुनुस       | teddy bear      | (9) Des patins à roulettes | दे पातँ आ रुलैत    | roller skating             | <div>No. of iBLD-1</div> |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| French word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pronunciation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | English Word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (1) Une horloge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | युन ओर्लोज                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | a clock                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (2) Un vélo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | अं वेलो                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | a cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (3) Une radio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | युन रादियो                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | a radio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (4) Des jouets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | दे जुए                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | toys                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (5) Un robot                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | अं रोबो                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | robot                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (6) Un aquarium                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | अंनाक्वारियम                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | acquarium                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (7) Un poisson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | अंप्वासों                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | fish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (8) Un nounours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | अंनुनुस                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | teddy bear                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |
| (9) Des patins à roulettes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | दे पातँ आ रुलैत                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | roller skating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               |                 |               |                 |             |             |             |               |             |               |                |              |                |              |            |              |                 |                |                 |                |             |                |                 |               |                 |                            |                    |                            |                          |                  |                          |                     |            |      |            |                 |               |         |                        |               |            |               |           |               |               |       |     |                |         |       |                |         |          |              |       |     |                |           |     |                |         |       |  |

No. of iBLD-1

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|                     | (10) Une chaise<br>(11) Un train<br>(12) Une table<br>(13) Un téléphone<br>(14) Dans<br>(15) Des étudiants<br>(16) Une cartable<br>(17) L'immeuble<br>(18) La robe<br>(19) Le manteau<br>(20) La moto<br>(21) La maison<br>(22) Le chemisier<br>(23) La jupe<br>(24) La voiture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | युन शैज़<br>अं त्रैं<br>युन ताब्ल<br>अं तेलेफोन<br>दाँ<br>दे ज़ेत्युदियाँ<br>युन कार्ताब्ल<br>लिमॉब्ल<br>ला रोब<br>ला मँतो<br>ला मोतो<br>ला मैज़ों<br>ल शमिज़िए<br>ला ज्युप<br>ला वात्युर | chair<br>train<br>table<br>telephone<br>in<br>students<br>schoolbag<br>building<br>dress<br>coat<br>motorbike<br>house<br>shirt (female)<br>skirt<br>car |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| December<br>25 days | <b>Ch. 8 J'ai des skis</b><br><b>C.W. - Activity : 1, 2, Les Exercices 1,2,3,4,5, et Mon Test, Speaking Activity</b><br><b>H.W. - Pg. 88, 90</b><br><b>Les mots nouveaux</b> <table><tr><td><b>French word</b></td><td><b>Pronunciation</b></td><td><b>English Word</b></td></tr><tr><td>(1) Des raquettes</td><td>दे राकेत</td><td>racket</td></tr><tr><td>(2) Des skis</td><td>दे स्की</td><td>skiing</td></tr><tr><td>(3) Des gants</td><td>देगाँ</td><td>gloves</td></tr><tr><td>(4) La motoneige</td><td>ला मोतोनेज</td><td>snow bike</td></tr><tr><td>(5) Des bonnets</td><td>देबोनेत्त</td><td>(woollen) caps</td></tr><tr><td>(6) Une écharpe</td><td>युन एशार्प</td><td>scarf</td></tr><tr><td>(7) Aussi</td><td>ओसी</td><td>also</td></tr><tr><td>(8) Des invités</td><td>दे जंबीते</td><td>guests</td></tr><tr><td>(9) Un(e) ami(e)</td><td>अंनामी (युनामी)</td><td>friend</td></tr><tr><td>(10) Un cadeau</td><td>अं कादो</td><td>gift</td></tr><tr><td>(11) Sapin</td><td>सापँ</td><td>fir tree</td></tr><tr><td>(12) La fête</td><td>ला फ़ैत</td><td>festival</td></tr></table> |                                                                                                                                                                                           |                                                                                                                                                          | <b>French word</b> | <b>Pronunciation</b> | <b>English Word</b> | (1) Des raquettes | दे राकेत | racket | (2) Des skis | दे स्की | skiing | (3) Des gants | देगाँ | gloves | (4) La motoneige | ला मोतोनेज | snow bike | (5) Des bonnets | देबोनेत्त | (woollen) caps | (6) Une écharpe | युन एशार्प | scarf | (7) Aussi | ओसी | also | (8) Des invités | दे जंबीते | guests | (9) Un(e) ami(e) | अंनामी (युनामी) | friend | (10) Un cadeau | अं कादो | gift | (11) Sapin | सापँ | fir tree | (12) La fête | ला फ़ैत | festival |
| <b>French word</b>  | <b>Pronunciation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>English Word</b>                                                                                                                                                                       |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (1) Des raquettes   | दे राकेत                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | racket                                                                                                                                                                                    |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (2) Des skis        | दे स्की                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | skiing                                                                                                                                                                                    |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (3) Des gants       | देगाँ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | gloves                                                                                                                                                                                    |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (4) La motoneige    | ला मोतोनेज                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | snow bike                                                                                                                                                                                 |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (5) Des bonnets     | देबोनेत्त                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | (woollen) caps                                                                                                                                                                            |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (6) Une écharpe     | युन एशार्प                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | scarf                                                                                                                                                                                     |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (7) Aussi           | ओसी                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | also                                                                                                                                                                                      |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (8) Des invités     | दे जंबीते                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | guests                                                                                                                                                                                    |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (9) Un(e) ami(e)    | अंनामी (युनामी)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | friend                                                                                                                                                                                    |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (10) Un cadeau      | अं कादो                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | gift                                                                                                                                                                                      |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (11) Sapin          | सापँ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | fir tree                                                                                                                                                                                  |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| (12) La fête        | ला फ़ैत                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | festival                                                                                                                                                                                  |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |
| Jan.<br>23 days     | <b>Ch. 9 Je suis né</b><br><b>C.W. - Activity : 1, 2, Les Exercices 1,3,5, et Mon Test, Speaking Activity</b><br><b>Pg. 95 (Complète avec les nombres cardinaux)</b><br><b>H.W. - Pg. 98, 100</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                           |                                                                                                                                                          |                    |                      |                     |                   |          |        |              |         |        |               |       |        |                  |            |           |                 |           |                |                 |            |       |           |     |      |                 |           |        |                  |                 |        |                |         |      |            |      |          |              |         |          |

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|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------|
|                                  | <b>Les mots nouveaux</b><br><b>French word</b><br>(1) naître<br>(2) Les mois<br>(3) quand<br>(4) anniversaire                                                                                                                                                                                                                   | <b>Pronunciation</b><br>नैत्र<br>लेम्वा<br>काँ<br>आनिवैर्सर | <b>English Word</b><br>to be born<br>months<br>when<br>birthday |
| Feb + Mar.<br>21+22<br>= 43 days | <b>Ch. 10 Ma famille</b><br><b>C.W. - Activity : 1, 2, 3, 4 &amp; 5, Les Exercices 1,2,3,5,6, et Mon Test, Speaking Activity</b><br><b>H.W. - Pg. 110, 112</b><br><b>Les mots nouveaux</b><br><b>French word</b><br>(1) Membres<br>(2) Grands parents<br>(3) Parents<br>(4) Frère<br>(5) Femme au foyer<br>(6) Homme d'affaires |                                                             |                                                                 |
|                                  | <b>Pronunciation</b><br>मॉम्ब्र<br>घ्रां पारां<br>पारां<br>फ्रैर<br>फाम ओ फ्वाइए<br>औम दाफैर                                                                                                                                                                                                                                    |                                                             |                                                                 |
|                                  | <b>English Word</b><br>members<br>grand parents<br>parents<br>brother<br>house wife<br>business man                                                                                                                                                                                                                             |                                                             |                                                                 |
|                                  | <b>Revision</b>                                                                                                                                                                                                                                                                                                                 |                                                             |                                                                 |

#### Les phrases pour conversation

|                                                                                                   |                                                                                                                   |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1. Excusez - moi, s'il vous plaît !<br>एक्सकुज् मे म्वा सिल वू प्लै!<br>Excuse – me, please !     | 2. Je suis désolé(e).<br>ज स्वी देजोले।<br>I am sorry.                                                            |
| 3. Je ne comprends pas.<br>ज़ न कोंप्रां पा।<br>I do not understand.                              | 4. Répétez, s'il vous plaît !<br>रेपेते, सिल वू प्लै!<br>Please, repeat !                                         |
| 5. Je comprends.<br>ज़ कोंप्रां।<br>I understand.                                                 | 6. C'est facile.<br>से फ़ासिल।<br>It's easy.                                                                      |
| 7. Ça ne fait rien.<br>सा न फै रियां।<br>It does not matter.                                      | 8. Est-ce que je peux aller aux toilettes ?<br>एस्क ज़ प आले ओ त्वालेत्त?<br>May I go to the wash-room ?          |
| 9. Est-ce que je peux boire de leau ?<br>एस्क ज़ प ब्वाइर द लो?<br>May I drink water ?            | 10. Est-ce que je peux remplir la bouteille d'eau ?<br>एस्क ज़ प रँप्लीर ला बूतई दो?<br>May I fill water bottle ? |
| 11. Asseyez vous.<br>आसैइये वू।<br>Sit down.                                                      | 12. Levez – vous.<br>लवेवू।<br>Stand – up.                                                                        |
| 13. Taisez – vous !<br>तेजे – वू!<br>Keep quiet !                                                 | 14. Ouvrez le livre !<br>उव्रे ल लीव्र!<br>Open the book!                                                         |
| 15. On va commencer la leçon – 1.<br>ओ वा कमांसे ला लेंसों अं।<br>We are going to start lesson 1. |                                                                                                                   |

**Note :** To inculcate conversational skills amongst students. List of few general conversation is given above child should practice it regularly to develop their French conversation skills. It is subjected to examination.

| <p style="text-align: center;"><b>संस्कृत</b><br/> <b>पाठ्यपुस्तक – सुप्रभातम् – 5 संस्कृत पाठमाला (App 24x7) (कॉरडोवा पब्लिकेशंस)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
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| <p>1. कार्य-पुस्तिका – एक व्याकरण के लिए (जाँची जाएगी)<br/> 2. पाठ से सम्बन्धित सभी मौखिक अभ्यास कक्षा में कराए जाएँगे।<br/> 3. 'सुप्रभातम्' पुस्तक के साथ दी गई सी.डी. दिखाई जाएगी।<br/> 4. व्याकरण से सम्बन्धित सभी अभ्यास कार्य-पुस्तिका में कराए जाएँगे।<br/> 5. सभी लिखित एवं रचनात्मक कार्य पुस्तक में ही कराए एवं जाँचे जाएँगे।<br/> 6. विभिन्न प्रकार (आडियो/वीडियो/पाठ/ग्राफिक्स उपन्यास इत्यादि) में विषयवार अतुल्यकालिक कार्यों (Asynchronous tasks) को गूगल कक्षाओं में साझा किया जाएगा।<br/> छात्रों से अपेक्षा की जाती है कि वे उनके माध्यम से जाएँ और इसे गृह कार्य की तरह करें, जैसा कि सम्बन्धित शिक्षकों द्वारा विषय की अवधारणाओं/समझ को बढ़ाने के निर्देश दिए गए हैं। विस्तारित अतुल्यकालिक कार्यों (Asynchronous tasks) शिक्षकों द्वारा कक्षाओं में लिया जाएगा, इसलिए उन्हें नियमित रूप से किया जाना महत्वपूर्ण है।<br/> 7. अंक विभाजन – प्रत्येक इकाई परीक्षा कुल 20 अंकों की होगी। इसमें 15 अंक लिखित मूल्यांकन तथा 5 अंक मौखिक मूल्यांकन के लिए निर्धारित किए गए हैं।</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| महीने का नाम                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | अर्द्धवार्षिक पाठ्यक्रम                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <table> <tr> <th>Sl. No.</th><th>Name of the Chapter</th><th>No. of iBLDs</th></tr> <tr><td>1.</td><td>संस्कृत-वर्णमाला</td><td>1</td></tr> <tr><td>2.</td><td>वर्णसंयोगः विच्छेदः</td><td>1</td></tr> <tr><td>3.</td><td>अकारान्त – पुल्लिङ्ग-शब्दाः</td><td>1</td></tr> <tr><td>4.</td><td>संख्याज्ञानम् (गिनती)</td><td>--</td></tr> <tr><td>5.</td><td>आकारान्त – स्त्रीलिङ्ग-शब्दाः</td><td>1</td></tr> <tr><td>6.</td><td>शब्दरूप</td><td>-</td></tr> <tr><td>7.</td><td>धातुरूप</td><td>-</td></tr> <tr><td>8.</td><td>शरीर-अंग-ज्ञानम् (शरीर के अंगों के नाम)</td><td>-</td></tr> <tr><td>9.</td><td>फलानां नामानि (फलों के नाम)</td><td>-</td></tr> <tr><td>10.</td><td>नपुंसकलिङ्ग-शब्दाः</td><td>1</td></tr> <tr><td>11.</td><td>वचनानि</td><td>1</td></tr> </table> | Sl. No.         | Name of the Chapter | No. of iBLDs | 1. | संस्कृत-वर्णमाला | 1 | 2. | वर्णसंयोगः विच्छेदः | 1 | 3. | अकारान्त – पुल्लिङ्ग-शब्दाः | 1 | 4. | संख्याज्ञानम् (गिनती) | -- | 5. | आकारान्त – स्त्रीलिङ्ग-शब्दाः | 1 | 6. | शब्दरूप | - | 7. | धातुरूप | - | 8. | शरीर-अंग-ज्ञानम् (शरीर के अंगों के नाम) | - | 9. | फलानां नामानि (फलों के नाम) | - | 10. | नपुंसकलिङ्ग-शब्दाः | 1 | 11. | वचनानि | 1 |  |
| Sl. No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Name of the Chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | No. of iBLDs    |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | संस्कृत-वर्णमाला                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1               |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | वर्णसंयोगः विच्छेदः                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1               |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | अकारान्त – पुल्लिङ्ग-शब्दाः                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1               |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | संख्याज्ञानम् (गिनती)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | --              |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 5.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | आकारान्त – स्त्रीलिङ्ग-शब्दाः                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1               |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 6.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | शब्दरूप                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | -               |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 7.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | धातुरूप                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | -               |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 8.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | शरीर-अंग-ज्ञानम् (शरीर के अंगों के नाम)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | -               |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 9.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | फलानां नामानि (फलों के नाम)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | -               |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 10.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | नपुंसकलिङ्ग-शब्दाः                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1               |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| 11.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | वचनानि                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1               |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p style="text-align: center;">मौखिक पाठ्यक्रम</p> <p>1. स्वपरिचय (अपना नाम, पिता का नाम, कक्षा व विद्यालय)<br/> 2. एक श्लोक का शुद्धोच्चारण।<br/> 3. संख्याज्ञानम् (एक से दस तक गिनती )<br/> 4. शब्द रूप (बालक)    5. शरीर अंग ज्ञानम् ।    6. फलानां नामानि ।</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |
| अप्रैल+मई<br>24+9<br>=33 दिन                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | पाठ 1- संस्कृत-वर्णमाला<br>कक्षाकार्य – मौखिकः – अभ्यास में दिये वर्णों का शुद्ध उच्चारण कराया जाएगा।<br>लिखितः – प्र0सं0 1 से 5 तक। (पुस्तक में)<br>गृहकार्य – रचनात्मकः अभ्यासः। (पुस्तक में)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | [No. of iBLD-1] |                     |              |    |                  |   |    |                     |   |    |                             |   |    |                       |    |    |                               |   |    |         |   |    |         |   |    |                                         |   |    |                             |   |     |                    |   |     |        |   |  |

| Month &<br>No. of<br>working day | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         |                        |                         |    |    |          |    |     |         |    |       |          |    |      |         |    |      |          |    |       |         |
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|                                  | <div>पाठ 2— वर्णसंयोगः विच्छेदः<div>No. of iBLD-1</div></div> <div>कक्षाकार्य – मौखिकः – (1) अभ्यास में दिये संयुक्त वर्णों का शुद्ध उच्चारण कराया जाएगा ।<br/>(2) अभ्यास में दिये गए शुद्ध शब्दों का उच्चारण करके अर्थ बोलने का अभ्यास कराया जाएगा ।</div> <div>लिखितः – प्र0सं0 1 से 7 तक । (पुस्तक में)</div> <div>गृहकार्य – रचनात्मकः अभ्यासः । (पुस्तक में)</div> <div>शब्दरूप— बालक (अकारान्त पुल्लिंग) (पृ0 सं0 80) सभी विभक्तियों तथा वचनों का मौखिक एवं लिखित अभ्यास कराया जाएगा ।</div> <div>संख्याज्ञानम् (गिनती – एक से दस तक) पृ0 सं0 64 और 65 (मौखिक एवं लिखित अभ्यास कराया जाएगा ।)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                         |    |    |          |    |     |         |    |       |          |    |      |         |    |      |          |    |       |         |
| जून+जुलाई<br>4+27<br>=31 दिन     | <div>पाठ 3— अकारान्त – पुल्लिंग – शब्दाः<div>No. of iBLD-1</div></div> <div>कक्षाकार्य – मौखिकः – अभ्यास में दिये शब्दों का शुद्ध उच्चारण कराया जाएगा ।</div> <div>लिखितः – प्र0सं0 1 से 5 तक । (पुस्तक में)</div> <div>गृहकार्य – रचनात्मकः अभ्यासः । (पुस्तक में)</div> <div>पाठ 4— आकारान्त – स्त्रीलिंग – शब्दाः<div>No. of iBLD-1</div></div> <div>कक्षाकार्य— मौखिकः – (1,2) अभ्यास में दिये गये शब्दों का शुद्ध उच्चारण कराया जाएगा ।</div> <div>लिखितः – प्र0सं0 1 से 4 तक । (पुस्तक में)</div> <div>गृहकार्य – रचनात्मकः अभ्यासः । (पुस्तक में)</div> <div>धातुरूप— पठ् धातु – लट्लकार में (पृ0 सं0 83) सभी पुरुषों एवं वचनों का मौखिक एवं लिखित अभ्यास कराया जाएगा ।</div> <div>शरीर—अंग—ज्ञानम् – केशः से पादः तक (पृ0 सं0 63) मौखिक एवं लिखित अभ्यास कराया जाएगा ।</div> <div>फलानां नामानि – (फलों के नाम) मौखिक एवं लिखित अभ्यास कराया जाएगा ।</div> <table><tr><th>क्र0सं0</th><th>हिन्दी में फलों के नाम</th><th>संस्कृत में फलों के नाम</th></tr><tr><td>1.</td><td>आम</td><td>आम्रफलम्</td></tr><tr><td>2.</td><td>सेब</td><td>सेवफलम्</td></tr><tr><td>3.</td><td>अंगूर</td><td>द्राक्षा</td></tr><tr><td>4.</td><td>अनार</td><td>दाडिमम्</td></tr><tr><td>5.</td><td>केला</td><td>कदलीफलम्</td></tr><tr><td>6.</td><td>संतरा</td><td>नारंगम्</td></tr></table> | क्र0सं0                 | हिन्दी में फलों के नाम | संस्कृत में फलों के नाम | 1. | आम | आम्रफलम् | 2. | सेब | सेवफलम् | 3. | अंगूर | द्राक्षा | 4. | अनार | दाडिमम् | 5. | केला | कदलीफलम् | 6. | संतरा | नारंगम् |
| क्र0सं0                          | हिन्दी में फलों के नाम                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | संस्कृत में फलों के नाम |                        |                         |    |    |          |    |     |         |    |       |          |    |      |         |    |      |          |    |       |         |
| 1.                               | आम                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | आम्रफलम्                |                        |                         |    |    |          |    |     |         |    |       |          |    |      |         |    |      |          |    |       |         |
| 2.                               | सेब                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | सेवफलम्                 |                        |                         |    |    |          |    |     |         |    |       |          |    |      |         |    |      |          |    |       |         |
| 3.                               | अंगूर                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | द्राक्षा                |                        |                         |    |    |          |    |     |         |    |       |          |    |      |         |    |      |          |    |       |         |
| 4.                               | अनार                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | दाडिमम्                 |                        |                         |    |    |          |    |     |         |    |       |          |    |      |         |    |      |          |    |       |         |
| 5.                               | केला                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | कदलीफलम्                |                        |                         |    |    |          |    |     |         |    |       |          |    |      |         |    |      |          |    |       |         |
| 6.                               | संतरा                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | नारंगम्                 |                        |                         |    |    |          |    |     |         |    |       |          |    |      |         |    |      |          |    |       |         |

| Month &<br>No. of<br>working Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |              |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------|--------------|---|----------------|---|---|----------------------|---|---|-----------------------|---|---|---------------------------------------|---|---|---------|---|---|---------|---|---|-----------------------------|---|---|-----------------------------------------|---|---|------------------------------|---|----|---------------------------------------|---|----|--------------------|---|
| अगस्त<br>25 दिन                   | <div>पाठ 5— नपुंसकलिंग — शब्दाः<div>No. of iBLD-1</div></div> <div>कक्षाकार्य — मौखिक: —(1) अभ्यास में दिये शब्दों का शुद्ध उच्चारण कराया जाएगा।<br/>(2) अभ्यास में दिये वाक्यों का शुद्ध उच्चारण करके अर्थ बोलने का अभ्यास कराया जाएगा।</div> <div>लिखित: — प्र0सं0 1 से 4 तक। (पुस्तक में)</div> <div>गृहकार्य — रचनात्मक: अभ्यास:। (पुस्तक में)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |              |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| सितम्बर<br>24 दिन                 | <div>पाठ 6— वचनानि<div>No. of iBLD-1</div></div> <div>कक्षाकार्य — मौखिक: — अभ्यास में दिये शब्दों का शुद्ध उच्चारण कराया जाएगा।</div> <div>लिखित: — प्र0सं0 1 से 7 तक। (पुस्तक में)</div> <div>गृहकार्य — रचनात्मक: अभ्यास:। (पुस्तक में)</div> <div>पुनरावृत्ति —<br/>पाठ्यक्रम में दिए गये पाठों की पुनरावृत्ति कराई जाएगी। अभ्यास प्रश्न-पत्रम् — 1 — प्र0सं0 1 से 5 तक (पृ0 सं0 85—86) इस अभ्यास प्रश्न-पत्रम् की जाँच नहीं की जाएगी।</div> <div>ग्रीष्मावकाश गृहकार्य — परियोजना निर्माण कार्यम् — पृ0 सं0 9 तथा पृ0 सं0 14 (प्र0सं0—1) छात्र कार्य-पुस्तिका में करेंगे।</div>                                                                                                                                                                                                                                      |              |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
|                                   | <div>वार्षिक पाठ्यक्रम</div> <table><tr><th>Sl. No.</th><th>Name of the Chapter</th><th>No. of iBLDs</th></tr><tr><td>1</td><td>सर्वनाम-परिचयः</td><td>1</td></tr><tr><td>2</td><td>धातु-परिचयः (क्रिया)</td><td>1</td></tr><tr><td>3</td><td>संख्याज्ञानम् (गिनती)</td><td>-</td></tr><tr><td>4</td><td>प्रथमपुरुषः (त्रिषु लिंगेषु वचनेषु च)</td><td>1</td></tr><tr><td>5</td><td>शब्दरूप</td><td>-</td></tr><tr><td>6</td><td>धातुरूप</td><td>-</td></tr><tr><td>7</td><td>मध्यमपुरुषः (त्रिषु वचनेषु)</td><td>1</td></tr><tr><td>8</td><td>शरीर-अंग-ज्ञानम् (शरीर के अंगों के नाम)</td><td>-</td></tr><tr><td>9</td><td>पशूनां नामानि (पशुओं के नाम)</td><td>-</td></tr><tr><td>10</td><td>उत्तमपुरुषः (त्रिषु लिंगेषु वचनेषु च)</td><td>1</td></tr><tr><td>11</td><td>संस्कृत में अनुवाद</td><td>-</td></tr></table> | Sl. No.      | Name of the Chapter | No. of iBLDs | 1 | सर्वनाम-परिचयः | 1 | 2 | धातु-परिचयः (क्रिया) | 1 | 3 | संख्याज्ञानम् (गिनती) | - | 4 | प्रथमपुरुषः (त्रिषु लिंगेषु वचनेषु च) | 1 | 5 | शब्दरूप | - | 6 | धातुरूप | - | 7 | मध्यमपुरुषः (त्रिषु वचनेषु) | 1 | 8 | शरीर-अंग-ज्ञानम् (शरीर के अंगों के नाम) | - | 9 | पशूनां नामानि (पशुओं के नाम) | - | 10 | उत्तमपुरुषः (त्रिषु लिंगेषु वचनेषु च) | 1 | 11 | संस्कृत में अनुवाद | - |
| Sl. No.                           | Name of the Chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | No. of iBLDs |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 1                                 | सर्वनाम-परिचयः                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 2                                 | धातु-परिचयः (क्रिया)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 3                                 | संख्याज्ञानम् (गिनती)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | -            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 4                                 | प्रथमपुरुषः (त्रिषु लिंगेषु वचनेषु च)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 5                                 | शब्दरूप                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | -            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 6                                 | धातुरूप                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | -            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 7                                 | मध्यमपुरुषः (त्रिषु वचनेषु)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 8                                 | शरीर-अंग-ज्ञानम् (शरीर के अंगों के नाम)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | -            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 9                                 | पशूनां नामानि (पशुओं के नाम)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | -            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 10                                | उत्तमपुरुषः (त्रिषु लिंगेषु वचनेषु च)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |
| 11                                | संस्कृत में अनुवाद                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | -            |                     |              |   |                |   |   |                      |   |   |                       |   |   |                                       |   |   |         |   |   |         |   |   |                             |   |   |                                         |   |   |                              |   |    |                                       |   |    |                    |   |

| Month &<br>No. of<br>working Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                   | <p>मौखिक पाठ्यक्रम</p> <ol style="list-style-type: none"> <li>1. स्वपरिचय (अपना नाम, कक्षा, माता एवं पिता का नाम)</li> <li>2. एक श्लोक का शुद्धोच्चारण।</li> <li>3. संख्याज्ञानम् (ग्यारह से बीस तक)</li> <li>4. शब्द रूप (लता) 5. शरीर अंग ज्ञानम् । 6. पशूनां नामानि ।</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| अक्टूबर<br>18 दिन                 | <p>पाठ 7 – सर्वनाम-परिचय: <span style="float: right;">[No. of iBLD-1]</span></p> <p>कक्षाकार्य – मौखिक: – (1) अभ्यास में दिये शब्दों का शुद्ध उच्चारण कराया जाएगा।<br/>(2) अभ्यास में दिये गए वाक्यों का शुद्ध उच्चारण करके अर्थ बोलने का अभ्यास कराया जाएगा।</p> <p>लिखित: – प्र0सं0 1 से 7 तक। (पुस्तक में)</p> <p>गृहकार्य – रचनात्मक: अभ्यास:। (पुस्तक में)</p> <p>संख्याज्ञानम्-(गिनती – ग्यारह से बीस तक संस्कृत में) (पृ0 सं0 66–67) मौखिक एवं लिखित अभ्यास कराया जाएगा।</p>                                                                                                                                                                                                                                                                                                                                                                           |
| नवम्बर<br>24 दिन                  | <p>पाठ 8 – धातु-परिचय: (क्रिया) <span style="float: right;">[No. of iBLD-1]</span></p> <p>कक्षाकार्य – मौखिक: – (1) अभ्यास में दिये शब्दों का शुद्ध उच्चारण कराया जाएगा।<br/>(2) अभ्यास में दिये गए धातुरूप पढ़ाकर कण्ठस्थ कराया जाएगा।</p> <p>लिखित: – प्र0सं0 1 से 6 तक। (पुस्तक में)</p> <p>गृहकार्य – रचनात्मक: अभ्यास:। (पुस्तक में)</p> <p>पाठ 9– प्रथमपुरुष: (त्रिषु लिंगेषु वचनेषु च) <span style="float: right;">[No. of iBLD-1]</span></p> <p>कक्षाकार्य – मौखिक: – (1) अभ्यास में दिये शब्दों का शुद्ध उच्चारण कराया जाएगा।<br/>(2) अभ्यास में दिये गए वाक्यों का शुद्ध उच्चारण करके अर्थ बोलने का अभ्यास कराया जाएगा।</p> <p>लिखित:– प्र0सं0 1 से 6 तक। (पुस्तक में)</p> <p>गृहकार्य – रचनात्मक: अभ्यास:। (पुस्तक में)</p> <p>शब्दरूप– लता (आकारान्त स्त्रीलिंग) (पृ0 सं0 80) सभी विभक्तियों तथा वचनों का मौखिक एवं लिखित अभ्यास कराया जाएगा।</p> |

| Month &<br>No. of<br>working Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                          |                         |                          |    |     |       |    |      |     |    |     |       |    |       |       |    |       |       |    |      |     |
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|                                   | धातुरूप— पठ् धातु – लृटलकार: में (पृ० सं० 84) सभी पुरुषों एवं वचनों का मौखिक एवं लिखित अभ्यास कराया जाएगा।                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                          |                         |                          |    |     |       |    |      |     |    |     |       |    |       |       |    |       |       |    |      |     |
| दिसम्बर<br>25 दिन                 | <div>पाठ 10 – मध्यमपुरुष: (त्रिषु वचनेषु)<div>No. of iBLD-1</div></div> <div>कक्षाकार्य –मौखिक: – (1) अभ्यास में दिये शब्दों का शुद्ध उच्चारण कराया जाएगा।<br/>(2) अभ्यास में दिये गए शब्दों का शुद्ध उच्चारण कराया जाएगा।</div> <div>लिखित:– प्र०सं० 1 से 6 तक। (पुस्तक में)</div> <div>गृहकार्य – रचनात्मक: अभ्यास:। (पुस्तक में)</div> <div>शरीर–अंग–ज्ञानम् – शिर: से चरणम् तक (पृ० सं० 63) मौखिक एवं लिखित अभ्यास कराया जाएगा।</div> <div>पशूनां नामानि – (पशुओं के नाम) मौखिक एवं लिखित अभ्यास कराया जाएगा।</div> <table><tr><th>क्र०सं०</th><th>हिन्दी में पशुओं के नाम</th><th>संस्कृत में पशुओं के नाम</th></tr><tr><td>1.</td><td>शेर</td><td>सिंहः</td></tr><tr><td>2.</td><td>बकरी</td><td>अजा</td></tr><tr><td>3.</td><td>बैल</td><td>वृषभः</td></tr><tr><td>4.</td><td>बन्दर</td><td>वानरः</td></tr><tr><td>5.</td><td>घोड़ा</td><td>अश्वः</td></tr><tr><td>6.</td><td>हाथी</td><td>गजः</td></tr></table> | क्र०सं०                  | हिन्दी में पशुओं के नाम | संस्कृत में पशुओं के नाम | 1. | शेर | सिंहः | 2. | बकरी | अजा | 3. | बैल | वृषभः | 4. | बन्दर | वानरः | 5. | घोड़ा | अश्वः | 6. | हाथी | गजः |
| क्र०सं०                           | हिन्दी में पशुओं के नाम                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | संस्कृत में पशुओं के नाम |                         |                          |    |     |       |    |      |     |    |     |       |    |       |       |    |       |       |    |      |     |
| 1.                                | शेर                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | सिंहः                    |                         |                          |    |     |       |    |      |     |    |     |       |    |       |       |    |       |       |    |      |     |
| 2.                                | बकरी                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | अजा                      |                         |                          |    |     |       |    |      |     |    |     |       |    |       |       |    |       |       |    |      |     |
| 3.                                | बैल                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | वृषभः                    |                         |                          |    |     |       |    |      |     |    |     |       |    |       |       |    |       |       |    |      |     |
| 4.                                | बन्दर                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | वानरः                    |                         |                          |    |     |       |    |      |     |    |     |       |    |       |       |    |       |       |    |      |     |
| 5.                                | घोड़ा                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | अश्वः                    |                         |                          |    |     |       |    |      |     |    |     |       |    |       |       |    |       |       |    |      |     |
| 6.                                | हाथी                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | गजः                      |                         |                          |    |     |       |    |      |     |    |     |       |    |       |       |    |       |       |    |      |     |
| जनवरी<br>23 दिन                   | <div>पाठ 11 – उत्तमपुरुष: (त्रिषु लिंगेषु वचनेषु च)<div>No. of iBLD-1</div></div> <div>कक्षाकार्य –मौखिक: – (1) अभ्यास में दिये शब्दों का शुद्ध उच्चारण कराया जाएगा।<br/>(2) अभ्यास में दिये गए वाक्यों का शुद्ध उच्चारण करके अर्थ बोलने का अभ्यास कराया जाएगा।</div> <div>लिखित: – प्र०सं० 1 से 6 तक। (पुस्तक में)</div> <div>गृहकार्य – रचनात्मक: अभ्यास:। (पुस्तक में)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                         |                          |    |     |       |    |      |     |    |     |       |    |       |       |    |       |       |    |      |     |



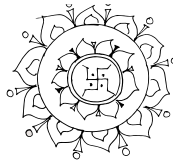
| Month &<br>No. of<br>working Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| फरवरी+मार्च<br>21+22<br>=43 दिन   | <p>संस्कृत में अनुवाद – (कार्य-पुस्तिका में कराया जाएगा)</p> <ol style="list-style-type: none"> <li>वह खाता है।</li> <li>वे दोनों हँसते हैं।</li> <li>वे सब पढ़ती हैं।</li> <li>वह गाती है।</li> <li>वह खेलता है।</li> <li>राम लिखता है।</li> <li>फूल खिलते हैं।</li> <li>दो छात्र दौड़ते हैं।</li> <li>बन्दर कूदते हैं।</li> <li>मोर नाचता है।</li> <li>तुम जाते हो।</li> <li>तुम सब पुस्तक पढ़ते हो।</li> <li>तुम लोग हँसते हो।</li> <li>तुम दोनों चित्रकार हो।</li> <li>तुम दोनों सैनिक हो।</li> <li>मैं पुस्तक पढ़ता हूँ।</li> <li>हम दोनों तैरते हैं।</li> <li>हम सब गीत गाते हैं।</li> <li>मैं दौड़ता हूँ।</li> <li>हम सब किसान हैं।</li> </ol> |
|                                   | <p><b>पुनरावृत्ति –</b></p> <p>पाठ्यक्रम में दिए गये पाठों की पुनरावृत्ति कराई जाएगी। अभ्यास प्रश्न-पत्रम्-2-प्र0सं0 3,4,6 (पृ0 सं0 87-88) इस अभ्यास प्रश्न-पत्रम् की जाँच नहीं की जाएगी।</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                   | <p>शीतावकाश गृहकार्य – चित्र सहित शरीर के अंगों के नाम संस्कृत में चार्ट पेपर पर बनायें अथवा चिपकाएँ।</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## **DRAWING & CRAFT**

**Book :- My Colourful World Book-5 (V-connect)** (subjected to corrections)  
**Book :- Art Exploration Photography - Grade-5** (S. Chand School) (subjected to corrections)  
**Drawing Note Book** (subjected to corrections)  
**General Instructions :**  
 1. Language Building Through Art Activity (not subjected for examination)  
 2. Free-hand drawing to be done in notebook.

| Month &<br>No. of<br>working Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <b>Half Yearly</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| April+May<br>24+9<br>=33 Days     | <p><b><u>My Colourful World</u></b><br/> <b>Book work C.W.</b> - Pg. No.7,9 (to be done with 2B &amp; 4B pencil), 16 (Artist -Jamini Roy)<br/> <b>H.W.</b> - Pg. No.11,14, 15 (to be done with crayon)<br/> <b><u>Art Exploration</u></b><br/> <b>Book work C.W.</b> - Pg. No. 10 &amp; 12<br/> <b>H.W.</b> - Pg. No. 11<br/> <b>Free Hand Drawing</b> : Zentangle Art (Draw &amp; Colour)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| June +July<br>4+27<br>= 31 Days   | <p><b><u>My Colourful World</u></b><br/> <b>Book work C.W.</b> - Pg. No.18, 20 (Artist - Pablo Picasso)(to be done with crayon), 32 (for discussion)<br/> <b>H.W.</b> - Pg. No.17,21(Clay Modelling)<br/> <b>Free Hand Drawing</b> : (i) Vegetables (Draw &amp; Colour)<br/> <b>Language Building Through Art Activity</b> – (ii) Group Activity – Houses</p> <p><b>Aim -</b> Hand-eye coordination; to make the children aware of the variations in types of houses.</p> <p><b>Materials required -</b> A4 size sheets, scissors, pencils</p> <p><b>Procedure -</b> Divide the class into six groups. Give each group to draw any one of the items given below for example - Apartment, Bungalow, Trees, Different modes of transport, Garden scene, Pond, Rivers.</p> <p>Assemble all drawings on a chart paper and display in the class and discuss the drawings.</p> <p><b>Language usage-</b> Children will be expected to answer simple questions while doing the activity like:</p>  |

(Class-V / 143)

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <p>Ask the children to describe whatever they are drawing. Ask the children to add an adjective in front of all the objects that they are drawing and speak out loud. Ask the children to add a verb associated with the object that they are drawing and speak out loud.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>August<br/>25 Days</p>    | <p><b><u>My Colourful World</u></b><br/> <b>Book work C.W.</b> - Pg. No. 22,27,31<br/> <b>H.W.</b> - Pg. No. 23,25,26<br/> <b>Free Hand Drawing :</b> Independence Day Poster (Draw &amp; Colour)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>September<br/>24 Days</p> | <p><b><u>Art Exploration</u></b><br/> <b>Book work C.W.</b> - Pg. No. 13 - 16<br/> <b>Revision</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                              | <p><b>Summer Holiday Homework - My Colourful World Book - Pgs. 24,29-30,33</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                              | <p style="text-align: center;"><b>Annual Term</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>October<br/>18 Days</p>   | <p><b><u>My Colourful World</u></b><br/> <b>Book work C.W.</b> - Pg. No. 34, 35 (for discussion)<br/> <b>H.W.</b> - Pg. No. 36<br/> <b>Free Hand Drawing :</b> Rangoli (Draw &amp; Colour)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>November<br/>24 Days</p>  | <p><b><u>My Colourful World</u></b><br/> <b>Book work C.W.</b> - Pg. No. 37, 39 (for discussion)      <b>H.W.</b> - Pg. No. 40<br/> <b>Free Hand Drawing :</b> (i) Rose (Draw &amp; Colour)<br/> <b>Language Building Through Art Activity –</b> Designing your name<br/> <b>Aim -</b> Hand-eye coordination; to appreciate the varied designs of letters.<br/> <b>Materials required -</b> Drawing copy, Pencil<br/> <b>Procedure -</b> Ask children to play with shapes of letters and to realize that there are many ways of representing each letter. Sample given :<br/> <br/> Begin by drawing the letter A on the board, and asking the children to identify it. Let the children see you do more designs. Encourage them to experiment. The next objective is to extend this experiment by getting the children to design letters for their names.</p>  |

|                                |                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p><b>Language usage-</b> Children will be expected to answer simple questions while doing the activity like:</p> <p>What is the meaning of your name ?</p> <p>With which colour do you associate your name and why?</p> <p>With which objects do you associate your name and why?</p>                                                                   |
| December<br>25 Days            | <p><b><u>My Colourful World</u></b></p> <p><b>Book work C.W.</b> - Pg. No. 44 (Chinese Ink Painting) (to be done in notebook)</p> <p><b>H.W.</b> - Pg. No. 42 (to be done with black pen)</p> <p><b>Free Hand Drawing Copy:</b> Christmas Card (Draw and Colour)</p>  |
| January<br>23 Days             | <p><b><u>My Colourful World</u></b></p> <p><b>Book work C.W.</b> - Pg. No. 48 (to be done with poster colour), 58 (for discussion)</p> <p><b>H.W.</b> - Pg. No. 50</p> <p><b><u>Art Exploration</u></b></p> <p><b>Book work C.W.</b> - Pg. No. 21-24</p>                                                                                                 |
| Feb.+Mar.<br>21+22<br>=43 Days | <p><b><u>My Colourful World</u></b></p> <p><b>Book work C.W.</b> - Pg. No. 49 (to be done with poster colour), 59 (Rajasthani Phad Painting)</p> <p><b>H.W.</b> - Pg. No. 60</p> <p><b>Revision</b></p> <p><b>Winter Holiday Homework - My Colourful World</b> Pgs. 46,47,51, 52-53,55-56.</p>                                                           |

## Music (V)

*Music curriculum has been designed by Padma Bhushan Pt. Rajan Mishra & Padma Bhushan Pt. Sajan Mishra, eminent classical vocalists of India.*

*Music gives soul to the universe, wings to the mind, flight to the imagination and charm and gaiety to life and to everything.'*

### PLEASE NOTE

Do take note of the Indian Classical Raag along with Musicians will be introduced in the music classes for students so that they appreciate and develop a sense of liking for Indian classical music.

A brief life sketch of the musician will be displayed at a prominent place in the school. Music/Compositions of the musicians will be played before assembly, during recess and during the dispersal for students to listen to and appreciate.

Students will be given a brief knowledge about the musician of the month.

- Biography of the musicians (Including the name of their Gurus)
- Awards they have received
- Awards given in their honour
- Their specialisation

**Note :** To inculcate an aesthetic feeling in the children, the English songs will be taught during the morning assembly / dispersal assembly and the songs marked with '\*' (प्रार्थना गीत, प्रेरणा गीत, देशभक्ति गीत) will be taught in the music class.

| Half Yearly                           |                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Month                                 | Contents                                                                                                                                                                                                                                                                                                                      |
| <b>April + May</b><br>24+09 = 33 days | 1. अलंकार - साग, रेम, गप, मध (to be sung in music class)<br>2. *प्रेरणा गीत - हर सुबह है नई (to be sung in music class)<br>3. <b>English Song</b> - Sunshine Day (to be sung in assembly)<br>(to be sung in assembly)                                                                                                         |
| <b>June+July</b><br>04+27 = 31 days   | 1. अलंकार - साग, रेम, गप, मध (पुनरावृत्ति) (to be sung in music class)<br>2. *प्रार्थना गीत - माँ शारदे हंसवाहिनी (to be sung in music class)<br>3. पंडित भीमसेन जोशी (जीवन परिचय) (to be introduce in music class)<br>4. *देशभक्ति गीत -छोड़ो कल की बातें<br>5. <b>English Song</b> - Heart of Gold (to be sung in assembly) |
| <b>August</b><br>25 days              | 1. *देशभक्ति गीत - भारत हमको जान से प्यारा है<br>(to be sung in music class)<br>2. ताल-कहरवा (to be done in music class)<br>3. <b>English Song</b> - I would like to build<br>(to be sung in assembly)                                                                                                                        |
| <b>September</b><br>24 days           | <b>Revision</b>                                                                                                                                                                                                                                                                                                               |

| Month                                         | Contents                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Annual Term</b>                            |                                                                                                                                                                                                                                                                                             |
| <b>October<br/>18 days</b>                    | 1. अलंकार - सारे, साग, रेग, रेम (to be sung in music class)<br>2. *प्रेरणा गीत - लब पर आती है दुआ (to be sung in music class)<br>3. *देशभक्ति गीत-विजयी विश्व तिरंगा प्यारा<br>4. <b>English Song</b> - Beautiful Sunday (to be sung in assembly)                                           |
| <b>November<br/>24 days</b>                   | 1. *प्रेरणा गीत - हम चरित्र निर्माण ना भूलें<br>(to be sung in music class)<br>2. राग - बिलावल (आरोह-अवरोह)<br>(to be sung in music class)<br>3. उस्ताद अमजद अली खाँ (जीवन परिचय)<br>(to be introduce in music class)<br>4. <b>English Song</b> - Dancing Shoes<br>(to be sung in assembly) |
| <b>December<br/>25 days</b>                   | 1. अलंकार - सारे, साग, रेग, रेम (पुनरावृत्ति) (to be sung in music class)<br>2. *प्रेरणा गीत - हिमाद्री-तुंग-शृंग से (to be sung in music class)<br>3. <b>English Song</b> - Run through the jungle<br>(to be sung in assembly)                                                             |
| <b>January<br/>23 days</b>                    | 1. *देशभक्ति गीत - वन्दे मातरम् (to be sung in music class)<br>2. <b>English Song</b> - Every Tiny Stars (to be sung in assembly)                                                                                                                                                           |
| <b>February + March<br/>21 + 22 = 43 days</b> | <b>Revision</b>                                                                                                                                                                                                                                                                             |
|                                               |                                                                                                                                                                                                                                                                                             |

### Song on the Band 2026-27

| Branch                         | 15 <sup>th</sup> Aug                              | 26 <sup>th</sup> Jan           |
|--------------------------------|---------------------------------------------------|--------------------------------|
| Annapurna                      | Chhoro kal ki baatein                             | Bharat Ki Shaan                |
| Lahartara & Knowledge Partners | Faulad Ka Jigar                                   | Mere desh ki dharti            |
| Varuna                         | Dil diya hai Jaan bhi denge<br>Ai watan tere liye | Yeh desh hai veer<br>jawano ka |
| Sarnath                        | Hum honge kamyab                                  | Taqat watan ki humse hai       |
| Suncity                        | Watan ki raah pe watan ke<br>naujawan shahid ho   | Mera desh rangila              |
| Bhagwanpur                     | Maa Tujhe Salaam                                  | Aye mere watan ke logon        |
| Indiranagar                    | Bharat Humko Jaan Se<br>Pyara Hai                 | Kadam kadam badhaye ja         |

### Drill Syllabus 2026-27

|                      | Anp          | Lht/<br>Knowledge<br>Partners | Vrn                       | Bgn                        | Snt                            | Sct             | Ing           |
|----------------------|--------------|-------------------------------|---------------------------|----------------------------|--------------------------------|-----------------|---------------|
| <b>KG</b>            | Karate & PEC | Karate & Sticks               | Karate & Tambourine       | Karate & PEC               | Karate & Tambourine            | Karate & POMPOM | Karate & Ball |
| <b>I-V</b>           | Cloth Panel  | Elastic                       | Rhythmic drill with stick | Body percussion drill      | Rhythmic drill with Hula Hoops | Hula Hoops      | Skipping Rope |
| <b>VI-VIII</b>       | Elastic      | Body percussion drill         | Hula Hoops                | Rhythmic Drill with ribbon | Parachute                      | Basket Ball     | Cloth Panel   |
| <b>Support Staff</b> | Hula Hoops   | Lazium                        | Basket Ball               | Maypole                    | Cloth Panel                    | Parachute       | Cones         |

Note: These drills must be performed on 26th January and have to be practiced in the mass drill period.

- \* Karate classes to be conducted throughout the session and it is necessary for students to perform on Republic Day.
- \* Both male and female support staff must be part of the support staff drill on 26th January.

## **DANCE**

| Month                                        | Contents                                                                                                                                                                                                                  |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(I - Term)</b>                            |                                                                                                                                                                                                                           |
| <b>April + May</b><br>24+9 = 33 Days         | <ul style="list-style-type: none"> <li>• Warming up</li> <li>• Bhoomi Pranam</li> <li>• Aerobics</li> </ul>                                                                                                               |
| <b>June + July</b><br>4+27=31 Days           | <ul style="list-style-type: none"> <li>• Warming up</li> <li>• Aerobics</li> <li>• Rasa (Shringar, Veer, Raudra, Karuna, Hasya &amp; Bhayanaka)</li> <li>• Basic steps of Hip-Hopdone</li> <li>• Bhoomi Pranam</li> </ul> |
| <b>August</b><br>25 Days                     | <ul style="list-style-type: none"> <li>• Warming up</li> <li>• Mudras of Bhoomi Pranam</li> <li>• Western Dance</li> <li>• HIP-HOP (Old School)</li> <li>• Aerobics</li> </ul>                                            |
| <b>September, 24 Days</b>                    | <b>Revision and Half Yearly Examination</b>                                                                                                                                                                               |
| <b>(II - Term)</b>                           |                                                                                                                                                                                                                           |
| <b>October + November</b><br>18+24 = 42 Days | <ul style="list-style-type: none"> <li>• Warming up</li> <li>• Aerobics</li> <li>• Bhoomi Pranam</li> <li>• Folk Dance of Maharastra</li> </ul>                                                                           |
| <b>December</b><br>25 Days                   | <ul style="list-style-type: none"> <li>• Warming up</li> <li>• Bhoomi Pranam</li> <li>• Folk Dance of Maharastra</li> <li>• Aerobics</li> <li>• Navrasa (4 Types)</li> </ul>                                              |
| <b>January</b><br>23 Days                    | <ul style="list-style-type: none"> <li>• Warming up</li> <li>• Que</li> <li>• Ans related to Maharashtrian Folk Dance</li> <li>• Aerobics</li> </ul>                                                                      |
| <b>Feb+Mar = 21+22 =43 Days</b>              | <b>Revision + Annual Examination</b>                                                                                                                                                                                      |



| Month &<br>No. of<br>working Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |  |       |                     |   |            |   |           |   |                    |   |        |   |               |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--|-------|---------------------|---|------------|---|-----------|---|--------------------|---|--------|---|---------------|
|                                   | <p style="text-align: center;"><b>LIFE SKILLS</b></p> <p><b>Book : School Cinema - My Cinema Book - Class V<br/>Edu Media India Pvt. Ltd.</b></p> <p>The major purpose of including life skill is to help the student lead the right way of life. Also to promote human values, appreciating and understanding the need for positive attitudes. My Cinema Book is the most innovative approach to arise, awaken and inculcate the right values of life in an individual.</p> <p><b>Note :</b> 1. There will be no written examination in Life Skills.</p> <p style="padding-left: 40px;">2. Regular assessment of life skills during teaching learning process will take place on the basis of that, grades will be given.</p> <p style="padding-left: 40px;">3. Teachers will check the workbook and write 'seen' to ensure that the students complete the exercises of the work book.</p> <p><b>The School Cinema Programme Comprises of :</b></p> <p>1. Films : School Cinema for class-V comprises of 12 films<br/>10 films for students, 1 film for teachers, 1 film for parents</p> <p>2. My Cinema Book - (Workbook) enables interaction at 3 levels - self, peer, teacher.</p> <p>3. Stickers - Self and peer stickers are provided at the end of the book.<br/>Teachers stickers will be provided by the teacher.</p> <p>* Children's values, behaviour in school will be subjected to comprehensive continuous evaluation.</p> |               |  |       |                     |   |            |   |           |   |                    |   |        |   |               |
|                                   | <p style="text-align: center;"><b><u>HALF YEARLY</u></b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">School Cinema</th> </tr> <tr> <th>S.No.</th><th>Name Of The Chapter</th></tr> </thead> <tbody> <tr> <td>1</td><td>Super Girl</td></tr> <tr> <td>2</td><td>Checkmate</td></tr> <tr> <td>3</td><td>Who needs Teachers</td></tr> <tr> <td>4</td><td>Paulie</td></tr> <tr> <td>5</td><td>The Graveyard</td></tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | School Cinema |  | S.No. | Name Of The Chapter | 1 | Super Girl | 2 | Checkmate | 3 | Who needs Teachers | 4 | Paulie | 5 | The Graveyard |
| School Cinema                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |               |  |       |                     |   |            |   |           |   |                    |   |        |   |               |
| S.No.                             | Name Of The Chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |               |  |       |                     |   |            |   |           |   |                    |   |        |   |               |
| 1                                 | Super Girl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |  |       |                     |   |            |   |           |   |                    |   |        |   |               |
| 2                                 | Checkmate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               |  |       |                     |   |            |   |           |   |                    |   |        |   |               |
| 3                                 | Who needs Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |  |       |                     |   |            |   |           |   |                    |   |        |   |               |
| 4                                 | Paulie                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |  |       |                     |   |            |   |           |   |                    |   |        |   |               |
| 5                                 | The Graveyard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               |  |       |                     |   |            |   |           |   |                    |   |        |   |               |

(Class-V / 150)

| Month &<br>No. of<br>working Days                           | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Apr</b><br><b>+May</b><br><b>24+9</b><br><b>=33 Days</b> | <p><b>Introductory Pages :</b> Pgs. 6(CW), Pg. 2,3 (HW)</p> <p><b>Ch.1: Super Girl</b></p> <p>Values : Kindness</p> <p>Attitude : Generosity, Consideration, Staying motivated</p> <p>Life Skills : Empathy, Self-Awareness, Decision Making</p> <p>Film : Super Girl (to be shown in school)</p> <p>Workbook : C.W. - Pg. 10,12,13 H.W. - Pg. 11,14,15,16</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> <li>1. Spreading joy through small acts of kindness</li> <li>2. What would the society look like if everyone was kind to each other? (it would positively impact the poor, stop violence, promote sensitivity towards animals, etc.)</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>June+July</b><br><b>4+27 =</b><br><b>31 days</b>         | <p><b>Ch.2: Checkmate</b></p> <p>Values : Breaking stereotypes, Friendship, Competition</p> <p>Attitude : Humility, Sportsmanship, Friendship over petty fights</p> <p>Life Skills : Overcoming gender bias, Healthy competition</p> <p>Film : Checkmate (to be shown in school)</p> <p>Workbook : C.W. - Pg. 20,22,23,25,26 H.W. - Pg. 21,24</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> <li>1. What does it mean to be biased? What causes gender bias?</li> <li>2. Consequences of segregation of roles/responsibilities amongst men and women.</li> <li>3. Identifying the different factors that push one's desire to be better than the opposite sex.</li> </ol> <p><b>Ch.3 : Who Needs Teachers</b></p> <p>Values : Respecting teachers</p> <p>Attitude : Overcoming Pride and Overconfidence, Optimism</p> <p>Life Skills : Empathy, Respect for hardwork</p> <p>Film : Who Needs Teachers (to be shown in school)</p> <p>Workbook : C.W. - Pg. 28,29,30,32 H.W. - Pg. 31,33,34</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> <li>1. Why is it important to respect different perspectives, including those of teachers?</li> <li>2. Think of a time when you misjudged someone. How did learning more about them change your opinion?</li> </ol> |

| Month &<br>No. of<br>working Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--|-------|---------------------|---|-------|---|----------------|---|---------------|---|--------------|---|-------|
| August<br>25 Days                 | <b>Ch.4 : Paulie</b><br><b>Values</b> : Equality<br><b>Attitude</b> : Healthy Competition, Respect<br><b>Life Skills</b> : Interpersonal Skills, Self Awareness, Critical Thinking<br><b>Film</b> : Paulie (to be shown in school)<br><b>Workbook</b> : C.W. - Pg. 36,37,39,41,42      H.W. - Pg. 38,40,43,44<br><b>Topics for Discussion</b> : (to be discussed in class)<br>1. Is it compulsory to have only one best student in every class?<br>2. An eye for an eye makes the whole world blind. |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
| Sept. 24 Days                     | <b>Ch.5: The Graveyard</b><br><b>Values</b> : Equality<br><b>Attitude</b> : Courage, Assertiveness, Sensitivity<br><b>Life Skills</b> : Coping with Stress, Communication, Problem Solving, Empathy<br><b>Film</b> : The Graveyard (to be shown in school)<br><b>Workbook</b> : C.W. - Pg. 46,48,49<br>H.W. - Pg. 47,50<br><b>Topics for Discussion</b> : (to be discussed in class)<br>1. Is being silent equal to agreeing with wrong - doing ?<br>2. Ways to stand up against bullying.           |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
|                                   | <b>Revision of all values learnt during the term</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
|                                   | <p style="text-align: center;"><b>ANNUAL TERM</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">School Cinema</th> </tr> <tr> <th>S.No.</th><th>Name Of The Chapter</th></tr> </thead> <tbody> <tr> <td>1</td><td>Grace</td></tr> <tr> <td>2</td><td>Myna &amp; Asterix</td></tr> <tr> <td>3</td><td>The Stunt Boy</td></tr> <tr> <td>4</td><td>Life Calling</td></tr> <tr> <td>5</td><td>Kulfi</td></tr> </tbody> </table>                     | School Cinema |  | S.No. | Name Of The Chapter | 1 | Grace | 2 | Myna & Asterix | 3 | The Stunt Boy | 4 | Life Calling | 5 | Kulfi |
| School Cinema                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
| S.No.                             | Name Of The Chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
| 1                                 | Grace                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
| 2                                 | Myna & Asterix                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
| 3                                 | The Stunt Boy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
| 4                                 | Life Calling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
| 5                                 | Kulfi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |
| October<br>18 Days                | <b>Ch.6 : Grace</b><br><b>Values</b> : Unity, respect<br><b>Attitude</b> : Team Work, Healthy Competition<br><b>Life Skills</b> : Interpersonal Skills, Problem Solving, Self Awareness<br><b>Film</b> : Grace (to be shown in school)<br><b>Workbook</b> : C.W. - Pg. 52,54,55,56<br>H.W. - Pg. 53,57,58,59,60<br><b>Topics for Discussion</b> : (to be discussed in class)<br>1. Don't judge a book by its cover<br>2. The dos and don'ts while working in a team                                  |               |  |       |                     |   |       |   |                |   |               |   |              |   |       |

| Month &<br>No. of<br>working Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November<br>24 Days               | <p><b>Ch.7 : Myna &amp; Asterix</b></p> <p>Values : Judiciousness</p> <p>Attitude : Responsibility, Caution</p> <p>Life Skills : Creative Thinking, Empathy, Problem Solving</p> <p>Film : Myna &amp; Asterix (to be shown in school)</p> <p>Workbook : <b>C.W.</b> - Pg. 62,63,64,65<br/><b>H.W.</b> - Pg. 66,67,68,69,70</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> <li>1. The distinction between lifestyles in villages and cities</li> <li>2. Wasteful expenditure and disregard for money</li> <li>3. Wealth inequality in our country and ways to curb it</li> </ol>                                                                                                                                                                                          |
|                                   | <p><b>Ch.8 : The Stunt Boy</b></p> <p>Values : Peace</p> <p>Attitude : Sensitivity</p> <p>Life Skills : Empathy, Critical Thinking, Coping with Emotions</p> <p>Film : Stunt Boy (to be shown in school)</p> <p>Workbook : C.W. - Pg. 72,73,74,75<br/>H.W. - Pg. 76,77,78</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> <li>1. Violence can never solve any problems and should never be glorified.</li> <li>2. Ways to respond to violent acts around us.</li> </ol>                                                                                                                                                                                                                                                                                                   |
| Dec<br>25 Days                    | <p><b>Ch.9 : Life Calling</b></p> <p>Values : Overcoming digital addiction, Importance of outdoor activities</p> <p>Attitude : Keenness to participate in outdoor and non-digital group activities, Ability to stay away from screens and technology</p> <p>Life Skills : Patience, Enthusiasm towards sports and the outdoors, Digital detoxification</p> <p>Film : Life Calling (to be shown in school)</p> <p>Workbook : C.W. - Pg. 81,82,83<br/>H.W. - Pg. 84,85,86</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> <li>1. The advantages and disadvantages of technology</li> <li>2. Behaviours that indicate technology addiction</li> <li>3. Impact of excess time spent on gadgets - on family life, on outdoor activities, on health, on hobbies, etc</li> </ol> |

| Month &<br>No. of<br>working Days                          | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Jan+Feb</b><br><br><b>23+21</b><br><br><b>= 44 Days</b> | <b>Ch.10 : Kulfi</b><br><br>Values : Perseverance<br><br>Attitude : Determination, Sincerity<br><br>Life Skills : Coping with Stress, Creative Thinking, Critical Thinking, Problem Solving<br><br>Film : Kulfi (to be shown in school)<br><br>Workbook : C.W. - Pg. 88,89,90,92<br>H.W. - Pg. 91,93,94,95,96,97,98<br><br>Topics for Discussion : (to be discussed in class)<br><br>1. What can we learn from Kulfi?<br><br>2. What would keep one to be motivated to try until they succeed ? |
|                                                            | <b>Ch. : Let's Talk Puberty (for Girls)</b><br><br>Value : Health, Hygiene<br><br>Attitudes : Self-Worth, Acceptance, Responsibility<br><br>Life Skills : Self-Awareness, Coping with Stress and Emotions<br><br>Topics for Discussion : (to be discussed in class)<br><br>1. Importance of hygiene during puberty<br><br>2. Why eating right and exercise is important ?<br><br>3. Feeling guilty and shy are natural                                                                          |
| <b>March</b><br><br><b>22 Days</b>                         | Revision of all values learnt during the term                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## **GROOMING ETIQUETTES**

The objective of introducing grooming etiquettes to students is to help them develop essential habits of personal hygiene, social skills and manners. These etiquettes foster respect, consideration and good communication, preparing students to navigate various social situations with ease and courtesy throughout their lives. It prepares them for adulthood.

Grooming etiquettes discussion will be conducted by teachers. To ensure that parents are well-informed and can support their child's learning journey, the school will be sending slides of **Grooming Etiquettes** prior to the discussions in school. These slides will cover the topics to be discussed in class, allowing parents to help their child consolidate the learning at home. Regular revision and reminders at home on etiquettes will enable the child to evolve as a well groomed child.

| <b>Month &amp;<br/>No. of<br/>working Days</b> | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April+ May<br>24+9<br>=33 Days                 | <b>CLASSROOM ETIQUETTES</b> <ol style="list-style-type: none"> <li>1. Be on time</li> <li>2. Be punctual</li> <li>3. When the teacher is not in the class do not run on the staircase, in the playground, school bus and corridors.</li> <li>4. Have a neat and tidy appearance.</li> <li>5. Do show efforts, try your best.</li> </ol>                                                                                                                                                                                                                                                                                                                                                      |
| June+July<br>4+27<br>=31 Days                  | <b>SOCIAL ETIQUETTES</b> <ol style="list-style-type: none"> <li>1. Un cross your arms.</li> <li>2. To make a good handshake, hold the person's hand firmly, shake web to web three times.</li> <li>3. Maintain eye contact while making a conversation.</li> <li>4. Radiate positive aura.</li> <li>5. Pay attention to the name when you meet people.</li> </ol> <b>PARTY ETIQUETTES</b> <ol style="list-style-type: none"> <li>1.Refrain from using foul language.</li> <li>2. Greeting other people you meet.</li> <li>3. Always ask for what you need to the person sitting closest to it.</li> <li>4. Select the clothes as per occasion.</li> <li>5. Practice good posture.</li> </ol> |
| August<br>25 Days                              | <b>DINING ETIQUETTES</b> <ol style="list-style-type: none"> <li>1. It is inappropriate to request food other than which is being served by the host.</li> <li>2. Wait for others to eat and then join them.</li> <li>3. Do not hold the food on the fork or spoon while talking.</li> <li>4. Use serving utensils to take the food.</li> <li>5. Do not start eating untill everyone is served.</li> </ol>                                                                                                                                                                                                                                                                                    |
| Oct.+Nov<br>18+24 Days                         | <b>Revision of all etiquettes covered in Term-I.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

(Class-V / 155)

## **PHYSICAL EDUCATION**

General Instructions –

1. Size of the ball to be used by the students and the sports teachers during games/FA period, keeping in mind the safety of the child.

| Basketball     |              |              |
|----------------|--------------|--------------|
| Classes        | Boys         | Girls        |
| I - II         | Size - No. 3 | Size - No. 3 |
| III - VI       | Size - No. 5 | Size - No. 5 |
| VII - VIII     | Size - No. 6 | Size - No. 6 |
| IX and above   | Size - No. 7 | Size - No. 6 |
| Handball       |              |              |
| Classes        | Boys         | Girls        |
| I - IV         | Size - No. 1 | Size - No. 1 |
| V - VII        | Size - No. 2 | Size - No. 2 |
| VIII and above | Size - No. 3 | Size - No. 2 |
| Football       |              |              |
| Classes        | Boys         | Girls        |
| I - II         | Size - No. 3 | Size - No. 3 |
| III - V        | Size - No. 4 | Size - No. 4 |
| VI and above   | Size - No. 5 | Size - No. 5 |

| Month &<br>No. of<br>working<br>Days | Content                                                                                                                                                                                                                                                               |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <b>Physical Education</b>                                                                                                                                                                                                                                             |
| Apr+May<br>24+9<br>=33 days          | 1. Physical Drill<br>2. Physical Education Cards (PEC)<br><b>Card I - Track and Field event                      Card - II Roll into the Goal</b>                                                                                                                     |
| June +July<br>4+27<br>=31 days       | 1. Physical Drill<br>2. Skipping<br>3. What is First Aid ?<br>4. How to give First Aid ? (Video to be shown)<br>5. Physical Education Cards (PEC)<br><b>Card - III Four court dodge ball                      Card - IV Throw ball</b>                                |
| August<br>25 days                    | 1. Physical Drill<br>2. Surya Namaskar<br>3. Physical Education Cards (PEC)<br><b>Card - IX Zone passing</b>                                                                                                                                                          |
| Sept. 24 days                        | Revision + Half Yearly Exams                                                                                                                                                                                                                                          |
|                                      | <b><u>Annuals</u></b>                                                                                                                                                                                                                                                 |
| October<br>18 days                   | 1. Physical Drill<br>2. Physical Education Cards (PEC)<br><b>Card XI - Catch Cricket</b>                                                                                                                                                                              |
| November<br>24 days                  | 1. Physical Drill<br>2. Physical Education Cards (PEC)<br><b>Card XII - Fast Forward                      Card XIV - Seven Stones</b>                                                                                                                                 |
| December<br>25 days                  | 1. Physical Drill<br>2. First Aid Techniques (Video to be shown)<br>3. Choking, Nose Bleed and Burns (Video to be shown)<br>4. Preparation and Use of First Aid Kit (Demo)<br>5. Surya Namaskar<br>6. Physical Education Cards (PEC)<br><b>Card XVI - Leg Cricket</b> |
| January<br>23 days                   | 1. Physical Drill<br>2. Physical Education Cards (PEC)<br><b>Card XVIII - Throwing Relay</b>                                                                                                                                                                          |
| Feb+Mar<br>21+22 days                | <b>Revision &amp; Annual Exams</b>                                                                                                                                                                                                                                    |

(Class-V / 157)



## Physical Education

### Half Yearly Term -

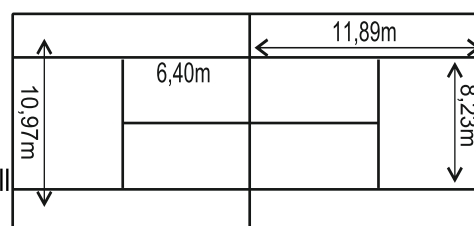
#### ● Introduction to Lawn Tennis (for information and knowledge of students only)

#### Lawn Tennis

##### How the game is played

Lawn Tennis is a game played indoors or outdoors on a rectangular court by two persons (in singles) or by four persons (doubles). The players use rackets to strike a ball back and forth across a net. The object is to score points by hitting the ball out of the opponents reach or in such a way that he cannot return it successfully.

A player who gains 4 points with an advantage of two or more points over the opponent wins a game. 6 games make one set.



##### Equipments:

**Racquets** : The tennis racquet comprises a handle and neck joining a roughly circular frame that holds an array of tightly pulled strings.

**Balls** : Tennis balls are of hollow rubber with a felt coating. Traditionally white, the predominant color was gradually changed to Optic Yellow in the latter part of the twentieth century to allow for improved visibility.

**Surface** : Clay, Hard, Grass, Carpet

**Terminology** : Points, Dues, Service, Set, Advantage, Tie breaker, Ace, Grand Slam

**Fundamental Skills** : Serve, Ground Stroke, Volley, Lob, Smash, Grip,

Famous Indian Tennis Players :Ramesh Krishnan Leander Peas, Mahesh Bhupati, Sania Mirza

**Famous International Tennis Players** : Andre Agassi, Roger Federer, Rafael Nadal, Pete Sampras, Serena Williams, Steffi Graf, Venus Williams, Bjorn Borg

**Important Tournaments** : Olympic games, Wimbledon, French open, US Open, Australian Open, Davis Cup

#### Lawn Tennis Basics

**Dimensions of Court** : **Singles** : 23.77 M x 8.20 m **Doubles** : 23.77 M x 11 m

**Service Line** : 6.4 m from the net

**Height of Poles** : 1.06 m

**Height of Net** : 0.91 m

**Weight of Ball** : 57 gms  $\pm$  1gms Made of rubber & Diameter of Ball : 6.3 cm

**Racket** : 78 cm long and 31 cm wide

## Annual Term

### ● Introduction to Table Tennis (for information and knowledge of students only)

## Table Tennis

### Table Tennis Basics

1. Preliminary matches are usually the best of 3 or 5 games. CHAMPIONSHIP matches are often the best of 7 or 9 games.
2. After deciding the serve, each player will serve TWO points each.
3. If a player serves a net ball (called a 'let serve'), the point is replayed. (There are no limits to the number of let serves a player may serve.)
4. The server in singles can serve anywhere: short, long, straight, or cross-court. Only in doubles do you have to serve diagonally from your right court to the opponent's right court.
5. If you volley the ball while it is still above the table surface, you lose the point.
6. If you move the table, or touch it with your free hand, during the rally, you lose the point.
7. If a you or your clothing touches the net or post during the rally, you lose the point.
8. If you hit the ball twice in succession, you lose the point.
9. If your shot hits a wall, the ceiling, or misses the opponent's side of the table, you lose the point.
10. Change ends of the table after each game.
11. The player who serves at the beginning of a game is the receiver at the beginning of the next game.
12. After the first player scores the 5th point in the final game of the match, change ends. If you forgot to change at 5, then change as soon as you realize it.
13. If your opponent distracts you by talking or yelling while the ball is in play, play a let.
14. At 10-10, the score is called "Deuce". A player must then win by 2 points. Alternate serves until one player has a 2-point lead.
15. Games are played to 11 point (NOT 21).
16. Shake hands after every match to show good sportsmanship

**Fundamental Skills :** Grip, Service, Strokes, Counter attack.

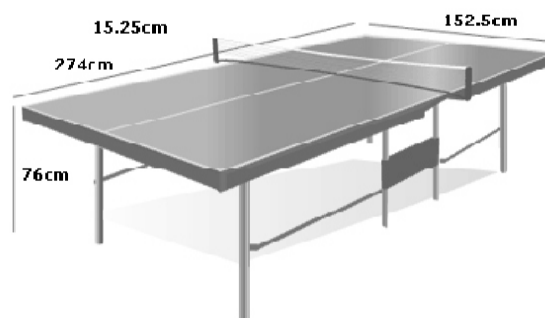
**Indian Table Tennis Players :** Kamlesh Mehta ,Chetan Baboor , S. Raman, Achanta Sharath Kamal ,Poulomi Ghatak,

**International Table Tennis Players :** Jan Ove Waldner, Deng Yaping, Din Chi Yoku

**Important Tournaments :** Olympic Games, Asian games, World Championship.

### Table tennis at a glance

|                 |   |                                           |
|-----------------|---|-------------------------------------------|
| Size of table   | : | 2.74 m x 1.52 m ( Plane surface )         |
| Height of table | : | 76 cm ( above floor surface )             |
| Net Hight       | : | 1.83 m Length and 15.2 cm High from table |
| Colour of table | : | Blue or Green ( Wood / caedboard )        |
| Colour of ball  | : | White or Orange ( Made of celluloid )     |
| Bat             | : | Circular shape of 20 cm diameter maximum  |
| Weight of ball  | : | 2.5 gm                                    |



| <b>Career Awareness Class-V</b><br><b>Careers related to Science and Research</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Half Yearly</b>                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>June+July</b><br><b>4+27=31</b><br><b>days</b>                                 | <b><u>Session 1: Unveiling Ambitions and Understanding Career Importance</u></b> <ul style="list-style-type: none"> <li>• <b>Discussion by the teacher on the following :</b></li> <li>• Discuss the importance of having a career in technology and innovation.</li> <li>• Emphasize the significance of personal interests and hobbies related to science, technology, engineering, and mathematics (STEM).</li> <li>• Students write about their STEM-related hobbies and ambitions.</li> <li>• Invite a few students to share their <b>STEM-related hobbies</b> and ambitions.</li> <li>• Highlight the importance of aligning <b>STEM-related hobbies</b> with ambitions for future careers in technology and innovation.</li> </ul>                                                                                                                                      |
| <b>August</b><br><b>25 days</b>                                                   | <b><u>Session : 2 Introduction to SCIENCE &amp; RESEARCH Careers</u></b><br><b>Career Talk by the Teacher:</b> <ul style="list-style-type: none"> <li>• Introduce careers in Science and Research, emphasizing their relevance in the modern world.</li> <li>• Discuss various professions related to STEM like Astronomers, Biotechnologist, Environmental Scientists, Data Scientist, Engineers, FinancialAnalyst etc. and their roles.</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>• Choose a significant scientific discovery that has had a profound impact on society. This could be from any field of science – physics, biology, chemistry, astronomy, etc. Conduct in-depth research on the chosen scientific discovery. Develop an engaging and informative presentation for the same. Students will share the same in next class.</li> </ul> |

## Annuals

October  
18 days

### Session : 3 Skills Development and Career Exploration :

- Students share brief reports of their exploration through presentation.
- Discussion on **skills** necessary for careers in Science and Research -  
**Analytical Thinking, Problem-Solving, and Adaptability.**
- Teacher suggests ways to develop these skills.
- Ask students to reflect on the roles, responsibilities, and skills required in the field of Science and Research.

### **Homework :**

- Students will take interview of any two personalities related to this profession on the interview sheet printed in English LC.

## PERSONAL GROWTH AND SELF AWARENESS THROUGH DREAM JOURNAL

The Dream Journal is a guided reflection and life skills programme designed to support students' emotional, social, and personal growth. Through stories, prompts, creative activities, and reflections, students are encouraged to understand themselves better, express their thoughts and feelings freely, build confidence, and develop positive values.

The journal follows a structured, age-appropriate progression across classes, helping students gradually move from self-awareness to self-belief and goal setting. Activities are designed to be completed through classroom discussions and guided reflections, with selected pages assigned as home reflection tasks.

### NOTE:

- Discussion has to be done on the topics given for C.W. as well as for H.W. H.W. to be given only after discussing the topic mentioned in that page.
- Teachers will check the journal and write 'seen' to ensure that the students complete the exercises of the journal.
- The Dream Journal includes a *Parents' Corner* to be completed periodically by parents, providing insights into the child's development and supporting meaningful school-home collaboration.

### Theme: Strengthening My Inner Voice and Choices

#### Introduction

The Dream Journal for Class V encourages students to reflect more deeply on their values, habits, emotions, relationships, and personal growth. At this stage, learners begin to understand how their thinking patterns and choices influence outcomes. Through structured reflections and strategy-building activities, the journal helps students develop emotional maturity, resilience, responsible decision-making, and confidence in their inner voice.

#### Month-wise Syllabus

| Half Yearly                         |                            |                   |                 |
|-------------------------------------|----------------------------|-------------------|-----------------|
| Month & No. of working days         | CONTENT                    |                   |                 |
| <b>April + May</b><br>24+9=33 days  | <b>Topics</b>              | <b>Class Work</b> | <b>Homework</b> |
|                                     | Moments I Want to Remember | Pg no. 45         | Pg nos.43 & 44  |
|                                     | Values That Guide Me       | Pg no. 46         | -               |
|                                     | Moments That Made Me Smile | -                 | Pg no. 47       |
|                                     | Looking Ahead              | Pg no. 48         | -               |
| <b>June + July</b><br>04+27=31 days | <b>Topics</b>              | <b>Class Work</b> | <b>Homework</b> |
|                                     | My Thinking Patterns       | -                 | Pg no. 49       |
|                                     | Strategy Builder           | -                 | Pg no. 50       |
|                                     | Emotion Thermometer        | Pg no. 51         | -               |
|                                     | My Reset Plan              | Pg no. 52         | -               |
| <b>August</b><br>25 days            | <b>Topics</b>              | <b>Class Work</b> | <b>Homework</b> |
|                                     | My Moment                  | Pg no. 53         | -               |
|                                     | Choice Filter              | Pg no. 54         | -               |

(Class-V / 162)

|                                              |                                           |                   |                 |
|----------------------------------------------|-------------------------------------------|-------------------|-----------------|
| <b>September</b><br>24 days                  | <b>Topics</b>                             | <b>Class Work</b> | <b>Homework</b> |
|                                              | My Relationship Footprint                 | Pg no. 55         | -               |
|                                              | Habit Switcher                            | Pg no. 56         | -               |
| <b>Annual Term</b>                           |                                           |                   |                 |
| <b>October</b><br>18 days                    | <b>Topics</b>                             | <b>Class Work</b> | <b>Homework</b> |
|                                              | I Can Choose My Thoughts                  | Pg no. 57         | -               |
| <b>November</b><br>24 days                   | <b>Topics</b>                             | <b>Class Work</b> | <b>Homework</b> |
|                                              | My Choices, My Day                        | -                 | Pg no. 58       |
|                                              | Understanding My Triggers                 | Pg no. 59         | -               |
|                                              | Strength Spotlight                        | Pg no. 60         | -               |
| <b>December</b><br>25 days                   | <b>Topics</b>                             | <b>Class Work</b> | <b>Homework</b> |
|                                              | Reading People's Feelings                 | Pg no. 61         | -               |
|                                              | Handling Stressful Moments                | Pg no. 62         | -               |
| <b>January</b><br>23 days                    | <b>Topics</b>                             | <b>Class Work</b> | <b>Homework</b> |
|                                              | Friendships That Help Me Grow             | Pg no. 63         | -               |
|                                              | Strength Spotlight (What's In My Control) | Pg no. 64         | -               |
| <b>February + March</b><br>21+22<br>=43 days | <b>Topics</b>                             | <b>Class Work</b> | <b>Homework</b> |
|                                              | What I'm Proud of This Year               | Pg no. 65         | -               |
|                                              | My Inner Coach                            | Pg no. 66         | -               |
|                                              | Parents' Corner                           | -                 | Pg no. 67       |

# Quality Circle Time (I Term)

## Lesson Plan – 1

**Theme for the lesson: Being Compassionate**

**SEL Competency for the lesson – Self Awareness**

(The ability to recognize one's emotions, understand how feelings affect behavior, appreciate personal strengths, build confidence, and develop empathy toward others.)

**Learning standard:-**

Identify one's emotions and their influence on behavior, performance, and decisions.

**Learning outcome:-**

Recognize that emotional responses may differ among individuals in the same situation.

**Learning objective: -**

Students will be able to describe emotions related to compassion and kindness.

**Introduce the five skills required for QCT with action:** Listening, Speaking, Looking, Thinking, concentrating

**Set the Ground Rules for QCT**

**QCT Aids – Speaking Object, Soothing Log**

|                      |                                                                                                                                                           |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meeting Up:</b>   | <b>What I Am</b><br><br>Each child describes themselves using a positive adjective.<br><i>Example: "I am kind Aarav."</i>                                 |
| <b>Warming up:</b>   | <b>Mirror, Mirror</b><br><br>Pairs copy each other's expressions and gestures.<br><i>Example: One smiles, the partner mirrors.</i>                        |
| <b>Opening up:</b>   | <b>Strengths Exploration</b><br><br>Students share a time they showed kindness or compassion.<br><i>Example: "I helped my friend when they were sad."</i> |
| <b>Cheering up:</b>  | <b>Positive Affirmations</b><br><br>Students write one positive line about themselves.<br><i>Example: "I am caring."</i>                                  |
| <b>Calming down:</b> | <b>Body Scan</b><br><br>Students focus on relaxing each body part slowly.                                                                                 |

## Lesson Plan – 2

### Theme for the lesson: Personal Safety

#### SEL Competency for the lesson – Self Management

(The ability to manage emotions, stay calm in stressful situations, seek help, and make safe choices.)

#### Learning standard :-

Manage one's emotions and behavior and develop a positive attitude.

#### Learning outcome :-

Manage stress and demonstrate positive coping behaviors.

#### Learning objective :-

Students will be able to identify stressful or unsafe situations and healthy responses.

#### Revisit the five skills required for QCT

QCT Aids – Speaking Object, Parachute

|                      |                                                                                                                                                    |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meeting Up:</b>   | <b>Emotion Check-In</b><br><br>Students share how they feel and one calming strategy.<br><i>Example: "I feel nervous, so I take deep breaths."</i> |
| <b>Warming up:</b>   | <b>Time Management Challenge</b><br><br>Students organize objects within a time limit.<br><i>Example: Arrange books neatly in 2 minutes</i>        |
| <b>Opening up:</b>   | <b>Self-Reflection</b><br><br>Students draw or write how they feel.<br><i>Example: Drawing a calm face.</i>                                        |
| <b>Cheering up:</b>  | <b>Laughter Yoga</b><br><br>Short group laughter to release stress.                                                                                |
| <b>Calming down:</b> | <b>Goal Visualization</b><br><br>Students imagine achieving a personal goal.                                                                       |



## Lesson Plan – 3

### Theme for the lesson: Caring

#### SEL Competency for the lesson – Social Awareness

(The ability to understand others' feelings, respect diversity, empathize, and act kindly toward people from different backgrounds.)

#### Learning standard :-

Recognize individual and group similarities and differences.

#### Learning outcome :-

Understand diversity and show empathy toward others.

#### Learning objective :-

Students will be able to recognize diversity and practice caring behavior.

#### Revisit the five skills required for QCT

QCT Aids – Speaking Object, Ball

|                      |                                                                                                                                    |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meeting Up:</b>   | <b>Empathy Circle</b><br><br>Students share a time they cared for someone.<br><i>Example: "I helped my sibling with homework."</i> |
| <b>Warming up:</b>   | <b>Pass the Ball</b><br><br>Children pass a ball quickly through a line.                                                           |
| <b>Opening up:</b>   | <b>Two Truths and a Lie</b><br><br>Students share statements; others guess the false one.                                          |
| <b>Cheering up:</b>  | <b>Appreciation Circle</b><br><br>Students compliment classmates.<br><i>Example: "You are helpful."</i>                            |
| <b>Calming down:</b> | <b>Peaceful Pond Visualization</b><br><br>Students imagine sitting near a calm lake.                                               |

## Lesson Plan – 4

### Theme for the lesson: Responsibilities, Rights and Duties

#### SEL Competency for the lesson – Relationship Management

(The ability to communicate respectfully, handle peer pressure, cooperate, and maintain healthy relationships.)

#### Learning standard :-

Use communication and social skills to interact effectively with others.

#### Learning outcome :-

Demonstrate cooperation and teamwork.

#### Learning objective :-

Students will be able to reflect on responsibilities and respond positively to peer pressure.

#### Revisit the five skills required for QCT

QCT Aids – Speaking Object

|                      |                                                                                                                                           |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meeting Up:</b>   | <b>Admired Qualities</b><br><br>Students share two qualities they admire in someone.<br><i>Example: "I admire my teacher's patience."</i> |
| <b>Warming up:</b>   | <b>Empathy Walk</b><br><br>Blindfold partner activity to build trust                                                                      |
| <b>Opening up:</b>   | <b>Compliment Circle</b><br><br>Each child gives a sincere compliment.<br><i>Example: "You explain ideas clearly."</i>                    |
| <b>Cheering up:</b>  | <b>Funny Faces</b><br><br>Students make silly expressions to lighten mood.                                                                |
| <b>Calming down:</b> | <b>Mindful Communication</b><br><br>Pairs practice active listening.                                                                      |

## Lesson Plan – 5

### Theme for the lesson: Choose Your Role Model

#### SEL Competency for the lesson – Responsible Decision Making

(The ability to make thoughtful choices, follow rules, understand consequences, and choose positive role models.)

#### Learning standard :-

Consider ethical, safety, and societal factors in making decisions.

#### Learning outcome :-

Analyze reasons for school and social rules.

#### Learning objective :-

Students will reflect on rules and positive role models.

#### Revisit the five skills required for QCT

QCT Aids – Speaking Object, Blindfold Scarf

|               |                                                                                                                                    |
|---------------|------------------------------------------------------------------------------------------------------------------------------------|
| Meeting Up:   | <b>On My Birthday Game</b><br>Children add gift ideas in a memory chain.                                                           |
| Warming up:   | <b>Hunter and Hunted Game</b><br>Blindfold game focusing on listening and awareness.                                               |
| Opening up:   | <b>Decision Stones</b><br>Students share a good or poor decision they made.<br><i>Example: "I chose to finish homework first."</i> |
| Cheering up:  | <b>My Proud Decision</b><br>Students share a decision they feel proud of.                                                          |
| Calming down: | <b>Mindful Breathing</b><br>Students practice slow breathing to relax.                                                             |

# Quality Circle Time (II Term)

## Lesson Plan – 1

**Theme for the term: Responsibility**

**SEL Competency for the lesson – Self Awareness**

(The ability to recognize one's emotions, understand how feelings influence behavior, develop self - worth, reflect on strengths and weaknesses, and build confidence and accountability.)

**Learning standard:**

Identify one's emotions and their influence on one's behavior, performance, and decisions.

**Learning outcome:**

Recognize that emotional responses may differ among individuals in similar situations.

**Learning objective:**

Students will be able to describe emotions related to responsibility and self-image.

**Teaching Aids: Speaking Object**

**Revisit the five skills required for QCT** (Listening, Speaking, Looking, Thinking, Concentrating)

|                      |                                                                                                                                             |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meeting Up:</b>   | Students draw a <b>self-portrait</b> and write one word describing themselves.<br><i>Example: "I see myself as responsible."</i>            |
| <b>Warming up:</b>   | Partner Observation Game — students notice small changes in their partner's appearance.<br><i>Example: Rolled-up sleeve, changed watch.</i> |
| <b>Opening up:</b>   | Gratitude Circle — each child shares <b>one thing they feel thankful for</b> .<br><i>Example: "I am grateful for my parents."</i>           |
| <b>Cheering up:</b>  | Compliment Circle — children give <b>genuine compliments</b> .<br><i>Example: "You are helpful in group work."</i>                          |
| <b>Calming down:</b> | Guided visualization — imagine being a bird flying confidently and peacefully                                                               |

## Lesson Plan – 2

### Theme for the term: Responsibility

#### SEL Competency for the lesson – Self Management

(The ability to manage emotions, handle stress, plan time, stay focused, and maintain positive habits.)

#### Learning standard:

Manage one's emotions and behavior and develop a positive attitude.

#### Learning outcome:

Demonstrate stress management and positive self-control.

#### Learning objective:

Students will identify situations that cause stress and learn healthy coping strategies.

**Teaching Aids:** Floor Dice, Whistle, Speaking Object

**Revisit the five skills required for QCT**

|                      |                                                                                                                           |
|----------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Meeting Up:</b>   | Energy Check-In — students rate their energy level from 1–5.<br><i>Example: “Today I feel like a 3 — calm but tired.”</i> |
| <b>Warming up:</b>   | Daily Planner Activity — students plan a simple daily routine.<br><i>Example: Homework → Play → Revision.</i>             |
| <b>Opening up:</b>   | Emotion Charades — students act out emotions and guess them.                                                              |
| <b>Cheering up:</b>  | Energy Boost — upbeat movement and music to refresh mood.                                                                 |
| <b>Calming down:</b> | Experiencing Silence — quietly pass an object around the circle.                                                          |

## Lesson Plan – 3

### Theme for the term: Responsibility

#### SEL Competency for the lesson – Social Awareness

(The ability to understand others’ perspectives, respect diversity, empathize with different communities, and act sensitively in society.)

#### Learning standard:

Recognize individual and group similarities and differences.

#### Learning outcome:

Identify how different social and cultural groups contribute to society.

#### Learning objective:

Students will learn empathy and respect for diversity.

**Teaching Aids:** Speaking Object, Ball, Music Player

**Revisit the five skills required for QCT**

|                      |                                                                                                                                 |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Meeting Up:</b>   | Empathy Cards — children guess how someone else might feel in a situation.<br><i>Example: “A new student may feel nervous.”</i> |
| <b>Warming up:</b>   | Balloon Keep-Up — partners keep a balloon in the air using teamwork.                                                            |
| <b>Opening up:</b>   | Story Sharing — children share experiences of learning about different cultures or traditions.                                  |
| <b>Cheering up:</b>  | Compliment Chain — children write kind messages and create a chain.                                                             |
| <b>Calming down:</b> | Gratitude Meditation — reflecting on people who positively influence them.                                                      |

## Lesson Plan – 4

### Theme for the term: Responsibility

#### SEL Competency for the lesson – Relationship Management

(The ability to build trust, handle peer pressure, communicate respectfully, cooperate, and maintain healthy friendships.)

#### Learning standard:

Use communication and social skills to interact effectively with others.

#### Learning outcome:

Demonstrate cooperation, empathy, and teamwork.

#### Learning objective:

Students will reflect on peer influence and relationship choices.

**Teaching Aids:** Speaking Object, Soothing Log, Parachute

**Revisit the five skills required for QCT**

|                      |                                                                                                           |
|----------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Meeting Up:</b>   | Role Reversal — students act like their partners.<br><i>Example: Mimic how your friend speaks kindly.</i> |
| <b>Warming up:</b>   | Friendship Web — passing yarn while sharing positive traits.                                              |
| <b>Opening up:</b>   | Circle of Trust — sharing appreciation for peers.                                                         |
| <b>Cheering up:</b>  | Team Cheer — groups create and perform a short cheer.                                                     |
| <b>Calming down:</b> | Breathing Buddies — pairs focus on slow breathing together.                                               |

## Lesson Plan – 5

### Theme for the term: Responsibility

#### SEL Competency for the lesson – Responsible Decision Making

(The ability to make thoughtful choices, understand consequences, respect rules, and act responsibly.)

#### Learning standard:

Consider ethical, safety, and societal factors in making decisions.

#### Learning outcome:

Analyze reasons for school and societal rules.

#### Learning objective:

Students will reflect on the purpose of rules and responsible choices.

**Teaching Aids:** Speaking Object, Soft Toy

**Revisit the five skills required for QCT**

|                      |                                                                                                                                               |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meeting Up:</b>   | Story Starters — students’ complete sentences about decisions.<br><i>Example: “One time I had to decide whether to...”</i>                    |
| <b>Warming up:</b>   | Detective & Leader Game — children observe and copy secret actions.                                                                           |
| <b>Opening up:</b>   | Decision Tree — students place choices under <b>Good</b> or <b>Needs Improvement</b> .<br><i>Example: Helping a friend vs. ignoring them.</i> |
| <b>Cheering up:</b>  | Positive Affirmations —<br><i>“I can make responsible choices.”</i>                                                                           |
| <b>Calming down:</b> | Breathing Break — slow breathing using a 4–7–8 rhythm.                                                                                        |



## **CHETNA SYLLABUS**

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometime on their own or by seeking help from the right person at the right time.

### **HALF YEARLY**

| <b>Month &amp;<br/>No. of<br/>working Days</b> | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Resource<br/>Person</b> |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>April+May<br/>24+9<br/>= 33 Days</b>        | <b>Session-1 (for parents)</b><br>Session on developmental phase (IQ, EQ, SQ, HQ)<br>Balancing the parental expectation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Counsellor                 |
|                                                | <b>Session-2 – (for students)</b><br>(I) Introductory Activity – Let’s learn to be safer and smarter (Via story telling)<br>(ii) Going to Washroom – Girl's Washroom and Boy's Washroom<br>(iii) Differentiating Good & Bad Secret<br>(iv) Komal Movie to be shown. Link : <a href="https://youtu.be/5cBQtZRbRJu">https://youtu.be/5cBQtZRbRJu</a><br>(v) Activity – We are changing (Discussion followed by <b>Worksheet</b> – given in English Learner's Comate)<br>(vi) Defining Adolescence (via Slide Show)<br>(vii) Child helpline No.-1098.<br>(viii) Sharing of information – People who can be approached in school for help related to personal safety - Principal, Counsellor, Academic Head, Teachers & Pastoral Guides. |                            |
|                                                | <b>Session-3 – (for students)</b><br><b>Parivartan Session</b> (separately for boys and girls)<br>(a session on menstrual hygiene, UTI for girls) and (Handling changes during Puberty, UTI for Boys)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                            |
| <b>June+July<br/>4+27<br/>= 31 Days</b>        | <b>Session-4– (for students)</b><br><b>Responsible Gadget Usage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Counsellor                 |
|                                                | <b>Session-5 – (for students)</b><br>Setting boundaries and respecting privacy (teaching about when to say <b>NO</b> )<br><b>The Irreplaceable Role of Parents in Our Lives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Class Teacher              |

| Month & No. of working Days | Content                                                                                                                                                                                                                                                                                                                                                                                                                | Resource Person |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>August<br/>25 Days</b>   | <b>Session-6- (for students)</b> Child safety – physical, emotional, cyber, social and personal areas to be discussed.<br>Activity – Safety Rules (Discussion followed by <b>Worksheet</b> – given in English Learner's Comate)                                                                                                                                                                                        | Counsellor      |
|                             | <b>Session-7- (for students)</b><br>'What if' game and role play to help them develop skills needed in certain situations                                                                                                                                                                                                                                                                                              | QCT Teacher     |
| <b>November<br/>24 Days</b> | <b>ANNUAL TERM</b>                                                                                                                                                                                                                                                                                                                                                                                                     |                 |
|                             | <b>Session-1 (for students)</b><br>(I) <b>“Friendship and Empathy”</b> : the importance of empathy in building strong friendships. Discussing scenarios where empathy plays a key role which can help students understand the value of compassion and kindness in their relationships with peers.<br>(ii) Activity: friendship Red flags (Discussion followed by <b>Worksheet</b> – given in English Learner's Comate) | Counsellor      |
| <b>December<br/>25 Days</b> | <b>Session-2 (for students)</b><br>Discussion on HUMAN TRAFFICKING after showing the video clip and followed by the worksheet in English Learner's comate.<br><a href="https://drive.google.com/file/d/1r3L0UAlcgyimB-vVw61IfJi1zv9PB6u/view?usp=sharing">https://drive.google.com/file/d/1r3L0UAlcgyimB-vVw61IfJi1zv9PB6u/view?usp=sharing</a>                                                                        | Counsellor      |
| <b>January<br/>23 Days</b>  | <b>Session-3- (Revision) (for students)</b><br>(I) Bullying<br>(ii) CBSE & UNESCO-approved videos on bullying <b>Video Link</b>                                                                                                                                                                                                                                                                                        | Counsellor      |
|                             | <b>Session-4 (for students)</b><br>'What if' game and role play to help them develop skills needed in certain situations.                                                                                                                                                                                                                                                                                              | QCT Teacher     |

## ROBOTICS CURRICULUM (CLASS V)

Robotics is an interdisciplinary field that blends science, engineering, and technology to develop problem-solving and critical thinking skills in students. Through hands-on activities, learners explore STEM concepts and work with embedded systems found in everyday devices, fostering curiosity, creativity, and innovation .



- ☐ Practical File to be maintained for all activities.
- ☐ Assignments will be done in Science Learner's Comate and will be subjected to correction.

| Months                                                                | Platform                                                          | Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>April</b><br>= 24 Days                                             | <b>Introduction of Robotics and Introduction of Electronics</b>   | <b>Module 1: Basic Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is Robots</li> <li><input type="checkbox"/> Classification of Robots</li> <li><input type="checkbox"/> Application of Robots</li> <li><input type="checkbox"/> Basic Components of Robot</li> <li><input type="checkbox"/> Different Types of Robots</li> <li>✓ <b>PPT to be shown to students.</b></li> <li>✓ <b>Lab Visit.</b></li> </ul> <b>Assignment 1: Based on basic introduction of Robotics and their types.</b><br><b>Module 2: Conceptual Understanding of computational devices.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction of Electronics</li> <li><input type="checkbox"/> Identification of Components</li> <li><input type="checkbox"/> Use of components and their connectivity</li> <li><input type="checkbox"/> Introduction of Breadboards</li> </ul> |
| <b>Components Used: Breadboard (Kit No. 1)</b>                        |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>May</b><br>(9 Days)                                                | <b>Electronics (Basic Introduction of Led, Buzzer, Resistors)</b> | <b>Module 2: (Continue .....)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introductions to Terms(Circuit, Closed loop,Current,Voltage)</li> <li><input type="checkbox"/> Do's and Don'ts of Electronics</li> <li><input type="checkbox"/> Introduction of Led, Resistor, Buzzer etc.</li> <li>✓ <b>Lab Activity 1: Build simple closed circuit of LED ON/OFF and Buzzer ON/OFF.</b></li> </ul> <b>Assignment 2: Based on Basic Electronics.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Components Used: Breadboard, Led, Resistor, Buzzer (Kit No. 1)</b> |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                        |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June<br>+<br>July<br>(4+27)<br>= 31 Days                                               | Motor, Switches<br>and<br>Potentiometer                    | <b>Module 2: (Continue..... )</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Resistors and switches in a circuit.</li> <li><input type="checkbox"/> Introduction to Motor and Potentiometer</li> <li>✓ <b>Lab Activity 2: Build a circuit related to Potentiometer and Resistor.</b></li> </ul> <b>Assignment 3: Based on Motor, Switches and Battery.</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Components Used: Breadboard, Battery, Motor, Switches ,Potentiometer(Kit No. 1)</b> |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Aug<br>25 Days                                                                         | Coding:<br>Code.org<br>(Dance Lab , Artist,<br>Sprite Lab) | <b>Module 3: Introduction of different Code Lab.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maze Puzzles</li> <li><input type="checkbox"/> Practice to read Algorithm with loops and Nested loops.</li> <li><input type="checkbox"/> Build a customized game.</li> <li>✓ <b>Lab Activity 3: Students write programs (algorithms for the computer) that get a character through a maze.</b></li> <li><input type="checkbox"/> Dance Party Project</li> <li><input type="checkbox"/> Drawing shapes with loops.</li> <li>✓ <b>Lab Activity 4: Students write programs for Dance Party and Shape Drawing in Code.org.</b></li> </ul> <b>Assignment 4: Based on the given Practical.</b><br>Link: <a href="https://studio.code.org/users/sign_in">https://studio.code.org/users/sign_in</a> |
| Sep<br>24 Days                                                                         | Revision<br>Project                                        | <b>Challenge Task:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> RGB Color Mixing Project</li> <li><input type="checkbox"/> Attempt code.org and create Project.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Oct<br>18 days                                                                         | Mechanical<br>Construction                                 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Mechanical Construction of Project.</li> <li><input type="checkbox"/> Uses of cable car and discuss mechanism behind it</li> <li>✓ <b>Lab Activity 5: Building an Air Cooler</b></li> </ul> <b>Materials Required:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cardboard</li> <li><input type="checkbox"/> Scissor, Glue, Thread, Battery, Battery Clip, Motor</li> <li><input type="checkbox"/> Measuring scale</li> </ul>                                                                                                                                                                                                                                                                              |
| Nov<br>24 Days                                                                         | 3D Designing                                               | <ul style="list-style-type: none"> <li><input type="checkbox"/> 3D Printer Introduction</li> <li><input type="checkbox"/> 3D Pen /3D Printer Working</li> <li><input type="checkbox"/> Filament Loading and Unloading</li> <li>✓ <b>Lab Activity 6: Build your name with 3D printer/3D pen.</b></li> </ul> <b>Assignment 5: Based on 3D Pen / 3D Printer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Components Used: 3D Printer/3D Pen, Filaments</b>                                   |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                    |                        |                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dec<br>25 Days                     | Scratch<br>Programming | <input type="checkbox"/> Introduction to Block<br><input type="checkbox"/> Introduction of Forever loop<br><input type="checkbox"/> Multi-Colored Block<br><input checked="" type="checkbox"/> Lab Activity 7: Create programming for Making the Sprite Walk Better<br>Link: <a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>                       |
| Software Used: Scratch Programming |                        |                                                                                                                                                                                                                                                                                                                                                                    |
| Jan<br>23 Days                     | Scratch<br>Programming | Continue.....<br><input type="checkbox"/> Introduction to Background/Backdrop Block<br><input type="checkbox"/> Changing the Sprite and Costume<br><input type="checkbox"/> Sound Block<br><input checked="" type="checkbox"/> Lab Activity 8: Build a programming for Barking Dog Chases Cat!<br>Assignment 6: Based on Scratch Programming and different blocks. |
| Software Used: Scratch Programming |                        |                                                                                                                                                                                                                                                                                                                                                                    |
| Feb<br>21 Days                     | Revision Project       | Challenge Project:<br><input type="checkbox"/> Create a Quiz game on Scratch 3.0.                                                                                                                                                                                                                                                                                  |

## HALF YEARLY

### Holiday Home Work (Summer Vacation)

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>English —</b>  | <b>(to be done in language note book)</b><br>1. Write a paragraph on 'How you would react if you see a stranger in your room'. (to be done in Language notebook)<br>2. Read any one book from the list of suggested reading given in your precept and write in 'Read Think Write' and 'My Reading Log' (AYD, MZP, RBGJ).<br>3. Read the book 'The Boys Who Fought' for Reading for Pleasure Examination.<br>4. Verbal Reasoning Assignment (Given in Enrichment Booklet)                                                                                                                            |
| <b>Hindi—</b>     | <b>(to be done in language note book)</b><br>१. गिनती - १ से ८० तक के अंकों का लिखित तथा मौखिक अभ्यास कीजिए। (लर्नर्स कोमेट)<br>२. परियोजना कार्य (व्याकरण उत्तरपुस्तिका में) -<br>क) पाठ-१ हम जब होंगे बड़े (कविता) - जिज्ञासा (पृष्ठ सं० १२) (कार्य पुस्तिका)<br>ख) पाठ-४ स्वामी विवेकानंद - लीक से हटकर (पृष्ठ सं० ३४) (कार्य पुस्तिका)<br>ग) पाठ-२ मिट्टू (केवल पठन हेतु) (पृष्ठ सं० १३-१५) (इस पाठ पर आधारित अभ्यास कार्य एवं प्रश्न परीक्षा में नहीं पूछे जाएंगे।)<br>घ) संज्ञा रचनात्मक अभिव्यक्ति (पृष्ठ सं० ३३-३४) (व्याकरण कार्यपुस्तिका)                                                 |
| <b>Maths—</b>     | <b>(To be done in Maths H.W. Notebook)</b><br>1. Ch. Place Value (Part-1)<br>* Project Pg. 14 (Notebook) * Worksheet Pg. 23, (Notebook)<br>* Chapter Check-up : (Pg. 22) Q1, Q2, Q3, Q4, Q7, Q8, (Notebook), Q6, Q9- (Book Work).<br>* Steam Connect pg. no. 24 - (BW)<br>2. Ch. Addition, Subtraction & their Applications<br>* Project Pg. 30 (1,2) (Notebook) * Worksheet Pg. 39 (BW)<br>3. Assignment on logical reasoning (to be done in Enrichment booklet)<br>4. Revise Tables from 2 to 18                                                                                                  |
| <b>Science—</b>   | <b>(to be done in notebook)</b><br>1. Pg. 39 - Enrichment Activities 2 - to be done in A4 size sheet<br>2. Research and write about the four main ways seeds are dispersed by Wind, water, animals and explosion also find 2 examples of plants for each type of dispersal and list them.                                                                                                                                                                                                                                                                                                           |
| <b>Soc. Std.—</b> | 1. (Page 7) Art Work : Take a map of the world from an old atlas. Cut out 10 different countries from it and stick them on a chart paper. Collect pictures of interesting things about each country (could be the dress of the people, or their houses, all the physical features like mountains or beaches). Stick the pictures beside the country they belong to. Make the chart paper look as colorful as possible.<br>2. (Page 15) Find out about the history of map-making (cartography). Work individually. You could present your findings in the form of a report, a chart, or a flip book. |
| <b>Sanskrit—</b>  | परियोजना निर्माण कार्यम् - पृ० सं० ६ तथा पृ० सं० १४ (प्र०सं०-१) छात्र कार्य-पुस्तिका में करेंगे।                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Computer—</b>  | Cyber Assignment 1 and 2 given in Enrichment booklet.<br>Annexure A2-Sustainable Development Goals given on pg. no. 109..                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Drawing—</b>   | Pg. 24,29-30,33                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## ANNUAL TERM

### Holiday Home Work (Winter Vacation)

- English —** (1) Write a letter to your friend inviting him/her to your house to spend the winter vacation. (to be done in Language Notebook)  
(2) Read any one book from the list of suggested reading given in your precept and maintain a record in 'Read Think Write' and 'My Reading Log' (AYD, MZP, RBGJ).  
(3) Verbal Reasoning Assignment (Given in Enrichment Booklet)
- Hindi—** परियोजना कार्य  
क) पाठ-१ काँटों में राह बनाते (कविता) - लीक से हटकर पृ० सं० १२ (पुस्तक कार्य)  
ख) पाठ-३ मुझसे कुछ मत छिपाना (पत्र) - जिज्ञासा पृ० सं० २६ (पुस्तक कार्य)  
ग) पाठ-६ धाय माँ पन्ना का त्याग (केवल पठन हेतु) पृ० सं० ४३ से ४७  
घ) पाठ-८ भूल गया है क्यों इंसान - लीक से हटकर पृ० सं० ६४ (मौखिक)  
ङ) विशेषण-रचनात्मक अभिव्यक्ति (पृष्ठ सं० १६) (व्याकरण कार्यपुस्तिका)
- Maths—** Do it in your Maths Home Work Note Book.  
1. Ch. Decimals (Part-1)  
\* Use Your Skills : Pg. 130 Q.1,2,3 (Notebook)  
\* Worksheet Pg. 129 (Book Work)  
2. Ch. Measurement (Part-2)  
\* Use Your Skills :Pg. 53 (Book Work)  
\* Steam Connect : Pg. 52 (Students will submit video in Google Classroom)  
3. Ch. Perimeter, Area and Volume (Part-2)  
\* Steam Connect : Pg. 75 (Book Work)  
4. Revise tables from 2 to 18 (orals).
- Science—** 1. Create a presentation on purification of water, record your explanation of it, and prepare a detailed report.  
2. Prepare a presentation on Chandrayaan 3
- S. St.—** 1. Find out (Page 124, to be done in Class Work Note Book)  
The Emblem of the United Nations is given. Find out what it means and share the details in class. If you were to design a logo of the UN, what would it look like? Draw and bring it to class.  
Art work (to be done on chart paper)  
Prepare a poster or collage that invites young men and women to join the UN Peacekeeping Force. Also write a catchy slogan.  
2. Write Right (Page 131)  
Imagine it is 1857, and you are an Indian soldier in the British army. Create a pamphlet inspiring other soldiers to join the uprising. It should list the reasons for your protest and what you plan to do after the uprising.
- Sanskrit —** चित्र सहित शरीर के अंगों के नाम संस्कृत में चार्ट पेपर पर बनायें अथवा चिपकाएँ।
- Computer—** \* Game Time given on pg. no. 110-111, Cyber Assignment 3 given in Enrichment booklet
- Drawing—** Pg. No. 46,47,51,52-53,55-56



Estd. 1972

This Syllabus belongs to :

Name: \_\_\_\_\_

Class & Sec : \_\_\_\_\_ Branch: \_\_\_\_\_

Dear Students

Congratulations on the start of the next phase of your life's journey towards personal excellence and success. We wish you all the best in your journey.

“The important thing is not so much that every child should be taught, as that every child should be given the wish to learn”

The syllabi that you are holding right now aspires to do so through its unique weave of subjects, lessons and test dates to help you plan out your day to day schedule well in advance ,avoid panic in the last moment and do well in your class. Do carry the syllabi to school every Friday.

**Just a few suggestions to make your schooling enjoyable.**

Carry only the required books and copies for the day to lighten your bag and burden. The time table has been designed so that you are not required to carry all the books through out the week.

Choose a nice, comfortable bright colour school bag for you with broad loops to ease the burden on your young shoulders.

Be up to date vis-à-vis your copy completion, corrections, assignment submissions, diary entries, learning at home, revisions and signatures.

And yes, be regular to school and on time.

**Happy Learning !**