



# Queen Global International School

CBSE Affiliated & Govt. Recognized  
A Fully Air-Conditioned & Co-Educational School  
C-Block, Main Road, Dilshad Garden, Delhi-110095



## **CURRICULUM**

Session: 2021-22

**GRADE V**



## **OUR MISSION**

*QGIS strives to be the school of excellence*

## **OUR VISION**

*QGIS envisions every child to attain excellence by adopting novel thinking, social intelligence, media literacy, cross cultural competency and sense making techniques*

## **OUR MOTTO**

*We Share, We Care, We Pursue Excellence!*

## SCHOOL LOGO



*The school logo is a blend of modern beliefs with cultural ethos .Students holding the globe in front of the book conveys that the education is the foundation to reach the zenith globally.*

*The artistic font in the school s name exhibits the creativity we instill in globalites. The ribbon underneath showcases the motto WE SHARE, WE CARE, WE PURSUE EXCELLENCE which contains the essence of our school*

## **How CURRICULUM is different from SYLLABUS?**

*Every child has a unique way of reaching out to relate people and things to understand various concepts in journey of learning.*

*Syllabus connotes the subjects as well as the topics covered in the course of study. On the other hand a Curriculum is a broadly defined sequence of educational instructions and recapitulations in such a manner to achieve vision and mission of oneself education. Annual curriculum of Queen Global International School has been designed as an yearly structured lesson plan comprising blend of curricular , co curricular and co scholastic subjects*

*It alludes to the knowledge, skills and competencies students will be learning during the academic year. It contains the various pedagogies, lesson plans, assignments, visualization and memory exercises, activities, projects, learning objectives, and so on*

# QGIS Syllabus At A Glance



**Queen Global  
International School**

**Curriculum  
Session 2020-21**



Collaboratively  
Planned  
Memory And  
Visualization  
Techniques

21st Century  
Pedagogies With  
Digital Learning  
Platform

Long Term &  
Short Term Goal  
Oriented

In Alignment  
With National  
/CBSE  
Guidelines

Regular  
Expert Reviews  
And  
Monitoring For  
Implementation

Inter  
Disciplinary  
And Progressive  
Inclusive

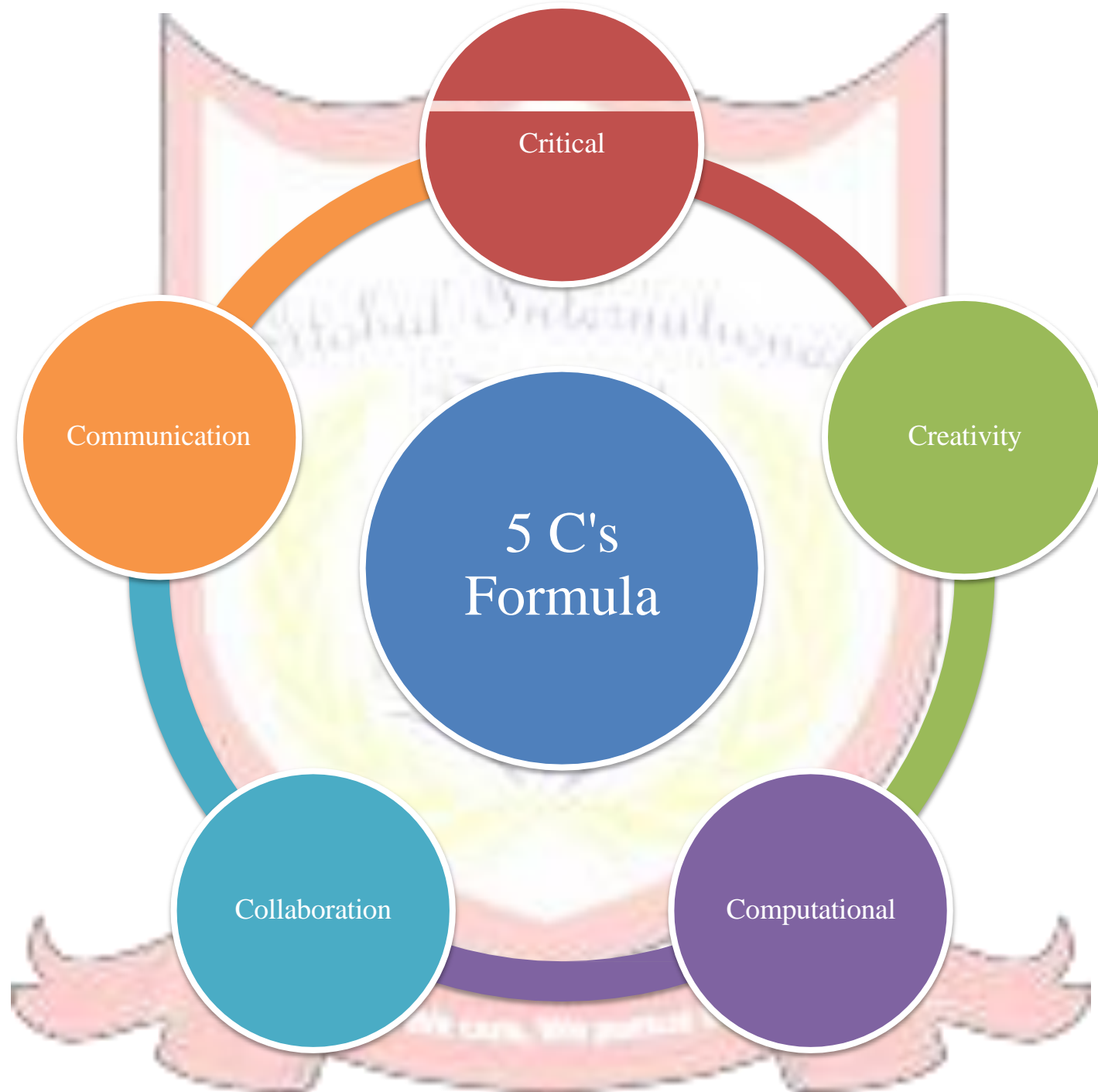
Catering To  
Multiple  
Intelligence  
Diversity

## VISION ON CURRICULUM

*Activity based learning describes a range of pedagogical approaches to teaching. It's core premises include the requirement that learning should be based on doing some hands on experiments and activities. At QGIS students are provided the purpose for coming to school and will find a drive within themselves. Here students will become actively involved in their education by concentrating on their future aspirations, to transform the learners into the future leaders.*

*The idea of activity based learning is rooted in the common notion that the children are active learner rather than passive recipients of information. Here the children are provided with opportunities to explore by their own and provided an optimum learning becomes joyful and long lasting. At the QGIS our aim is to:-*

- *Ensure that all our students get the opportunity to participate in a variety of activities (learning by doing).*
- *Developing habits and character right from the childhood,*
- *Learning basic manners and etiquettes*
- *Practicing values like sharing, caring, generosity, friendliness, thankfulness and cooperation etc. during.*



## **ENGLISH**

### **Why we should study English?**

\*Good English learning in the school level will help to become competent in the era of globalization. It certainly helps to bridge the communication gap between people of various other countries & thereby bringing the whole world under one single roof. It is high time that innovative & new breakthrough strategies of improving the language learning method should be adopted. Altogether, it will help you to speak English language just like any other native speakers.

\*English is the language of science, aviation, computers diplomacy & tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or finding work abroad.

\*English is also the language of the Internet. Many websites are written in English-you will be able to understand them and to take part in discussions.

### **Teaching Strategies:**

1. Visualization: Bringing academic concepts to life with visual and practical learning experiences, helping the students to understand how their schooling applies in the real-world.
2. Cooperative learning: Encouraging the students of mixed abilities to work together by promoting small group or whole class activities. This will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life.
3. Inquiry-based instruction: Pose thought-provoking questions which inspire the students to think themselves and become more independent learners. Encouraging them to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts.
4. Differentiation: Differentiating the teaching by allocating tasks based on students' abilities, to ensure no one gets left behind. Assigning classroom activities according to students' unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support.
5. Technology in the classroom: Incorporating technology into your teaching is a great way to actively engage your students, especially as digital media surrounds young people in the 21st century.
6. Brain Storming: It is an excellent teaching strategy to generate ideas on a given topic. Brainstorming helps promote thinking skills. When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills.
7. Role play: Students take on a decision making persona that might let them diverge from the confines of their normal self-imposed limitations or boundaries. Students can transcend and think beyond the confines of the classroom setting.
8. Group Discussion: It improves thinking, listening and speaking skills. It also develops critical thinking skills, improve language skills, speak with confidence and authority, work collectively on problems, and learn to come to a conclusion or solve problems.





## Goals

### Short Term:

Through completing our coursework, our students will be better able to become:

1. more sophisticated reader
2. better, more flexible writer
3. better listener and more effective speaker
4. more creative and critical thinker
5. develop moral imagination, ethical values, and a sense of vocation
6. more confident

### Long Term:

Through completing our coursework, our students will be better able to:

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Learning Objective:

The students will be able to:

- Read coherently.
- Build their own vocabulary.
- Understand different parts of speech.
- Write diary entry, message, notice, informal letter, story writing, paragraph writing.
- Frame their own question and answers.

MONTHS (No. of days)	LITERATURE	GRAMMAR	CREATIVE WRITING	ACTIVITY	LEARNING OBJECTIVE	SKILLS DEVELOPED
<p><b>April-May</b> <b>(50 days)</b></p>	<p><b><u>*Book-Fitzroy Readers</u></b> Lesson- Paul's Principle</p>	<p>*Punctuations (full stop, comma, semicolon)</p> <p>*The Sentences; Subject, Predicate and Clauses.</p> <p>*Prefixes &amp; Suffixes</p> <p>* Formation of Abstract Noun</p>	<p>*Paragraph Writing on 'What I aspire to be and why?'</p> <p>*Unseen Passage</p>	<p><b><u>Punctuation</u></b> *Role Play of Punctuation marks.</p> <p><b><u>Subject &amp; Predicate</u></b> *Four students from each group will form different sentences in which one student will be subject, the 2<sup>nd</sup> student will be a verb, the third students will be predicate and the fourth student will be the punctuation mark.</p> <p><b><u>Prefix &amp; Suffix</u></b> <b><u>Roll an Affix Game:</u></b> On a blank dice, write six prefixes/suffixes. The teacher will roll the dice. For the prefix that comes up, students take turns giving a word which starts with tat prefix. Students keep giving words until someone cannot think of another word. The last row to give a word scores a point.</p> <p><b><u>Abstract Noun</u></b> *Students will use the book they are currently reading and try to find as many</p>	<p><b><u>Punctuation</u></b> *The students will learn to use the correct punctuation mark as per statements.</p> <p><b><u>Reading</u></b> *Modal reading will make the students aware about the right pronunciation and punctuations.</p> <p><b><u>Sentences</u></b> *The students will be able to identify subject and predicate from a given sentence and also the difference between Simple and Compound Sentences.</p> <p><b><u>Prefix &amp; Suffix</u></b> *The students will be able to determine how the meaning of the word changes by adding prefix or</p>	<ul style="list-style-type: none"> <li>● Sense Making Technique</li> <li>● Awareness</li> </ul>

				abstract nouns as they can.	suffix to the root word.  <b><u>Abstract Noun</u></b> *They will learn that abstract nouns include emotions, feelings, ideas, qualities that can't be seen, heard or touched.	
<b>July (23 days)</b>	<b><u>*Book-Fitzroy Readers</u></b> Lesson- The Dirt Track	*Phrases (kinds-noun & adjective)  *Adjectives-Kinds, degree & formation	*Informal letter	<b><u>Phrases</u></b> *Make few sentences on the board of various phrases given by the teacher.  <b><u>Adjectives</u></b> *The students will explain the types of the adjective using various examples from the classroom. *Explaining the degree of adjectives using the various props and the students in the class. Making three students stand height wise and asking the other students to make different sentences related to the height as per the degree of comparison.	<b><u>Phrases</u></b> *The students will be able to differentiate and identify phrases and clauses from the sentence.  <b><u>Adjectives</u></b> *The students will be able to categorize adjectives based on the descriptive questions that they answer and explain the purpose and types of adjectives.	<ul style="list-style-type: none"> <li>● Cross Cultural Competency</li> <li>● Understanding</li> </ul>

<p><b>August (20 days)</b></p>	<p><b>Lesson- Excavation (Read only)</b></p>	<p>*Forms of Verb, Simple, and Continuous tense.</p> <p>*Perfect tenses-past and present</p> <p>*Articles</p>	<p>*Message</p> <p>*Formal letter</p>	<p><b><u>Tenses</u></b> *Asking the students to make a table showing the formulae of different tenses along the sentence formation. * Chart showing all the three forms of verb.</p> <p><b><u>Tenses</u></b> *The student will be asked to have a conversation with other student in present perfect tense. The third student will change the conversation into past perfect tense.</p> <p><b><u>Articles</u></b> *The students will be asked to circle different articles in the newspaper and explain that particular article is used.</p>	<p><b><u>Tenses</u></b> *The students will be able to frame their own sentences as per the formulae of different forms of tenses. e.g., Present Continuous tense sentence(subject + am/is/are + v1 + ing + object)</p> <p><b><u>Tenses</u></b> *The students will be able to use the present and past perfect tense in written and spoken language.</p> <p><b><u>Articles</u></b></p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Analytical</li> </ul>

					*The students will be able to choose the proper type of article for a given noun.	
<b>September (15 days)</b>	<b>**<u>Book- Fitzroy Readers</u></b> Lesson- Meeting the challenge (Read only)	*Articles  *Pronoun-types (personal, demonstrative, possessive and interrogative)		<b><u>Pronoun</u></b> *Asking the students to frame any 4 lines on My Mother without using pronoun and then rewriting the same lines using pronoun and also stating its types.	<b><u>Pronoun</u></b> *The students will be able to identify and use suitable pronoun in place of noun. They will also learn four types of pronoun.	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Novel Thinking</li> </ul>
<b>October (18 days)</b>	<b><u>Book- Fitzroy Reader</u></b> Lesson- Transported  <b>Lesson-David and Goliath (Read only)</b>	*Modal Verbs (can, may, shall, will)  *Preposition-Kinds  *Coordinating Conjunctions i.e. for, and, nor, but, or	*Unseen Passage	<b><u>Modals</u></b> *Dividing the rows into can, may, shall and will and each will make a sentence and later expressing if it is a possibility or command or request or permission or promise or future decision.  <b><u>Preposition</u></b> *Discussing various position of things or	<b><u>Modals</u></b> *The students will differentiate between the modals used for possibility, obligations and necessity by identifying these types of modals.  <b><u>Preposition</u></b> *The students will be able to understand that	<ul style="list-style-type: none"> <li>• Thinking</li> <li>• Aesthetic</li> </ul>

				<p>person in the classroom and making different sentences on Preposition.</p> <p><b><u>Conjunction</u></b> *One student will make one sentence and the other student will make the other sentence. The third student will join both the sentences using suitable conjunction</p>	<p>preposition comes before a Noun to show its relationship to another word in the phrase or clause.</p> <p><b><u>Conjunction</u></b> The Students will be able to link words, phrases and sentences using the Conjunctions.</p>	
<p><b>November (20 days)</b></p>	<p><b>Lesson- Athlete Pete (Read only)</b></p>	<p>*Adverbs-kinds &amp; degree</p>	<p>*Diary Entry</p>	<p>. <b><u>Adverb Charades:</u></b> Ask one student to come out &amp; to act out a verb given by the teacher. The rest of the students will guess the word and give three adverbs to go with it.</p>	<p><b><u>Adverb</u></b> *The students will be able to articulate that adverbs modify verbs by telling how, where, and when something is done.</p>	<ul style="list-style-type: none"> <li>• Learning &amp; Speaking</li> <li>• Communication</li> </ul>

<p><b>December (21 days)</b></p>	<p><b>*Book- Fitzroy Reader</b> Lesson- Lost and Won</p> <p><b>Lesson-Andrew and Diana (Read only)</b></p>	<p>*Active and Passive Voice</p>	<p>*Unseen Passage *Notice Writing</p>	<p><b>Active &amp; Passive</b> Asking students to highlight examples of active and passive voice in newspaper, magazines, text books in different colours</p>	<p><b>Active &amp; Passive</b> The students will be able to identify voice of the verb in each sentence and will be able to change active voice into passive and vice versa.</p>	<ul style="list-style-type: none"> <li>• Sense- Making</li> <li>• Cognitive</li> </ul>
<p><b>January (15 days)</b></p>	<p><b>Lesson-The Facts of Life (Read only)</b></p>	<p>*Direct &amp; Indirect Speech</p>	<p>*Unseen Passage</p>	<p><b>Direct &amp; Indirect Speech</b> *Making different pairs of students. Asking them to converse freely. The third person hearing the conversation will report the same thing in the class.</p> <p>The students will be able to read and comprehend the lesson and frame their own questions.</p>	<p><b>Direct &amp; Indirect Speech</b> *The students will be to recognize the difference between different direct &amp; indirect speech &amp; use listening skills to answer complex questions.</p>	<ul style="list-style-type: none"> <li>• Thinking &amp; Reasoning</li> </ul>
<p><b>February (19 days)</b></p>		<p>REVISION</p>				

**\*Suggestive reading books:**

# Rules by Cynthia lord

# The Lightning Thief by Rick Riordan

# Smile by Raina Telgemeier

# The War that saved my Life by Kimberly Brubaker Bradley

**Learning Outcome**

The students have enabled to:

- Enhance vocabulary.
- Master the mechanics of writing; the use of correct punctuation marks and capital letter.
- Write paragraph, factual description, reports, notices, messages, diary entries etc.
- Pronounce intelligibly and correctly.
- Understand the phrases or sentence groups.
- Form the habit of reading for pleasure and information.
- To communicate effectively and appropriately in real life situation.
- Integrate the use of four language skills i.e. Reading, Listening, Speaking and Writing.

**TOPICS OMITTED AS PER CBSE GUIDELINES 2020:**

<b><u>Literature</u></b> (These lessons are for reading only. They will not be evaluated)	LESSONS: 1. Meeting the Challenge 2. Athlete Pete 3. David and Goliath 4. Excavations 5. Andrew and Diana 6. The Facts of Life
<b><u>Writing</u></b>	Dialogue Writing



# **MATHEMATICS**

## **Importance of Learning Mathematics**

**Mathematics is the study of numbers, quantities or shape.**

1. It enables us to learn and think critically
2. It develops intellectual skills and problem-solving skills.
3. It also develops good 3D thinking and spatial intuition.
4. Mathematical concepts like addition/subtraction/multiplication/division are used in everyday life.

## **Teaching Strategies used in Mathematics**

1. Repetition – Repeating and reviewing formulae, lessons and information students are better able to comprehend concepts at a faster rate.
2. Timed Testing – To determine whether students have mastered the basic skills, times tests are incorporated in the class.
3. Pair Work – Group/pair work is a simple strategy that allows students to work and problem solve with a buddy.
4. Manipulation Tools – It make it easier for students to learn and understand basic skills, as students learn best through hands on experience and building.
5. Maths Games –It provide the opportunity to make the lesson interesting and encourage students to remember the concepts.

Goals of teaching mathematics are to be framed in the light of the educational values of the subject. Mathematics has wide applications in our daily life. It has great cultural and disciplinary values.

## **Short Term Goals**

My students will be able to:

1. solve mathematical problems of daily life.
2. to calculate calculations orally.
3. make connections between prior knowledge and new learning.
4. Use equipment and visual representations to aid conceptual understanding and support discussion
5. Introduce purposeful tasks that connect mathematics with real life
6. share and discuss mathematical thinking with peers
7. use the Growth Mindset approach to increase confidence and self-efficacy.

## **Long Term Goals:**

My students will be able:

1. to develop thinking and reasoning power.
2. to understand the contribution of mathematics to the development of culture and civilization.
- 3 to express thought clearly and accurately.

4. to understands and uses mathematical concepts like area, volume, direction number etc.
5. to learn the fundamental mathematical ideas, processes, rules and relationship.
6. to reach accurate conclusions by logical reasoning.
7. to prepare the child for further learning in mathematics and the related fields.

### Learning Objectives

Through mathematics, a student acquires the knowledge of the following:

1. Learns mathematical language, symbols, formulae diagrams, definitions etc.
2. Understands and uses mathematical concepts of area, volume, number, direction etc.
3. learn the fundamental mathematical ideas, processes, rules and relationship.
4. Understands the historical background of various topics and contribution of mathematicians.
5. Develops speed and accuracy in solving problems.
6. Develops the skill to draw accurate geometrical figures.
7. Understands the significance and use of the units of measurement.
8. Understand the rigor and power of mathematical processes and accrue of results.
9. Know the cultural value of mathematics.
10. Understand the value of mathematics as leisure time activity.

**Name of the book – Number magic 5 (Ratna Sagar)**

### CURRICULUM

MONTH	CHAPTER	SUB TOPIC	ACTIVITY	LEARNING OUTCOMES	SKILLS DEVELOPED
April	CH -1 Place Value	<ul style="list-style-type: none"> <li>• 7 and 8 digit numbers</li> <li>• Comparing numbers</li> <li>• Ordering numbers</li> <li>• International place value System</li> <li>• Comparing two</li> </ul>	<ul style="list-style-type: none"> <li>• PLAYING WITH NUMBERS</li> </ul> <p>Students will write mobile numbers in Indian and International System. (Page no. 20)</p>	<p>Cognitive learning to learn the two systems of number and compare them.</p>	<ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Understanding</li> </ul>

<p>May</p>	<p>CH-2 The four operations</p>	<p>systems</p> <ul style="list-style-type: none"> <li>• Rounding off numbers</li> <li>• Addition and subtraction</li> <li>• Multiplication and subtraction</li> <li>• The four operations together</li> </ul>	<ul style="list-style-type: none"> <li>• FLASH CARD ACTIVITY</li> </ul> <p>Students will be assigned with different numbers and different operations</p>	<p>Students will be able to apply addition, subtraction, multiplication and division to solve word problems and everyday problems.</p>	
<p>July (23days)</p>	<p>CH-3 Multiples and factors</p>	<ul style="list-style-type: none"> <li>• Understanding multiples and factors</li> <li>• Divisibility rules</li> <li>• Prime and composite numbers</li> <li>• Highest &amp; lowest common factors (HCF , LCF)</li> </ul>	<ul style="list-style-type: none"> <li>• BEADS ACTIVITY</li> </ul> <p>Factors of 12 and 20 by using beads. Students will be asked to make factors of 12 and 20 using beads.</p>	<p>To recognize and find common factors and multiples.To understand the difference between factors and multiples.</p>	<ul style="list-style-type: none"> <li>• Analytical Thinking</li> </ul>
<p>August</p>	<p>CH-4 Fractions</p>	<ul style="list-style-type: none"> <li>• Types of fractions</li> <li>• Equivalent fractions</li> <li>• Lowest terms</li> <li>• Comparing and ordering fractions</li> <li>• The four operations in fractions</li> </ul>	<ul style="list-style-type: none"> <li>• PAPER FOLDING ACTIVITY</li> </ul> <p>(a)To represent the fractions using rectangular strips of papers by paper folding . (b) To represent the fractions using circular region by paper folding.</p>	<p>Identify fractions by comparing the number of shaded parts to the number of equal parts and to find equivalent fractions.</p>	<ul style="list-style-type: none"> <li>• Creative Thinking</li> </ul>


September	CH-6 Geometry	<ul style="list-style-type: none"> <li>• Basic concepts</li> <li>• Angle</li> <li>• Types of angles</li> <li>• Measuring angles</li> <li>• Drawing angles</li> </ul>	<ul style="list-style-type: none"> <li>• CLOCK ANGLE ACTIVITY</li> </ul> <p>To observe hands of a clock at 5 different times in a day and record types of angles formed in each case between the two hands</p>	To learn different types of angles and how to measure them.	Construct Logical Thinking
October	CH-5 Decimals	<ul style="list-style-type: none"> <li>• Understanding decimals</li> <li>• Converting fractions to decimals &amp; vice-versa</li> <li>• Equivalent fractions</li> <li>• Like &amp; unlike decimals</li> <li>• Comparing and ordering decimals</li> <li>• Addition, subtraction, multiplying and dividing a decimal</li> <li>• Rounding off decimals</li> </ul>	<ul style="list-style-type: none"> <li>• ROLE PLAY</li> </ul> <p>Students will be asked to do role play on BHASKARA – II or any other mathematician</p>	Identify the purpose of using decimals and recognize connection between the decimal no. and place value.	<ul style="list-style-type: none"> <li>• General Awareness</li> </ul>
November	CH-8 Measurement	<ul style="list-style-type: none"> <li>• Measurement of length</li> <li>• Measurement of capacity</li> <li>• Measurement of mass</li> </ul>	<ul style="list-style-type: none"> <li>• MEASURING OBJECTS</li> </ul> <p>To find weight, capacity or length of different items used in daily routine and paste the tables along with</p>	Students will be able describe units of measure, various measuring tools, purpose and method of measure.	<ul style="list-style-type: none"> <li>• Analytical Thinking</li> </ul>

	CH-9 Area and perimeter	<ul style="list-style-type: none"> <li>• Perimeter of rectangle and square</li> <li>• Area of rectangle and square</li> <li>• Area of triangle</li> <li>• Word problems</li> </ul>	<ul style="list-style-type: none"> <li>• VISIT TO PLAYGROUND</li> </ul> <p>Visit to the playground to find area of perimeter</p>	<p>To recognize and apply their knowledge of finding perimeter and area in real life applications.</p>	<ul style="list-style-type: none"> <li>• General Awareness</li> </ul>
December	CH-11 Time and temperature	<ul style="list-style-type: none"> <li>• Units of time</li> <li>• Interchanging units</li> <li>• Calculating duration, time and date</li> </ul>	<ul style="list-style-type: none"> <li>• TO FIND OUT TIME DIFFERENCE BETWEEN INDIA AND 5 DIFFERENT COUNTRIES</li> </ul>	<p>Understand the various units of time and how to calculate duration, time and date.</p>	<ul style="list-style-type: none"> <li>• Problem Solving</li> </ul>
January	CH- 12 Money	<ul style="list-style-type: none"> <li>• Unitary method</li> <li>• Cost price</li> <li>• Selling price</li> <li>• Profit or loss</li> </ul>	<ul style="list-style-type: none"> <li>• CREATING MARKET SCENE</li> </ul> <p>Market scene among students will be created and students will be asked to converse</p>	<p>To apply the knowledge of 'MONEY' to everyday life situations of shopping and checking bills.</p>	<ul style="list-style-type: none"> <li>• Team Work</li> </ul>
February	REVISION				



## Learning Outcomes

The students have enabled to

1. develop patience and persistence when solving problems.
  2. appreciate the usefulness, power and beauty of mathematics.
  3. use the language, symbols, formulae, rules and notation of Mathematics.
  4. develop a number of mathematical skill and build a solid foundation by connecting and applying mathematical concepts in various situations.
  5. appreciate the contribution of mathematics to the development of various subjects and occupations.
  6. understand the role played by mathematics in modern life.
  7. develop the mathematical type of thought which serves as model for scientific thinking in other fields.
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**TOPICS OMITTED AS PER CBSE GUIDELINES 2020:**

Chapter – 3 Multiples and Factors	Exercise 3.2 and 3.3 will be reduced by 50%
Chapter – 4 Fractions	Exercise 4.7 and 4.8 will be reduced by 50%
Chapter 5- Decimals	Exercise 5.9 is omitted
Chapter 7 – Shapes and Patterns	Omitted
Chapter 10 – Volumes and Nets	Omitted
Chapter 11- Time and Temperature	Exercise 11.5 is omitted
Chapter 13 – Data Handling	Omitted

## SCIENCE

### Importance of Learning Science

Science allows students to explore their world and discover new things. The very basis of science is a system of thought and experiment called the scientific method. Learning to follow this process helps you to think logically.

3. It develops critical and problem-solving skills.
4. It teaches an understanding of natural phenomena.
5. It offers a powerful platform for building confidence, developing communication skills and making sense of the world around us- a world that is increasingly shaped by science and technology.

### TEACHING STRATEGIES

1. **Real life scenario** - Includes case studies and ways of analysing current problems.
2. **Peer teaching**- Involves students in their own education.
3. **Hands on activities**- It engages students beyond the lecture and teach useful scientific concepts.
4. **Incorporate multimedia materials**- Incorporating videos and other forms of media when introducing topics in science.
5. **Demonstration method**- The teacher shows certain phenomena, concepts or principles to provide concrete experience to the students.
6. **Brain storming method**- Case-based studies, everybody gives their views on the case and discusses it.

### Short Term Goals

My students will be able to:

1. Understand the topic
2. Take part in group discussions and other evaluative activities of the class
3. Help in peer learning
4. Do self-assessment
5. Hypothesize their understanding.

### Long Term Goals

My students will be able to:

1. Do experiments
2. Think analytically, critically and creatively to solve problems, judge arguments and make decisions and other contexts.
3. Communicate scientific ideas, arguments and practicals experiences accurately in a variety of ways.



4. Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific contexts.
5. Encourage and enable students to develop inquiring minds and curiosity about science and nature.

**LEARNING OBJECTIVES:**

The students would be able to:

1. Enable the students to understand the scientific concepts.
2. Help them relate to their surroundings and environment.
3. Enable the child to learn by doing.
4. Help them learn and use scientific terms.
5. Help them investigate, explore and observe the world around them

Months/ Days	Chapter Name	Diagram	Activities/ Experiments	Learning Outcomes	Skills Developed
April/May (20 +13 days)	Chapter-1 Reproduction in Plants	<ul style="list-style-type: none"> <li>• Structure of a seed</li> </ul>	<ul style="list-style-type: none"> <li>• Vegetative propagation by different parts of the plant</li> </ul>	Students will be able to <ul style="list-style-type: none"> <li>• .Explain how reproduction occurs in plants</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• General awareness</li> </ul>
	Chapter-2 Animals and their lifestyle	<ul style="list-style-type: none"> <li>• Web chart showing different habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity- 3D models on different habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Describe animals with their different lifestyle</li> </ul>	
	Chapter-3 Bone and Muscles	<ul style="list-style-type: none"> <li>• Human skeleton</li> </ul>	<ul style="list-style-type: none"> <li>• Working model to show movement in muscles(using pieces of wood, rubber band, nail)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different types of bones and muscles</li> </ul>	
	Chapter-6 Building Houses	<ul style="list-style-type: none"> <li>• Presentation on the topic- Factors determining construction of houses.</li> </ul>	<ul style="list-style-type: none"> <li>• Make model of different types of houses</li> </ul>		
July (23 days)	Chapter-4 Nervous System	<ul style="list-style-type: none"> <li>• Human Brain</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate reflex action</li> </ul>	<ul style="list-style-type: none"> <li>• .Classify nervous system</li> </ul>	<ul style="list-style-type: none"> <li>• Novel thinking</li> <li>• General</li> </ul>

	Chapter-5 Food and Health	<ul style="list-style-type: none"> <li>• Web chart showing types of diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Make a chart on different nutrients of food</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ways to keep oneself healthy</li> </ul>	awareness
August (20 days)	Chapter-7 Living Safely	<ul style="list-style-type: none"> <li>• Presentation on the instantly given topics on safety measures</li> </ul>		<ul style="list-style-type: none"> <li>• Give examples how to live safely in school, playground and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting the acquired knowledge</li> <li>• Critical Thinking</li> </ul>
	Chapter-8 Saving Our Environment	<ul style="list-style-type: none"> <li>• Diagram showing global warming and acid rain</li> </ul>	<ul style="list-style-type: none"> <li>• Represent one slogan on each type of pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Spread awareness about saving environment</li> </ul>	
	Chapter-9 Air and Water	<ul style="list-style-type: none"> <li>• Layers of atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Lab Activity- To observe various techniques to purify water</li> </ul>	<ul style="list-style-type: none"> <li>• Label different types of layer of atmosphere</li> </ul>	

October (18 days)	Chapter-10 Rocks and Minerals	<ul style="list-style-type: none"> <li>• Steps in petroleum formation</li> </ul>	<ul style="list-style-type: none"> <li>• GD on various types of rocks formation</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between types of rocks and minerals</li> </ul>	<ul style="list-style-type: none"> <li>• General awareness</li> </ul>
	Chapter-11 Soil Conservation	<ul style="list-style-type: none"> <li>• Methods for soil conservation</li> </ul>	<ul style="list-style-type: none"> <li>• Make poster on the topic-“Save Our Planet</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways of soil erosion and conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting the acquired knowledge</li> </ul>
November (20 days)	Chapter-12 States of Matter	<ul style="list-style-type: none"> <li>• Arrangement of molecules in 3 states of matter</li> </ul>	<ul style="list-style-type: none"> <li>• Lab Activity- To observe solubility of different liquids</li> </ul>	<ul style="list-style-type: none"> <li>• Define different states of matter</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding</li> </ul>
December (21 days)	Chapter-13 Force, Energy and Simple Machines	<ul style="list-style-type: none"> <li>• Different classes of levers</li> </ul>	<ul style="list-style-type: none"> <li>• 3-D model of Pulley</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of force, energy and simple machines</li> </ul>	<ul style="list-style-type: none"> <li>• Novel Thinking</li> </ul>
January (15 days)	Chapter-14 The Moon	<ul style="list-style-type: none"> <li>• Phases of the Moon, Solar and Lunar eclipse</li> </ul>	<ul style="list-style-type: none"> <li>• To observe lunar eclipse using Tennis ball, Table tennis ball and torch</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss about the surface of the moon</li> </ul>	<ul style="list-style-type: none"> <li>• General awareness</li> </ul>

February (19 days)	Chapter-15 Natural Calamities	• Rain Water Harvesting	• Demonstration of personal security during an earthquake	• List causes and effects of natural calamities	• Understanding
February & March	Brushing Up & Final Assessment				

**OMITTED CHAPTERS AS PER CBSE GUIDELINES 2020:**

<b>Chapter</b>	<b>Topic/s Removed</b>
Ch-3 Bones & Muscles	Descriptive part of types of joints & muscles
Ch-4 Nervous System	Sense organs & the nervous system
Ch-5 Food & Health	Spread & prevention of communicable diseases (reduced to 50%)
Ch-7 Living Safely	Complete chapter
Ch-9 Air & Water	Layers of Atmosphere, Purification of water(reduced to 50%), Distillation
Ch-10 Rocks & Minerals	Types of rocks & minerals (reduced to 50%)
Ch-12 States of Matter	Physical & Chemical changes, Solubility
Ch-14 The Moon	All topics (reduced to 50%)
Ch-15 Natural Calamities	All topics (reduced to 50%)

**LEARNING OUTCOMES:**

The students would be able to:

1. Understand the different scientific concepts.
2. Relate their scientific knowledge to the surroundings and environment.
3. Draw neat and well- labelled diagrams.
4. Carry out simple experiments with accuracy and precision.
5. Acquire skills which help them learn on their own.
6. Learn and use various scientific terms with correct spellings and pronunciation.
7. Work on projects assigned to them to develop scientific approach and problem-solving ability

## हिंदी

### हिंदी भाषा का महत्व

- जीवन में भाषा का बहुत अधिक महत्व है |हिंदी भारत देश की मातृभाषा है|
- अनेकता में एकता का स्वर हिंदी के माध्यम से गूंजता है |
- हिंदी भाषा विचारों के सम्प्रेषण का महत्वपूर्ण माध्यम है |
- हिंदी भाषा के द्वारा भावों की अभिव्यक्ति सरलता व सहजता से की जा सकती है |

मास/दिवस	पाठ्यक्रम	व्याकरण	क्रियाकलाप	प्रतिक्रिया
अप्रैल /२०	पाठ -१ काँटों में राह बनाते हैं पाठ-२ दया की जीत	पाठ-१ भाषा और व्याकरण पाठ-२ वर्ण- विचार	समूह एवं एकल सस्वर गान। पशु-पक्षी के प्रेम से सम्बन्धित कहानियाँ सुनाना।	कविता गुनगाना। वर्णमाला समझेंगे। पशु-पक्षी के प्रति प्रेम उत्पन्न हो।
मई /१३	पाठ-३ होनहार बिरवान के होत चीकने पात	पाठ-३ शब्द- रचना पाठ-१३ मुहावरे और लोकोक्तियाँ	आलपिन के माध्यम से एक्टिविटी करना। "देशभक्ति" विषय पर उनके विचार लिखवाना।	देशभक्ति उत्पन्न होगी।
जुलाई /२३	पाठ-५ माउन्ट आबू	पाठ-४ वाक्य पाठ-५ संज्ञा पाठ-१४ विराम-चिह्न	"मेरी माँ" विषय पर कविता लेखन। अपनी यादगार यात्रा का वर्णन।	अन्य विषय में लेखन रुचि उत्पन्न हो।
अगस्त /२०	पाठ-६ हेलेन केलर	पाठ-६ संज्ञा के विकार पाठ-७ सर्वनाम पाठ-१५ अपठित बोध	नेत्र-दान विषय पर उनके विचार लिखवाना   पत्र-लिखवाना	नेत्र-दान विषय पर कक्षा में चर्चा करें।
सितम्बर /२०	पाठ-८ अनमोल वचन पुनः अभ्यास	पाठ-८ विशेषण पाठ-१६ संवाद-लेखन	सस्वर गायन। कक्षा में दिखाई देने वाली वस्तुओं की विशेषता पूछना	आपस में दोहों की अंत्याक्षरी खेले।
अक्टूबर /१८	पाठ-१० प्रायश्चित	पाठ-९ क्रिया पाठ-१७ पत्र-लेखन	देशभक्तों के चित्र लगवाकर उनकी पहचान करना। अनेक शब्दों को लिखकर उनमें क्रिया पहचान करना।	पत्र -लेखन में रूचि उत्पन्न होगी।
नवम्बर /२०	पाठ-११ बुलंद भारत की तस्वीर पाठ-१२ सपना(केवल पठन हेतु)	पाठ-१० काल पाठ-१८ अनुच्छेद – लेखन	"आज की नारी" विषय पर कविता लेखन। अविष्कार एवं अविष्कारकों का ज्ञान कराना।	विभिन्न क्षेत्रों में सफल नारियों कर विषय में जानेंगे।

दिसम्बर /२१	ं पाठ-१४ खेल-दिवस	पाठ-११ अविकारी -शब्द पाठ -१९ कहानी-लेखन	नाट्य रूपांतरण वृक्ष की उपयोगिता विषय पर अनुच्छेद लिखवाना ।	खेल का महत्त्व समझेंगे ।
जनवरी /१५	पाठ-दस आमों की कीमत पाठ-१५ संकल्प	पाठ-२० ई-मेल लेखन पाठ-२१ विज्ञापन -लेखन	मेल-लिखवाना। आस-पास दिखाई देने वाली वास्तु की विज्ञापन करना।	परिश्रम का महत्त्व समझेंगे। मेल एवं विज्ञापन में रुचि लेंगे ।
फरवरी /१९	पुनः अभ्यास	पाठ -२२ समाचार-पत्र समाचार	पत्र-लेखन कराना।	लेखन रुचि बढेगी

नोट:-पाठ्यपुस्तक सुनहरी धूप के निम्नलिखित पाठ पाठ्यक्रम में नहीं है।

पाठ -4 लहरों का गीत कविता

पाठ -7 नन्ही कलम से

पाठ - 9 बापू का पत्र

पाठ -12 सपना

पाठ -13 पैसों का पेड़

## **SOCIAL STUDIES - GRADE V**

### **WHY WE SHOULD STUDY SOCIAL SCIENCE**

**\*By providing relevant information and knowledge, skills and attitudes, the study of Social Science prepares students to grow up as active, responsible and reflective member of society.**

**Thus, we can conclude that incorporating Social Studies in the School Curriculum ensures well-rounded education of the students.**

#### **Teaching Strategies**

##### **1. Modelling**

After telling students what to do, it's important to show them exactly how to do it. This will help your students who are visual learners, too.

##### **2. Feedback**

Regularly provide written or verbal feedback for individual or group assignments.

##### **3. Cooperative Learning**

Students learn effectively when they're working together. In the process, they'll also learn critical thinking skills, communication skills, problem solving skills, and more.

##### **4. Experiential Learning**

Students learn by doing, so creating experiences for them to see the concepts in action. Let them practice the concepts in a safe environment. Then, they should reflect on the experience and discuss what they learned from it.

##### **5. Flip Teaching**

When students get to be the teacher for the day, they learn things that they wouldn't have learned otherwise. We could have students team teach or work in groups to teach a new topic. We'll find that other students will learn from their peers' unique take on the subjects, too.

##### **6. Class Discussion**

As students take turns discussing the subject, we can assess their knowledge and discover which students grasp the concepts and to what extent.

##### **7. Inquiry-Guided Instruction**

By asking questions and working together to solve the problems, students get to be involved in the learning process. As students do the work to discover the answers on their own, they remember the concepts better and more fully.

##### **8. Graphic Organizers**

Graphic organizers summarize the information in a concise manner. Using a flow chart, Venn diagram, or web, students get to see the information in a new light. This helps them organize the information in their minds, so they can better grasp the new concepts.

#### **Goals**

##### **Short Run:**

The students will be able to:

- Read and understand the maps and globe
- Differentiate between latitude and longitude

- Different forest and vegetation found
- Panchayati Raj
- Fundamental Rights and Duties
- Inventions and Inventors.

**Long Run:**

The students will be able to:

- Calculate time of different countries.
- Different Revolts and Wars.
- Difference between Moderates and Radicals.
- Structure of Government
- Directive Principle
- Locate places on Globe.

**Learning Objectives**

The students will be able to:

1. demonstrates day & night and seasons.
2. locates directions on the flat surface and continents & oceans on the world map.
3. identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map,
4. locates physical features of India such as mountains, plateaus, plains, rivers, desert, etc. on the map of India.
5. draws neighbourhood map showing scale, direction, and features with the help of conventional symbols.
6. synthesizes information related to various historical developments.
7. describes the role of government, especially at the local level.
8. identifies various levels of the government – local, state and union.

## Curriculum

Months (Number Of Days)	Topic	Sub-Topic	Activity	Learning Objectives	Skills Developed
<b>April-May (50 days)</b>	<b>Lesson 1:</b> The Globe and Imaginary Lines. <b>Lesson 13:</b> Prominent Dynasties of India <b>Lesson 19:</b> Conquering Distances	<ul style="list-style-type: none"> <li>• Latitudes and Longitudes</li> <li>• Parallels and Medians</li> <li>• Mauryan, Gupta, Chola, Delhi, Mughal Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>• Clubbed quiz of the chapters.</li> </ul>	The students will learn about different Continents and Oceans, Latitudes and Longitudes. They will also learn about the different dynasties of India.	Cross Cultural Competency Observational Skills
<b>July (23 days)</b>	<b>Lesson 2:</b> Maps  <b>Lesson 9:</b> Weather and Climate.	<ul style="list-style-type: none"> <li>• Types of Maps.</li> <li>• Language of Maps</li> <li>• Factors affecting Climate</li> <li>• Land and Sea Breeze.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out 5 places each with dry climate and wet climate in your country and write them in your notebook.</li> </ul>	The students will be able to learn different heat zones  They will also understand the difference between the Land Breeze & the Sea Breeze.	Sense Making Technique  Understanding
<b>August (20 days)</b>	<b>Lesson 3:</b> Major Landforms  <b>Lesson 14:</b> India Under British Rule.  <b>Lesson 10:</b> Environmental Pollution and <b>Lesson 11:</b> Caring for the Environment (Presentation)	<ul style="list-style-type: none"> <li>• Physical divisions of India.</li> <li>• Types of Pollution</li> <li>• Revolts of 1857</li> </ul>	<ul style="list-style-type: none"> <li>• Mark the Physical Divisions of India on map.</li> <li>• Make a power point presentation on the Environmental pollution: its causes, ways to reduce the same and how can we care for our environment on personal grounds.</li> </ul>	The students will learn to different physical division of India, and also the different factors responsible for air water and land pollution.  They will also articulate the difference between biodegradable and non-biodegradable wastes.	Critical Thinking  Analysis



<p><b>September (20 days)</b></p>	<p><b>Lesson 15:</b> India Wins Freedom</p> <p><b>Lesson 16:</b> Great People</p> <p><b>Lesson 21:</b> Our Agriculture and Industries. (Activity File)</p>	<ul style="list-style-type: none"> <li>• Partition of Bengal, Swadeshi Movements, Jallianwala Bagh Massacre, Non-Cooperation Movement, Simon Commission.</li> <li>• Great people like Sushruta, Charaka, Kalidas, Tansen, Sir Syed Ahmed Khan, Rabindranath Tagore, Mother Teresa</li> </ul>	<p><b>In an activity file:</b></p> <ul style="list-style-type: none"> <li>• Paste the pictures of different Social Reformers and write two reforms done by them.</li> <li>• Paste any three-food crop and cash crop samples and discuss how cash crops contribute to the societal income.</li> <li>• Paste the pictures of small scale, cottage and large-scale industries and discuss their functions and importance.</li> </ul>	<p>The students will understand how the Earth rotates and revolves.</p> <p>The students will understand difference between small scale, cottage and large scale industries.</p>	<p>Novel Thinking</p> <p>Observational Skills</p>
<p><b>October (18 days)</b></p>	<p><b>Lesson 5:</b> Democratic Republic of Congo-Land of Dense Forest.</p> <p><b>Lesson 6:</b> Greenland-Land of Snow.</p> <p><b>Lesson 12:</b> Natural Disaster (Project)</p>	<ul style="list-style-type: none"> <li>• Different Natural Calamities: Earthquake, Volcanoes, Floods, Tsunami, Drought and Cyclones</li> <li>• Frigid Zones: Climate, Vegetation, Animal and Human life</li> </ul>	<ul style="list-style-type: none"> <li>• Paste the pictures of different type of calamities in your notebook</li> <li>• Map work (World's political): Mark the ice highlands</li> <li>• Project: Divide the class in four groups of calamities. Each group makes a project on the natural calamity</li> </ul>	<p>The students will learn to take the various precautions to be taken in different natural calamities.</p> <p>The students will understand the climate, vegetation, animal &amp; human life in Frigid Zone.</p>	<p>Media Literacy</p> <p>Sense Making Technique.</p>

			assigned to them.		
<b>November (20 days)</b>	<b>Lesson 4:</b> Movements of the Earth <b>Lesson 7:</b> Saudi Arabia- Land of Snow <b>Lesson 17:</b> Living Long and Healthy Lives (Debate only)	<ul style="list-style-type: none"> <li>• Rotation and Revolution of the Earth</li> <li>• The Desert: Climate, Vegetation, Animal and Human life</li> </ul>	<ul style="list-style-type: none"> <li>• Map work: Mark the Desert regions.</li> <li>• 'Prevention is better than cure'. Do you agree? Have a debate on the topic in the class.</li> </ul>	The students will learn about the climate, vegetation, human & animal life of Desert region and different movements.	Motor, Analytical and Social
<b>December (21 days)</b>	<b>Lesson 8:</b> The Prairies- Treeless Grasslands  <b>Lesson 22:</b> Our Government  <b>Lesson 18:</b> Recording and Sharing Knowledge (Project only)	<ul style="list-style-type: none"> <li>• Location, climate vegetation and wildlife agriculture transport and life of the people living in Grasslands.</li> <li>• Types of Government and their formation</li> </ul>	<ul style="list-style-type: none"> <li>• Explore about the judicial system in India and create a flow chart and a short write up about the way one should proceed in order to seek justice from the system.</li> <li>• Find out how letters and symbols are written in your mother tongue. Write in a Scrapbook.</li> </ul>	The students will learn about the different social reformers, their contributions & their achievements. They will also learn about the judiciary, constitution and central government.	Cross cultural Competency  Cognitive
<b>January (15 days)</b>	<b>Lesson 23:</b> The United Nations <b>Lesson 20:</b> Keeping in touch (Debate)	<ul style="list-style-type: none"> <li>• Organs of United Nations</li> <li>• Agencies of UN</li> <li>• Achievements of UN</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the logos of any two agencies of the United Nations in your scrap book. What does it stands for?</li> <li>• Divide the class into groups of two and have a debate whether films really play an important role in imparting</li> </ul>	The students will be able to articulate why United Nations was formed and also the objectives and agencies of the UN.	Novel Thinking  Cross cultural Competency

			information and knowledge besides providing entertainment or not.		
<b>February (19 days)</b>		REVISION			

**The highlighted chapters will not be a part of the evaluation as per the CBSE norms. They'll be marked as a part of internal assessments only in the form of projects etc.**

### Learning Outcomes

The students have enabled to:

- Articulate and understand the physical division of the earth, latitude, longitude and different time zones.
- Study globe and map.
- Different types of forests-their features, location, climate, vegetation found, wildlife.
- India before and after independence, their social and economic growth, revolts and consequences of them.
- different forms of government, difference between Lok Sabha and Rajya Sabha
- UN and its Six organs with their functions.
- great people like Sushruta, Charaka, Kalidas, Tansen, Sir Syed Ahmed Khan, Rabindranath Tagore, Mother Teresa- their contributions and achievements.
- Different Revolts.
- Prominent dynasties of India.

# COMPUTERS

## Importance of learning Computers

***“Computing is not about computers anymore, it is about Living.”***

We are living in an era that surrounds us with technology whether we are driving a car, cooking food, area of entertainment or education. By providing computer education:

- We help our children to gain relevant skills for the future as well as critical knowledge proven to improve their skills and mental ability.
- We enable our students to solve complex and challenging problems.
- We help students to develop international excellence.
- We encourage smart work.

<b>Computer Science Syllabus (2019-20)</b>				
<b>Grade-V</b>				
<b>Name of Book: Tools 16</b>				
<b>Month/ No. of days</b>	<b>Learning Outcomes</b>	<b>Chapter</b>	<b>Sub Topic</b>	<b>Activity</b>
<b>April</b>	Students will come to know about how computers came into existence	Chapter-1 Evolution of Computer (Only reading and discussion of the chapter)	* History of computers * Early IT devices * Generations & Types of computers * Features	Students will create collage related to the invention of computers on their computer notebook.
<b>May</b>	understanding of the latest software Windows 10 and its utilisation and implementation	Chapter- 2 Understanding Windows 10 (Only reading and	* Using Desktop * Customizing desktop * Exploring	Students will practice all features of Windows 10

		discussion of the chapter)	Windows	
<b>July</b>	Students will learn how to create a table and their use in different areas.	Chapter- 3 Working with Tables	<ul style="list-style-type: none"> <li>* Creating a table</li> <li>* Editing a table</li> <li>* Calculations in a table</li> </ul>	Draw a timetable of your class defining name of day in columns and period number in rows. Apply Table Styles to it.
<b>August</b>	* Students will learn about merging a mail and editing it	Chapter- 4 Using Mail Merge	<ul style="list-style-type: none"> <li>* Creating a mail merge</li> <li>* Creating Recipient List</li> <li>* Inserting merge fields</li> <li>* Printing letters</li> </ul>	Prepare a list of your friends. Using mail merge feature, create an invitation letter and invite them to your brother's marriage.
<b>September- October</b>	<ul style="list-style-type: none"> <li>* Presenting views and ideas through PPT</li> <li>* learn to insert pictures and clipart to a PPT</li> <li>* Applying animations to a PPT</li> </ul>	Chapter 5 More on PowerPoint 2016 and Chapter-6 Formatting a presentation (Chapters clubbed)	<ul style="list-style-type: none"> <li>* Changing office themes</li> <li>* Smart Lookup</li> <li>* Ink Annotation</li> <li>* Rearranging slides</li> <li>working with slide master</li> <li>* changing color scheme and background color</li> <li>* inserting smart art graphic and table/chart</li> </ul>	<ul style="list-style-type: none"> <li>*create a PPT on " My favorite subjects in school"</li> <li>* Search the internet for pictures of freedom fighter and create a photo album</li> </ul>

**November**

Learn to create short stories using Scratch

Chapter- 7  
Programming in Scratch

- \* Sensing input and its execution
- \* Using mathematical operations in scratch
- \* Comparing values
- \* Generating random numbers
- \* bouncing a ball up and down
- \* Making a variable
- \* Applying reasoning and conditioning

create a garden scene with flower and an animating butterfly

**December**

Learn about Excel worksheets & performing calculation related to Excel

Chapter-9  
Microsoft Excel

- \* Features
- \* Workbook concepts
- \* Components of a worksheet
- \* Types of Data
- \* Entering Data
- \* Performing calculations

Help your mother in managing the household expenses of the current month. Create an excel sheet, include all necessary columns and calculate the expenses using auto sum.

			<ul style="list-style-type: none"> <li>* Uses of Internet</li> <li>* Requirements to access the internet</li> <li>* Internet terms- WWW, Web page, Web site and Search Engine</li> <li>*E-mail</li> </ul>	
<b>January</b>	Learn about world of internet and its information treasury	Chapter- 10 Internet and e-mail		Create an e-mail account on <a href="http://www.gmail.com">www.gmail.com</a> and send a mail to 3 friends telling them about the fun you had in your vacations.
<b>February</b>	Revision	Revision	Revision	Revision

Omitted chapters as per CBSE norms 2020.

Chapter 8: One Note



# FRENCH

## WHY WE STUDY FRENCH?

French is, along with English, the only language spoken on all five continents. French is a major language of international communication. It is the second most widely learned language after English and the sixth most widely spoken language in the world.

Studying French makes you smarter. It certainly helps to bridge the communication gap between people of various countries.

## TEACHING STRATEGIES

- Role Play
- Lecture method
- Flip teaching
- Group discussion
- Demonstration method
- Cooperative Learning
- Peer learning
- Projects

## GOALS

### Short term

Students will be able to learn French vocabulary and use them in reading and writing skills.

### Long term

Students will be able to attain the ability to read and write critically and creatively, developing analytical skills and a comprehensive knowledge of French.

## LEARNING OBJECTIVE

- It enhances travel experiences
- It is a gateway to culture.
- It increases educational opportunities
- It improves creative and critical thinking skills.



## CURRICULUM

Months	Topic	Learning Objective	Skill Developed
April & May	*Nationalities *Adjectives	Students will be able to : <ul style="list-style-type: none"> <li>Identify and use adjectives in sentences.</li> </ul>	<ul style="list-style-type: none"> <li><b>Cross Cultural competency</b></li> </ul>
July & August	*Indefinite articles <<un, une, des>> *Verb <<Avoir>> *<<er>> verbs	Students will be able to : <ul style="list-style-type: none"> <li>Use indefinite articles in sentences.</li> <li>Conjugate “avoir” and use it in sentences.</li> <li>Learn new French vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><b>Understanding</b></li> </ul>
September & October	*Members of the family *Definite Article <<le,la,les>> Numbers 21-50	Students will be able to : <ul style="list-style-type: none"> <li>Use definite article in sentences.</li> </ul> Write 1-50 counting in words.	<ul style="list-style-type: none"> <li><b>Novel thinking</b></li> </ul>
November & December	*Fruits/vegetables	Students will be able to : <ul style="list-style-type: none"> <li>Learn name of the fruits and vegetables in French</li> <li>Learn French vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><b>Growth mind set</b></li> </ul>
January & February	*Vocabulary of classroom	Students will be able to : <ul style="list-style-type: none"> <li>Conjugate “er” verbs and use them in sentences.</li> </ul>	<ul style="list-style-type: none"> <li><b>Understanding</b></li> </ul>

## LEARNING OUTCOMES

By learning French:-

- I can become aware of another different culture, the sound of the French language, certain words in French, some famous French symbols/landmarks.
- I can understand basic classroom instructions.
- I can greet people appropriately, ask how they are, tell them how I am and ask how others are.
- I can use different forms of address to speak to friends, teachers and people I do not know, using formal and informal modes of address and language.
- I understand when the teacher is speaking to one or more persons in class and understand simple commands (mostly passive, receptive language with some active, productive language) and polite language. I can recognise ‘tu’ and ‘vous’ forms and help phrases such as ‘Pardon’, ‘s’il vous plaît’, ‘excusez-moi’, ‘merci’.
- I can introduce myself and ask others what their name is.
- I can introduce myself, state my age, birthday, nationality and where I live and ask others what their names, ages and nationalities are and where they live.

# General Knowledge

## WHY WE STUDY GENERAL KNOWLEDGE?

General Knowledge is something that really helps us to grow both on personal as well as academic level. General Knowledge also helps to grow your confidence level and may prove to be of some great help during some important events of our lives like interview etc.

### GOALS

Students will be able to enhance their thinking power and learn multitude of things about the ambience around.

### LEARNING OBJECTIVE

The major objectives of learning *General Knowledge* are:

- It helps to improve IQ level of students.
- It helps to grow both on personal and as well as academic level.

### General Knowledge

<b>Months</b>	<b>Topic</b>	<b>Learning Objective</b>	<b>Skill Developed</b>
April	States and Capitals	Students will learn about Indian states and capitals.	Cross cultural competency
May	Sobriquets	Learners will be able to learn nicknames of the cities and countries around the world.	Cross cultural competency
July	Monuments and Forts	Students will explore about some major monuments and forts.	Growth mindset
August	Famous Personalities of India	Students will enhance their knowledge about the famous personalities of India.	Growth mindset
September	Sports and Games	Students will learn about the national games of different countries and famous athletes.	Mental growth
October	World around – currencies	Students will learn about the currencies of the world.	Cross cultural competency
November	The Seven Wonders of the World	Students will be able to explore the seven wonders of the world.	Cross cultural competency
December	Neighbouring Countries	Students will learn about the countries	Mental growth

		neighbouring India.	
January	Science and Technology	Students will be able to learn about latest developments in science and technology,	Growth mindset

### **LEARNING OUTCOMES**

By learning General Knowledge:-

- I will be more confident.
- I will enhance my knowledge about current affair and day to day events.

### **Value Education**

#### **WHY WE STUDY VALUE EDUCATION?**

Value education means, to develop all rounds of skills, personality in daily life. Through this students can understand the responsibility, importance of life in good or bad directions, democratically living, culture understanding, critical thinking etc.

#### **GOAL**

The main goal of value education is to create more moral and democratic societies.

#### **LEARNING OBJECTIVE**

The major objectives of learning Value Education are:

- Full development of child's personality in its physical, mental, emotional and spiritual aspects.
- Inculcation of good manners and responsible and cooperative citizenship.
- Developing a democratic way of thinking and living.

Months	Topic	Learning Objective	Skill Developed
April	Team work	Students will be able to learn importance of team work.	Open mindedness
May	Habit of Saving	Students will be able to inculcate the habit of saving.	Sense making technique
July	Proud To Be What I Am	Students will be able to accept their weakness and qualities.	Integrity
August	Be Proactive	Students will learn to plan their things beforehand.	Growth mindset
September	Being Fit	Students will be able to learn the importance of fitness.	Physical and mental growth
October	Hygiene and Cleanliness	Students will be able to learn the importance of hygiene and cleanliness.	Growth mindset
November	Being Disciplined	Students will learn to focus on their priorities.	Overall development
December	Being Patient	Students will be able to imbibe the quality of patience.	Mental growth
January	Don't Be Selfish	Students will be able to showcase the act of empathy towards others.	Growth mindset

### **LEARNING OUTCOMES**

By learning Value Education :-

- I will be more confident.
- I will be able to establish an increased capacity to develop our own as well as our peer behaviour

### **ART EDUCATION**

#### **Importance of Learning**

Art is important because it encompasses all the developmental domains in child development. Art lends itself to physical development and the enhancement of fine and gross motor skills. Children learn about themselves and others through art activities. It really helps them build self-esteem.

-Working in the arts helps learners to develop creative problem-solving skills.

-Teaching through the arts can present difficult concepts visually, making them more easy to understand.

-Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness.

- Visual arts teach learners about color, layout, perspective, and balance: all techniques that are necessary in presentations (visual, digital) of academic work.
  - Integrating art with other disciplines reaches students who might not otherwise be engaged in classwork.
  - Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world.
  - The arts provide challenges for learners at all levels.
- Art education connects students with their own culture as well as with the wider world.

### **TEACHING STRATEGIES**

- Starting with simple composition based on nature such as landscapes, seascapes, compositions to show seasons, moods of nature etc. from life or from imagination. Students should be exposed to relevant work of art by masters.
- Figurative and abstract compositions from imagination of ones own experiences.
- Compositions based on any one folk painting style of india.
- Encourage students to explore regional methods and materials of painting, wall paintings, murals etc.
- Field visit to art galleries, museums(s), national bal bhawan and any Art workshop.
- Display of student's creative works in school corridors.
- Sketches from Life and Nature in pencil and ink should be encouraged as a routine.
- Encourage students to organize painting exhibition(s) in school.

### **SHORT TERM GOALS**

My students will be able to:

- Understand the colour value, tones and shades.
- Take part in group craft activity.
- Does free hand sketch.

### LONG TERM GOALS

My students will be able to:

- Do experiments with different method and materials.
- Think creatively to make their own masterpiece of art.
- Able to do live painting and sketching.
- Understand the gesture and proportion of living and non-living things.

### LEARNING OBJECTIVES:

The students would be able to:

- Enable the students to understand the artistic concepts.
- Help them relate to their surroundings and environment in art.
- Enable the child to learn by doing.
- Help them learn and use creative techniques.
- Help them explore and observe the things around them.

### LEARNING OUTCOMES:

The students would be able to:

- Understand the different artistic concepts.
- Relate their artistic knowledge to the surroundings and environment.
- Draw neat and well- drawings, sketches, and paintings.
- Carry out creative Artwork with accuracy and well composed.

Months/ Days	Activities	Learning Outcomes	Skills Developed
April/May (20 +13 days)	<ul style="list-style-type: none"><li>• <b>King Tutankhamun</b></li><li>• <b>Shape to Form</b></li><li>• <b>Cube</b></li><li>• <b>An Agmograph</b></li></ul>	<ul style="list-style-type: none"><li>• Students will be able to do shading, drawing and able to create own strokes.</li></ul>	<ul style="list-style-type: none"><li>• Shading</li><li>• Drawing</li><li>• Perspective</li></ul>
July (23 days)	<ul style="list-style-type: none"><li>• <b>Stencil Art</b></li><li>• <b>Village Scene</b></li><li>• <b>Contour Still Life</b></li></ul>	<ul style="list-style-type: none"><li>• Students will be able to understand colour value, tones and compositions.</li></ul>	<ul style="list-style-type: none"><li>• Colouring</li><li>• Drawing</li></ul>

August (20 days)	<ul style="list-style-type: none"> <li>• <b>Print Making and Texture</b></li> <li>• <b>Radial Symmetry</b></li> <li>• <b>Independence Day Composition</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to make abstraction art, shading on any subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Shading</li> </ul>
October (18 days)	<ul style="list-style-type: none"> <li>• <b>Florida Art</b></li> <li>• <b>Khobar Painting</b></li> <li>• <b>Taj Mahal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to draw with the gradient technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Colour merging</li> <li>• Drawing</li> </ul>
November (20 days)	<ul style="list-style-type: none"> <li>• <b>Alice in Wonderland</b></li> <li>• <b>3D Bird Art</b></li> <li>• <b>Scratch Art</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be aware about folk art and able to draw 3D art.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> </ul>
December (21 days)	<ul style="list-style-type: none"> <li>• <b>Palm Tree</b></li> <li>• <b>Silhouette Painting</b></li> <li>• <b>Van Gogh – Sunflower</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be aware about African art and able to draw birds and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> </ul>
January (15 days)	<ul style="list-style-type: none"> <li>• <b>Ganesha</b></li> <li>• <b>Create Your Own Composition</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be aware about method of Notan art, and able to draw folk art, buildings etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• colouring</li> </ul>
February (19 days)	<b>FREE EXPRESSION ACTIVITY</b>		



## **HEALTH AND FITNESS**

### **SPORTS (FITNESS)**

Month	Topic	Activities	Learning objective
APRIL	Warm-up	<ul style="list-style-type: none"><li>• Workout</li><li>• Fitness Games</li><li>• Ball Throwing &amp; catching</li></ul>	Introduction & fun game
MAY	Warm-up Shoulder exercise	<ul style="list-style-type: none"><li>• Ball throwing</li><li>• Parachute play</li><li>• Modified push-ups</li><li>• Tug-of-war</li></ul>	Shoulder strength
JULY	Stretching	<ul style="list-style-type: none"><li>• Stretching</li><li>• Yoga</li><li>• gymnastics</li></ul>	Stretching & flexibility
AUG	Team Work	<ul style="list-style-type: none"><li>• Puzzle games</li><li>• Hit target games</li><li>• Team work games</li><li>• Leadership quality</li></ul>	Minds games & follow up command
SEP	Maintaining BMI	<ul style="list-style-type: none"><li>• Running</li><li>• Ball throwing</li><li>• Follow of commands</li><li>• BMI test</li></ul>	Mid Physical fitness test
OCT	Leg Workout	<ul style="list-style-type: none"><li>• Hurdle jump</li><li>• Zig-zag running</li><li>• Broad jump</li><li>• Sprints</li></ul>	Jumping & shuttle run



NOV	Race	<ul style="list-style-type: none"> <li>• 20 mtr running</li> <li>• 30 mtr running</li> <li>• Sprints</li> <li>• Modified race</li> </ul>	Agility & speed
DEC	Introduction to Games	<ul style="list-style-type: none"> <li>• Define</li> <li>• All games</li> <li>• Indoor and outdoor</li> </ul>	Introduction to games ( Indoor & outdoor )
JAN	Sports day	Sports day	Sports day
FEB	Full Body Workout	<ul style="list-style-type: none"> <li>• Running</li> <li>• Ball throwing</li> <li>• Follow of commands</li> <li>• BMI test</li> </ul>	Final physical fitness test

### YOGA

MONTH	TOPICS	SUBTOPICS	LEARNING OBJECTIVES
APRIL	<ul style="list-style-type: none"> <li>• Introduction of Yoga</li> </ul> Sitting asans	<ul style="list-style-type: none"> <li>• Breathing</li> <li>• Sitting</li> <li>• Preparation of mind</li> <li>• Sequence of Practice</li> <li>• Sequence of technique of asans</li> </ul> <ul style="list-style-type: none"> <li>• Padmasana</li> <li>• Vajarasana</li> <li>• Utkatasana</li> <li>• Bhadrasana</li> <li>• Vakrasana</li> <li>• Ardhmatsendrasna</li> <li>• yogasana</li> </ul>	To enable the student to have good health. To practice mental hygiene. Calms the brain Aiding in digestion It tones your digestive organs and heart Good for increasing the flexibility.

MAY	Introduction of pranayama	<ul style="list-style-type: none"> <li>• Nadishodhan pranayama</li> <li>• Anulom-vilom</li> <li>• Bhramari pranayama</li> <li>• Shitli pranayam</li> </ul>	<p>Its effects of the mind as it clears out blockages throughout the energy nadis in the body. It helps to relieve depression, stress, and anxiety.</p> <p>Is a calming breathing practice that soothes the nervous and helps to connect us with our truest inner nature.</p> <p>Is a breathing practice that very effectively cools the body, the mind Balances excess pitta, Cools the body and clears excess heat, Kindles the digestive fire and promotes optimal digestion</p>
	<ul style="list-style-type: none"> <li>• Supine posture</li> <li>• Prone posture</li> </ul>	<ul style="list-style-type: none"> <li>• Ardhalasana</li> <li>• Ardhapawanmuktasana</li> <li>• Pawanmuktasana</li> <li>• Nokaasan</li> <li>• Bhujangasana</li> <li>• Makarasana</li> <li>• Dhanurasana</li> <li>• Marjariasana</li> </ul>	<p>Its strengthens the abdominal muscles and massages the intestines and internal organs of the digestive system</p> <p>Helps to reduce belly fat.</p> <p>Reduce blood pressure and anxiety Decreases stiffness of the lower back.</p> <p>Strengthens the lower back muscles.</p> <p>Deep relaxation for your shoulder and spine.</p> <p>Effective in weight loss. Give flexibility to spine and releases back pain.</p>
JULY	• susham vyayam	<ul style="list-style-type: none"> <li>• neck exercise</li> <li>• shoulder exercise</li> <li>• puran bhujashakti</li> </ul>	stiff muscles that are subjected to sudden elongation during exercise or sports can more easily become torn or strained.

	<ul style="list-style-type: none"> <li>• Stomach exercise</li> <li>• Thai exercise</li> <li>• Saravang pushti</li> </ul>	<ul style="list-style-type: none"> <li>• wrist rotation</li> <li>• chest exercise</li> <li>• udarshakti vikasak kriya</li> <li>• spine exercise</li> <li>• jumping</li> <li>• chair pose sit-ups</li> <li>• jaanushakti vikasak</li> <li>• pindli shakti vikasak</li> <li>• foot exercise</li> <li>• rekha gati</li> <li>• injan dodh</li> </ul>	<ul style="list-style-type: none"> <li>• it improves appetite ,help in digestion</li> <li>• Strengthening exercise. Strengthening your muscles, especially the abdominal and back muscles.</li> <li>• Promotes weight loss, reduces risk of falling in older adults.</li> </ul> <p>it tones up and strengthen all parts of the body and adds glow of the face. butterfly posture.</p>
AUGUST	<ul style="list-style-type: none"> <li>• Surya namsakar</li> <li>• kapalabhati kriya</li> </ul>		<p>surya namaskar is one of the basic yoga practices, nevertheless, it holds a lot of significance in the yoga world.it holds great significance religiously.</p> <p>kapalabhati is invigorating and warming.it helps to cleanse the lungs, sinuses, and respiratory system, which can help to prevent illness and allergies.</p>
SEPTEMBER	<ul style="list-style-type: none"> <li>• Sitting posture</li> <li>• standing</li> </ul>	<ul style="list-style-type: none"> <li>• veerasana</li> <li>• kurmasana</li> <li>• shashankasna</li> <li>• bhramcharya asana</li> <li>• vakrasana</li> <li>• tadasana</li> </ul>	<p>They are ideal for improving flexibility by stretching the legs(hamstrings, quads, and calves) ,back, and muscles around the pelvis, also known as the hips.</p> <p>Standing poses have tremendous benefits for strengthening and stretching all group</p>

	<ul style="list-style-type: none"> <li>posture</li> <li>• prone posture</li> <li>• supine posture</li> <li>• pryanam</li> </ul>	<ul style="list-style-type: none"> <li>• katichakarasana</li> <li>• garurasana</li> <li>• trikonasana</li> <li>• pasharvkon asana</li> <li>• bhujangasana</li> <li>• ardhasana</li> <li>• puranshalbhasan</li> <li>• dhanurasana</li> <li>• marjariasana dhanurasana</li> <li>• makarasana</li> <li>• uttanpadasana</li> <li>• ardh halasana</li> <li>• puran halasan</li> <li>• pawanmukat asana</li> <li>• chakarasna</li> <li>• setubandhasana</li> <li>• chandra bhedi pranayam</li> <li>• bhastrika</li> </ul>	<p>muscles in the legs, particularly the thighs, hamstrings, gluts, calves amd ankles. these muscles are some of the largest muscles in the body, which contributes to burning of stubborn fat and toning.</p> <p>Supine yoga postures release stress, promote flexibility, and help to integrate your practice.</p> <p>Chandra bhedi pryanam reduce body heat .useful in heart burning problems. very effective in high blood pressure, useful in fever.</p> <p>Favourable effect on the respiratory and digestive system drains excess phlegm from the lungs. Calms the mind.</p>
OCTOBER	<ul style="list-style-type: none"> <li>• Balancing asans</li> <li>• Yognidra</li> <li>• General Session</li> </ul>	<ul style="list-style-type: none"> <li>• utthith padamasana</li> <li>• nokasana</li> <li>• vakasana</li> <li>• nartrajasana</li> <li>• baddhpadmasana</li> <li>• tadasana</li> <li>• katichakrasana</li> <li>• triyak tadasana</li> <li>• uttanpadasna</li> <li>• pawanmukat asana</li> <li>• sarvangasna</li> </ul>	<p>Balance asanas helps in the relieving stress and reducing inner tension. Also, they improve focus, concentration and memory.</p> <p>relax the mind. Provides effective relief for depression and long standing anxiety, clear the mind for learning and absorbing new material</p> <p>They are performed to improve flexibility, strength, and balance. The use of breathing and focus can help relieve stress and anxiety.</p>

	<ul style="list-style-type: none"> <li>• Meditation</li> </ul>		<p>Reduces stress. Stress reducing is one of the most common reason people try meditation, it promotes emotional health , enhances self-awareness.</p>
NOVEMBER	<ul style="list-style-type: none"> <li>• Asanas</li> <li>• Surya namaskar</li> <li>• preksha meditation</li> </ul>	<ul style="list-style-type: none"> <li>• dhanurasana</li> <li>• halasana</li> <li>• bhujangasana</li> <li>• karanpeethasana</li> <li>• sarvangasana</li> <li>• pranamasana</li> <li>• hastauttanasana</li> <li>• padahasthasana</li> <li>• ashwachanchalan</li> <li>• dandasana</li> <li>• ashtangasana</li> <li>• bhujangasana</li> </ul>	<p>Effective in weight loss. Improves blood pressure, gives flexibility to the back, and strengthens back muscles.</p> <ul style="list-style-type: none"> <li>• Surya namaskar is one of the basic yoga practices, nevertheless, it holds a lot of significance in the yoga world.it holds great significance religiously.</li> <li>• Controlling blood pressure, improving functioning of nervous system, endocrine system and blood circulation system.</li> </ul>
DECEMBER	<ul style="list-style-type: none"> <li>• Advance level</li> <li>• Chandran maskar</li> </ul>	<ul style="list-style-type: none"> <li>• baddhpadmasana</li> <li>• akaran dhanurasana</li> <li>• goraksh asana</li> <li>• Bhoonaman asana</li> <li>• Karanpeethasana</li> <li>• Sheershasana</li> <li>• Padamsheershasna</li> </ul>	<p>Improved immunity, reduced stress, increased flexibility, lowered blood pressure, increased energy, weight loss, living with greater awareness, better posture,better intuition,inner peace.</p> <p>Relax the mind. Provides effective relief for depression and long standing anxiety, clear the mind for learning and absorbing new material</p> <p>Legs</p>

JANUARY

- Yognidra
- Tartak kriya
- Chandra namaskar

Relax the mind. Provides effective relief for depression and long standing anxiety, clear the mind for learning and absorbing new material  
Purifies the eyes, strengthens the eye muscles and improves vision and memory.  
Helps with sleeping difficulties.

relax the mind. Provides effective relief for depression and long standing anxiety, clear the mind for learning and absorbing new materials.

FEBRUARY

- prayanam
- bhastrika
- surya bhedi prayanam
- bhramari prayanam

Favourable effect on the respiratory and digestive system.  
Reducing the anxiety, depression and other mental illness .removes the impurities of blood and cures skin diseases.  
Its improving concentration and memory.  
Gives relief from a slight headache.

## **MUSIC**

### **Importance**

Music, being an integral part of many cultures, also provides a means to raise global awareness amongst students. The processes involved in music performing and creating develop skills such as listening skills, fine motor skills, creative thinking skills and social skills. Music enables students to express their thoughts and ideas. It is a key platform upon which every child is provided a basic music education, giving them opportunities to develop a connection to music. This contributes to the future development and preservation of our cultural heritage

### **TEACHING STRATEGIES**

- A musical music lesson refers to one where the instructional experience revolves around the music itself. The mentor will involve the students aurally and kinesthetically in the music.
- Kodaly is a pedagogy that advocates developing children's musical abilities through performing, creating, listening, critical thinking and musical literacy (reading and writing). Singing is the most direct means to music learning, while movement (e.g. singing games) is critical for children's musical development. Instrumental learning should include singing. It is needful that the repertoire is age-appropriate and of good quality
- Dalcroze Eurhythmics is a pedagogy where every musical concept is taught and experienced through movement of all parts of the body. This is viewed as an effective way to enhance musicianship as well as improving co-ordination, concentration and other skills needed to be a good musical performer. This in turn increases confidence and the ability to feel music with the whole body, allowing development of auditory memory, communication, expression and creativity

### **SHORT TERM GOALS**

My students will be able to :

- ✓ Sing with accuracy, clarity and reasonable technique, a variety of songs
- ✓ Interact and co-operate sensitively with others, regardless of cultural or social background or special needs
- ✓ Listen and Respond to Music

### **LONG TERM GOALS**

My students will be able to:

- ✓ Create and perform Music in both instrumental and vocal settings, individually and in groups
- ✓ Understand musical elements and concepts.
- ✓ Develop qualities of self-esteem, self-awareness, confidence, initiative and leadership.
- ✓ Develop an understanding of fair play and team spirit through participation and competition



### LEARNING OBJECTIVES

- ✓ Develop a multifaceted physicality through training in dance techniques.
- ✓ Apply a variety of value systems, aesthetics, and approaches to performing.
- ✓ Will be prepared to enter the professional world of the performing arts, or to pursue graduate study in theater or dance.

### MIDDLE TERM (APRIL TO SEPTEMBER)

- Alankars & Swarabhyaas
- Exercise of Teentaal , Keharva and Dadra taal
- National Song and National Anthem
- Bhajan and Hanuman Chalisa
- Patriotic and Folk Songs
  - **(Theory and Practical)**

- ANNUAL TERM (OCTOBER TO MARCH)

- School Songs and Prayers
- Swachh Bharat Song
- Knowledge of Instruments Practical Work
- Pictures of Instruments & Musician
  - **(Theory and Practical)**



## DANCE

### Importance

Dance in education involves the child in creating, performing and appreciating movement as a means of expression and communication. Even though another career path may ultimately be chosen, in dance children learn the cooperative effort necessary to produce a high quality work of art. Every child benefits from quality dance training. Long-term learnings go far beyond practical applications in dance. Dancers enter society with the ability to maintain the uncompromising high standards nurtured during their dance lessons.

Dance keeps you fit! Dance teaches the importance of movement and fitness in a variety of ways through a variety of disciplines. As well, dancers learn to coordinate muscles to move through proper positions. Dancing is a great activity to pursue at almost any age provided you are in proper health to handle the rigors of dancing for life. Dance is a great way to build invaluable social skills.. Dancers learn to take turns, to share attention, and to cooperate with others as they work within a group

### TEACHING STRATEGIES

- **Modeling or Demonstration** . The mentor demonstrates the dance steps so the students can see how the step is performed, the correct tempo, and direction the body moves. the teacher selects to Mirror (facing the students and using the opposite body side) or Shadow (facing the same direction and using the same body side. )
- **Part to Whole and Add On A Step**. The dance steps are taught one at a time then combined into the correct sequence. The first step is demonstrated and practiced, then the second step is demonstrated and practiced. Next, the students perform the first step and then add the second step. Next, the third step is demonstrated and practiced and then it is added to the first two steps. This procedure continues until all the steps of the dance are taught.
- **Peer Teaching or Reciprocal Style** . Students are organized into partners or small groups. They collaborate to help each other review and practice the dance that was presented in class. Promotes cooperation between peers and mutual improvement. In this style one student can be in the role of the teacher to observe the other students and then provide feedback about the performance. Students can reciprocate roles.
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### SHORT TERM GOALS

My students will be able to :

- ✓ Explore and create movement at different levels, using different pathways and forming different shapes in space.
- ✓ Communicate through simple body movement a range of moods or feelings.
- ✓ respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music
- ✓ develop poise, balance and co-ordination while moving and stopping
- ✓ Create, practise and perform dances showing a clear beginning, middle and end using simple technique of unison (all dancers move at the same time) and introducing canon (dancer A performs a movement, dancer B follows)

## **LONG TERM GOALS**

My students will be able to:

- ✓ Show sensitivity in movement to music
- ✓ Perform dances with confidence and competence, including folk and contemporary dances
- ✓ Experience enjoyment and achievement through movement
- ✓ Interact and co-operate sensitively with others, regardless of cultural or social background or special needs
- ✓ Develop qualities of self-esteem, self-awareness, confidence, initiative and leadership.
- ✓ Develop an understanding of fair play and team spirit through participation and competition

## **LEARNING OBJECTIVES**

- ✓ Develop a multifaceted physicality through training in dance techniques.
- ✓ Apply a variety of value systems, aesthetics, and approaches to performing.
- ✓ Will be prepared to enter the professional world of the performing arts, or to pursue graduate study in theater or dance

## **CURRICULUM**

### **MIDDLE TERM (APRIL TO SEPTEMBER)**

- Warm-up and stretching
- Work on base
- Introduce HIP-HOP dance style
- Foundation steps
- Power moves
- One song choreograph (Up town funk by Bruno mars)
- Independence Day

### **ANNUAL TERM (OCTOBER TO MARCH)**

- Annual function
- Every class of warm-up & stretching
- Introduce Looking and Popping
- Basic moves
- One song choreograph (magenta riddim by dj snake)

### **LEARNING OUTCOME:**

- ✓ Identify the techniques used in a dance and the form of the dance.
- ✓ Observe, describe and discuss own dance and dance of others (including professional dancers, live or video recordings)
- ✓ Become aware of organizations and groups involved in dance and opportunities in dance.
- ✓ produce and perform more complex sequences with a partner or individually on the floor
- ✓ improve quality in body performance, notably in extension, body tension and clarity of body shape





## ACTIVITY CALANDER

<b>Date</b>	<b>Occasion</b>	<b>Activity</b>
21 <sup>st</sup> April'21	Earth Day	<p>❖ <b>Go Screen Free!</b> Students will go screen free for a day so as to conserve energy. While they unplug, they must spend time with their family members and click pictures while doing their favorite activities with their families.</p>
1 <sup>st</sup> May '21	Labour Day	<p>❖ <b>Thank you, Corona Warriors!</b> As the global battle against Covid-19 continues, students would thank our corona warriors for their tireless efforts. They would make a poster on the said theme and record a thank you video with the assistance of their parents.</p>
8 <sup>th</sup> May'21	Mother's Day	<p>❖ <b>Grab your apron!</b> Mothers are the icing on the cake! To thank mothers for their endless love, students will cook a flameless breakfast for her.</p>
31 <sup>st</sup> July'21	Friendship Day	<p>❖ <b>Friendship Word Cloud</b> It's a surprise.</p>
21 <sup>st</sup> Aug.'21	Raksha Bandhan	<p>❖ <b>Siblings are fun!</b> On the festival of Raksha Bandhan, students will reminisce their best fun memories with their siblings, record a video while narrating the same and share it with their class mentor.</p>
28 <sup>th</sup> Aug.'21	Janmashtami	<p>❖ <b>Clay Krishna Doll</b> Janmashtami is one of those Indian festivals that is associated with a lot of fun! Since Krishna Janmashtami is about Krishna's birth, the focus is on the younger version of Krishna which means this is a festival that has a lot for the tiny tots to do. To celebrate this day, students will make an idol of Krishna using clay.</p>
14 <sup>th</sup> Aug.'21	Independence Day	<p>❖ <b>Patriotic Movie Day</b> Movies leave a big impact on everyone and thus one of the ways to teach the importance of Independence Day to the kids is by showing them patriotic movies.</p>

## ACTIVITY CALANDER

		Kids will be shown a short patriotic movie during the session.
4 <sup>th</sup> Sep.'21	Teachers Day	<p>❖ <b>Teacher's Day</b></p> <p>Tell you mentors why you love them by making a card/poster/craft of your own choice. Show your love in the most creative forms.</p>
11 <sup>th</sup> Sept.'21	Grandparents Day	<p>❖ <b>Paint a Pot</b></p> <p>Paint a flower pot and plant a seed in it. Gift it to your Grandparents and watch it grow with them. Do not forget to water it everyday!</p>
1 <sup>st</sup> Oct.'21	Gandhi Jayanti	<p>❖ <b>Cleaning the surroundings</b></p> <p>Gandhiji was a firm believer in hard work and is an inspiration of swachh Bharat Abhiyan. With the belief that cleanliness starts from our own homes students will clean their own rooms. They will also share their experiences with their class mentor.</p>
13 <sup>th</sup> Oct.'21	Dussehra	<p>❖ <b>Make your own Ravan</b></p> <p>Students will make a 3D Ravan using paper cups and will also decorate it with stone stickers and mirrors.</p>
16 <sup>th</sup> Oct.'21	Eid-E-Milad	<p>❖ <b>Card Making</b></p> <p>Eid Milad is a highly religious occasion where people express gratitude and thanks to Allah Almighty for blessing the universe with His last messenger and Prophet Hazrat Muhammad.</p> <p>In this concern kids will make a greeting card and wish each other.</p>
30 <sup>th</sup> Oct.'21	Halloween	<p>❖ <b>Halloween Balloons</b></p> <p>Students will gather orange, black and white balloons, blow them up and decorate them according to the Halloween theme. They may draw scary faces using black markers or even draw a scary ghost icon on them!.</p>
2 <sup>nd</sup> Nov.'21	Diwali	<p>❖ <b>Diya peacock</b></p> <p>Students will decorate diya and make a peacock out of it using colours, clay and pastel sheets.</p>

## ACTIVITY CALANDER

14 <sup>th</sup> Nov.'21	Children's Day	<p>❖ <b>Let's groove</b> A virtual dance party will be conducted for children.</p>
18 <sup>th</sup> Nov.'21	Gurpurab	<p>❖ <b>Story telling</b> Students will dress up in traditional attires with their heads covered with a handkerchief. Teacher will apprise the students about the principles and teachings of the pious soul, Guru Nanak Dev Ji. Video on his life and spiritual journey will be played for the students which will reiterate the message 'One God' and the 'Eternal Truth'.</p>
24 <sup>th</sup> Dec.'21	Christmas	<p>❖ <b>Let's cook something yummy</b> Christmas is the festival of celebrations so children will also do that by making a no bake cake.</p>
30 <sup>th</sup> Dec.'21	New Year 2021	<p>❖ <b>Get ready for the party!</b> Students will make a New Year Party Hat and wear it during the new year celebration at their homes.</p>
25 <sup>th</sup> Jan.'22	Republic Day	<p>❖ <b>Let's Quill</b> Using quilling paper, make any craft of your choice depicting the theme - 'Republic Day'.</p>