

SURENDRANATH CENTENARY SCHOOL
SESSION – 2024-25
ANNUAL PEDAGOGICAL PLAN
CLASS III

My Grammar Time – 3 (Bharati Bhawan) Wow! English - 3 (Eupheus Learning) The learners for Competency Based Education use 21 st Century Skills through different pedagogical methods as Role Play, Multi-disciplinary Projects, Multisensory Learning, Art and Sports Integrated Projects, Dictionary Skills, Story Telling, catering Life Skills Values and ICT Technology.					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Lang.	4	<ul style="list-style-type: none"> L-1 Nouns: Common and Proper 	To help the learners: <ul style="list-style-type: none"> Identify & use proper nouns Categorize gender accordingly Discuss and share their experience about attending the first day of school in new session Learn homophones Discover the endless gifts that nature has provided Learn moral values and admire everyone's quality Encourage group discussions and learn about their peers 	Learners will be able to <ul style="list-style-type: none"> Distinguish between common and proper nouns Differentiate the different genders of nouns Strengthen their relationship among their friends Share, learn and grow together Appreciate the gifts provided by nature Believe the fact that every living being has its own quality Know the strengths and weaknesses of their peer
	L-1				
	L-2	3	<ul style="list-style-type: none"> L-2 Nouns: Gender 		
	Lit.	4	<ul style="list-style-type: none"> Unit-1 Back to School 		
	Unit-1	4	<ul style="list-style-type: none"> Unit-2 Wonderful Nature 		
Unit-2	4	<ul style="list-style-type: none"> Paragraph Writing- My Best Friend 	2	(17)	

May '24	Lang. L-3 Lit. Poem	6 4 (10)	<ul style="list-style-type: none"> • L-3 Pronouns • Poem-School 	<ul style="list-style-type: none"> • Identify and use pronouns in sentences • Recite with proper intonation and expression • List the things they do in their vacation 	<ul style="list-style-type: none"> • Categorize personal and reflexive pronouns • Identify the rhyming words and enjoy coming to school
June '24	Lang. L-4 L-6 Paragraph Writing	4 4 2 (10)	<ul style="list-style-type: none"> • L-4 Nouns: Singular and Plural • L-6 Collective Nouns • Paragraph Writing: My Grandparent 	<ul style="list-style-type: none"> • Identify singular and plural nouns • Learn the rules in regard to change singular nouns to plural nouns • Usage of collective nouns for people, animals and things • Recall the guidelines and write a creative paragraph with clues 	<ul style="list-style-type: none"> • Enlist the singular and plural nouns • Learn the formation of plural nouns • Demonstrate the use of collective nouns • Extend their experience and use correct connectors
July '24	L-5 L-7 L-8 Lit. Unit-3	5 5 3 5 (18)	<ul style="list-style-type: none"> • L-5 A, An, The • L-7 Adjectives • L-8 Opposites • Unit-3 The World of Magic 	<ul style="list-style-type: none"> • Relate definite and indefinite articles in sentences • Identify the adjectives in sentences • Learn the rules of three forms of degrees of comparison • Recognize prefixes such as un- and –dis to form opposites • Identify the elements and characters involved in the world of magic • Recall the characters Aladdin, Genie etc 	<ul style="list-style-type: none"> • Utilize definite and indefinite articles in day to day life • Compare and write positive, comparative and superlative degrees correctly. • Recall and write prefixes to form opposites • Enjoy, share and appreciate the characters of the story • Create a story map with given clues

Aug '24	Lang. L-9 L-11 Lit. Unit-4 Paragraph Writing	5 5 5 2 (17)	<ul style="list-style-type: none"> • L-9 Verbs • L-11 Simple Present Tense • Unit-4 The Animal Adventure • Paragraph Writing- My Favourite Festival 	<ul style="list-style-type: none"> • Differentiate between helping verbs and main verbs • Learn the simplest form of a verb with singular and plural nouns • Compare the homes of animals and birds • Discover the hidden talents of animals(characters) • Recognize and apply the hints to describe their favourite festival 	<ul style="list-style-type: none"> • Relate helping verbs with the main verbs in sentences • Explain the concept, rules of formation of the verbs in simple present tense • Identify and learn movement words • Create new traffic rules for their pets • Write about their favourite festival
Sept '24	Lit. Poem Comprehension	4 3 (7)	<ul style="list-style-type: none"> • Poem- The Little Plant • Comprehension 	<ul style="list-style-type: none"> • Choose the homophones from the poem 	<ul style="list-style-type: none"> • Learn the importance of sun for the growth of plants
Oct '24	Lang. L-12 L-14 Lit. Unit-5	5 4 4 (13)	<ul style="list-style-type: none"> • L-12 Simple Past • L-14 Simple Future Tense • Unit-5 People Who Help Us 	<ul style="list-style-type: none"> • Identify past form of verbs • Rules of formation of verbs in past tense • Use of will/shall with the base form of verbs • Compare professions of different people in the society • Enlist the emergency numbers 	<ul style="list-style-type: none"> • Recognize the rules of formation of verbs in past tense • Apply the correct form of the verbs in sentences • Relate the correct usage of will/shall in sentences • Develop respect for people belonging to different professions • Lear emergency numbers for different emergency services

Nov '24	Lang. L-13 L-16 Prepositions Lit. Unit-6 Unit-7 Poem	4 4 3 3 3 (17)	• L-13 Continuous Tense: Present and Past • L-16 Prepositions • Unit-6 Travel Stories • Unit-7 Wit and Wisdom • Poem- The Gardener	• Usage of present/past and present/past participle form of the verbs • Learn the uses of prepositions • Enjoy the story about an English traveler Lemuel Gulliver • Enjoy the role play about Akbar and Birbal • Inculcate value of wisdom	• Change simple present/past to present/past participle • Choose suitable prepositions in sentences • Evaluate that act of kindness leads to good things • Learn Phonics fun(Tongue Twister) • Judge the act of kindness and appreciate the fruits of doing kind act
Dec '24	Lang. L-15 L-17 Lit. Unit-8 Paragraph Writing	5 4 4 2 (15)	• L-15 Adverbs • L-17 Conjunctions • Unit-8 In The Sky • Paragraph Writing- My Brother's Birthday Celebration	• Learn the kinds of adverbs and use them correctly in speaking and writing skills • Choose appropriate conjunctions to join words/sentences • Develop their imaginary skills and analyze the results if Chandrayan -1 had life • Create acrostic poem • Describe their birthday celebration	• Form adverbs from adjectives by adding ly/ily • Form sentences using conjunctions • Notice the feeling of Chandrayan -1 when it landed on space • Use prefixes to form opposites • Avoid spoiling food and learn ethics of sharing

Jan '25	Lang. L-19 L-21 Short Forms Unit-9 Paragraph Writing	6 4 5 3	<ul style="list-style-type: none"> • L-19 Sentences • L-21 Short Forms • Unit-9 Trick and Treasures • Paragraph Writing- A Memorable Gift 	<ul style="list-style-type: none"> • Identify & distinguish between statement and question sentences • Add apostrophe to form contractions • Read the comic story with proper pronunciation and expression • Develop ethics and gratitude and be thankful for someone's help • Revise the guidelines and follow them to write a paragraph 	<ul style="list-style-type: none"> • Transform sentences from statement to question • Put apostrophe appropriately • Analyze the gratitude of the elves for the shoemaker • Compare the effects with their causes • Relate the usefulness of the gift and admire the person who gifted it.
Feb '25	Poem Comprehension Revision	4 3 (7)	<ul style="list-style-type: none"> • Poem- "I AM home," Said the Turtle • Comprehension • Revision 	<ul style="list-style-type: none"> • List the special features of a turtle • Learn more about usage of Language in day-to-day life • Analyze their preparation and focus on weaker areas • Acquaint students with question paper patterns 	<ul style="list-style-type: none"> • Identify the rhyming words and movement words • Develop command over English Language • Develop understanding of Question paper and application of past learning in form of various questions

हिंदी व्याकरण संबोध भाग -3(मधुबन) प्रत्युष हिंदी पाठमाला भाग -3(न्यू सरस्वती हाउस) अधिगमकर्ता(शिक्षार्थियों)को उसकी योग्यता, क्षमता के अनुसार 21वीं सदी के कौशल के साथ विभिन्न शिक्षण विधियों की एवं खेल विधि द्वारा तैयार करना।					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	व्याकरण पाठ -1 प्रत्युष पाठ-1 निबंध	10 8 (18)	•भाषा •आज तिरंगा फहराता है •चिडियाघर की सैर	शिक्षार्थी के सहायता हेतु: •स्थानीय भाषा के साथ मेल जोल सीखाना। •वसुधैव कुटुंबकम भाव को अनुभव कराना। •तिरंगा झंडा का सम्मान करना सीखाना। •अपनी शब्दावली, रचनात्मकता को अपने शब्दों में व्यक्त कर सके।	शिक्षार्थी समझने में सक्षम हुए: •सभी भाषाओं से परिचित हुए तथा प्रेम पूर्ण व्यवहारउत्पन्न हुआ। •एकता की भावना विकसित हुई। •राष्ट्रीय ध्वज के प्रति सम्मान की भावना जागृत हुई तथा तीनों रंगों की विशेषताओं से परिचित हुए। •संकेत बिंदु की सहायता से बच्चे स्वयं निबंध लिखने में सक्षम हुए।
May '24	व्याकरण पाठ-2 प्रत्युष पाठ -2	5 5 (10)	•वर्ण और वर्णमाला •आधा राजकुमार	•स्वर, व्यंजन, संयुक्त व्यंजन की जानकारी। • संगठन, सहयोग एवं एकता की भावना को अनुभव कराना।	•स्वर, व्यंजन, संयुक्त व्यंजन की पहचान में सक्षम हुए। •सहयोग, साहस, आत्मविश्वास जैसे गुणों को अपनाए।
June '24	व्याकरण पाठ -3 प्रत्युष	5	•मात्राएँ, शब्द और वाक्य •अधेले की कीमत	•वर्णों में मात्राओं का प्रयोग कराते हुए शब्द तथा वाक्य निर्माण सीखाना। •गांधी जी के सत्य, अहिंसा के रास्ते पर चलने के लिए प्रेरित करना।	•अलग अलग शब्दों से सार्थक वाक्य बनाने में सक्षम हुए। •गांधी जी के गुणों से प्रेरित एवं दूसरों को प्रोत्साहित करेंगे।

	पाठ -3 निबंध	5 (10)	•मेरी नई कक्षा	•अपनी रचनात्मकता को अपने शब्दों में व्यक्त कर सके।	•संकेत बिंदु की सहायता से स्वयं निबंध लिखने में सक्षम हुए।
July '24	व्याकरण पाठ -4 पाठ - 5 प्रत्यूष पाठ -5 पत्र लेखन	8 8 2 (18)	•संज्ञा •लिंग •स्वस्थ कौन •अपनी नई कक्षा के बारे में बताते हुए बड़ी बहन को पत्र।	•पशु, पक्षियों, मनुष्यों, फूलों आदि के नामों की चर्चा करते हुए संज्ञा की जानकारी देना। •लिंग का परिचय और पहचान तथा लिंग परिवर्तन सीखाना। •पत्र के प्रारूप से परिचित कराना।	•कक्षा में मौजूद वस्तुओं के नामों को बताने में सक्षम हुए। •वाक्यों द्वारा लिंग परिवर्तन के नियमों को समझे। •अपने शब्दों में पत्र लिखने में सक्षम हुए।
Aug '24	व्याकरण पाठ -6 प्रत्यूष पाठ -6 निबंध	7 7 3 (17)	•वचन •देहाती चूहा, शहरी चूहा •हमारा राष्ट्रीय ध्वज - तिरंगा झंडा •कला समेकित अधिगम(AIL)- शहरी बनाम ग्रामीण -तुलनात्मक विश्लेषण	•वचन की पहचान तथा वचन परिवर्तन की जानकारी। •ग्रामीण तथा शहरी परिवेश से परिचित कराना। •राष्ट्रीय ध्वज का महत्व बताना। •पारंपरिक रीति रिवाजों से परिचित कराना।	•वचन का वाक्यों में प्रयोग करने में सक्षम हुए। •ग्रामीण एवं शहरी परिवेश की जीवन शैली से परिचित हुए। •राष्ट्रीय ध्वज के प्रति सम्मान की भावना जागृत हुई। •झारखंड और तेलंगाना के परिधान और खान पान से परिचित हुए।

Sept '24	व्याकरण पाठ - 7	4	•सर्वनाम	•उदाहरण द्वारा सर्वनाम शब्दों से परिचित कराना।	•अपने लिए, दूसरों के लिए प्रयोग किए जाने सर्वनाम शब्दों की पहचान में सक्षम हुए।
	प्रत्युष पाठ - 7	3	•हरी घास, हरी सब्जियाँ	•पर्यावरण के प्रति जागरूक करना।	•पर्यावरण के प्रति जागरूक एवं संवेदनशील हुए।
		(7)	• पुनरावृत्ति		
Oct '24	व्याकरण पाठ -8	5	•विशेषण	•विशेषण शब्दों का परिचय और उनका प्रयोग सीखाना।	•विशेषता बताने वाले शब्दों को पहचानने में सक्षम बने।
	पाठ - 9	6	•क्रिया	•प्रमुख क्रिया शब्दों और चित्रों द्वारा क्रिया की पहचान कराना।	•क्रिया शब्द से वाक्य निर्माण करना किए।
	प्रत्युष पाठ -10	2	•जहाँ चाह, वहाँ राह	•सपने देखना एवं उन्हें साकार करने के लिए प्रेरित करना।	•अपने अंदर छुपे हुनर की पहचान कर नई नई खोज की ओर उन्मुख हुए।
	निबंध पाठ -10	(13)	•दीपावली	•भारत के सभी त्योहारों से परिचय कराना।	•संकेत बिंदु की सहायता से निबंध लिखने में सफल हुए।
Nov'24	व्याकरण पाठ -10	3	•काल	•कहानियों के माध्यम से तीनों काल को समझाना।	•तीनों काल में वाक्य प्रयोग करने में सक्षम हुए।
	पाठ - 11	3	•अशुद्धि शोधन	•वर्तनी और वाक्य संबंधी अशुद्धियाँ पर ध्यान आर्कषित कराना।	•शब्दों और वाक्यों को शुद्ध लिखने में सक्षम हुए।
	प्रत्युष पाठ -11	4	•सूर्य को करें नमन	•भारत के प्राकृतिक सौंदर्य से परिचित कराना।स्वस्थ जीवन शैली को समझते हुए अपनी शब्दावली, रचनात्मकता को अपने शब्दों में व्यक्त कर सके।	•भारतीय संस्कृति एवं सभ्यता के प्रति लगाव एवं प्रेम उत्पन्न हुआ।
	निबंध		•प्रातः काल की सैर		

	पत्र लेखन	4 3 (17)	<ul style="list-style-type: none"> •अपने विद्यालय के वार्षिकोत्सव पर पुरस्कार मिलने की खुशी का जिक्र करते हुए चाचा जी को पत्र। 	<ul style="list-style-type: none"> •पत्र का प्रारूप से परिचित कराना। 	<ul style="list-style-type: none"> •संकेत बिंदु की सहायता से निबंध लिखने में सक्षम हुए। •स्वयं पत्र लिखने में सक्षम हुए।
Dec '24	व्याकरण पाठ -12 पाठ -13 प्रत्युष पाठ -12	5 5 5 (15)	<ul style="list-style-type: none"> •पर्यायवाची शब्द •विलोम शब्द •पहले खोदो नींव, फिर बनाओ भीत 	<ul style="list-style-type: none"> •समान अर्थ वाले शब्दों की जानकारी। •उल्टे अर्थ वाले शब्दों की पहचान कराना। •भारत के गौरवशाली इतिहास से परिचित कराना। 	<ul style="list-style-type: none"> •अनुच्छेद द्वारा पर्यायवाची शब्दों का प्रयोग करने में सफल हुए। •'अ'उपसर्ग लगाकर विलोम शब्द का निर्माण में सक्षम हुए। •समाजहित कार्य में रूचि उत्पन्न हुआ।
Jan '25	व्याकरण पाठ -14 पाठ -15 प्रत्युष पाठ -13 पाठ -14 निबंध	4 4 4 4 4 2 (18)	<ul style="list-style-type: none"> •अनेक शब्दों के लिए एक शब्द •अनेकार्थी शब्द •काँच की कहानी •पूँछ •मेरा विद्यालय 	<ul style="list-style-type: none"> •अनेक शब्दों के लिए एक शब्द का परिचय और उनका प्रयोग सीखाना। •अनेकार्थी शब्दों की जानकारी। •नवोन्मेषी जीवन की कला सीखाना। •प्राणी जगत में भिन्नता के कारण से परिचित कराना। •अपनी शब्दावली, रचनात्मकता को अपने शब्दों में व्यक्त कर सके। 	<ul style="list-style-type: none"> •अनेक शब्दों के स्थान पर एक सार्थक शब्द का प्रयोग में सक्षम हुए। •एक शब्द के अनेक अर्थ से परिचित हुए। •विज्ञान एवं नवोन्मेषी जीवन से परिचित हुए। •ईश्वरी संरचना, मानवीय जीवन में अंतर से परिचित हुए। •स्वयं निबंध लिखने में सक्षम हुए।

Feb '25	व्याकरण		•विराम चिन्ह	•विराम चिन्ह और उनका प्रयोग सीखाना।	•सभी विराम चिन्हों की पहचान तथा बोलचाल में प्रयोग करने में सक्षम हुए।
	पाठ -16	2			
	पाठ - 17	2	•मुहावरे	• मुहावरे का अर्थ और वाक्य प्रयोग सीखाना।	•मुहावरे का अर्थ और उनसे वाक्य बनाने में सक्षम हुए।
	प्रत्युष	3	•ओह फिर..... ओह.....।	•आत्मविश्वास, संकल्पबद्ध जीवन जीने की कला सीखाना।	•विद्यालय में दिन प्रतिदिन के संवाद में सक्रिय रूप स भाग लेने लगे।
	पाठ -15	(7)	•पनरावृति		

MATHEMATICS

1. New Learning Composite Mathematics - 3 (S.Chand School)

2. Mental Arithmetic - 3 (Frank Brothers and Co.)

Through CPA approach, interesting activities and Competency based questions learners will be able to observe, experience and explain mathematics all around them and develop competency in concepts and also they will develop problem -solving skills.

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April' 24	L – 1	14	<ul style="list-style-type: none"> • Introduction and forming 4-digit number • 4-digit number on Abacus • Place - value and face - value • Successor and Predecessor • Comparing and Ordering numbers • Forming the smallest and the largest 4-digit number 	To help the learners : <ul style="list-style-type: none"> • To develop thinking and problem-solving skills • Analyzing 4-digit numbers • Differentiate between the place-value and face-value of different numbers 	Learners will be able to: <ul style="list-style-type: none"> • Recognize the numbers by their place-value and face-value • Identify the numbers collectively as the group of ones, tens and hundreds • Develop own methods of performing operations on numbers in daily life
	L-2	4	<ul style="list-style-type: none"> • Addition with and without carrying 	<ul style="list-style-type: none"> • Accept the vocabulary of addition as putting together 	<ul style="list-style-type: none"> • Perform addition of 3-digit numbers

May '24	L - 2	6	<ul style="list-style-type: none"> • Properties of addition • Word Problems on addition 	<ul style="list-style-type: none"> • To identify which property of addition is being used 	<ul style="list-style-type: none"> • Solve real life problems based on addition • Add 3 and 4-digit numbers with and without carrying
	L - 3	3 (9)	<ul style="list-style-type: none"> • Subtraction with and without borrowing 	<ul style="list-style-type: none"> • To identify whether regrouping will be required or not. 	<ul style="list-style-type: none"> • Learn properties of subtraction
June '24	L - 3	7	<ul style="list-style-type: none"> • Checking subtraction • Addition and subtraction together • Word Problems based on real life situations 	<ul style="list-style-type: none"> • To develop mathematical curiosity • Ability to formulate • To make them solve Competency based questions 	<ul style="list-style-type: none"> • Solve number stories involving addition and subtraction
	L - 4	5 (12)	<ul style="list-style-type: none"> • Introduction • Multiplication as repeated addition 	<ul style="list-style-type: none"> • Develop critical thinking 	<ul style="list-style-type: none"> • Analyze concept of multiplication as repeated addition
July '24	L - 4	10	<ul style="list-style-type: none"> • Properties of multiplication • Multiplication by 2-digit number • Word Problems based on real life situations 	<ul style="list-style-type: none"> • Analyze the different terms related to multiplication • Explain and demonstrate the principles of multiplication 	<ul style="list-style-type: none"> • Learn the properties of multiplication • Solve real life situations involving multiplication
	L - 5	13	<ul style="list-style-type: none"> • Meaning of division and terms related to it • Properties of division • Division with remainder • Checking division • Division by 10, 100, 	<ul style="list-style-type: none"> • Determine that division is dividing objects into equal groups • Recognise that division is the opposite of multiplication • Describe the zero rule of division 	<ul style="list-style-type: none"> • Revise the concept of division as repeated subtraction • Analyzing the relation between multiplication and division operations • To elaborate the terms related to division.

		(23)	<ul style="list-style-type: none"> • Problems based on real-life situations 		
Aug '24	L - 6	12	<ul style="list-style-type: none"> • Fraction as a part of whole • Fraction of a group or a collection • Problems based on real-life situations • Numerator and Denominator 	<ul style="list-style-type: none"> • To identify fraction as a part of whole or a group • Develop capability of using inductive reasoning • To identify half, one-third and quarter 	<ul style="list-style-type: none"> • Identify and able to find fraction in different situations • Identify the difference between numerator and denominator
	L - 10	9	<ul style="list-style-type: none"> • Point, line segment, line and ray • Measuring and drawing of line segment • Plane shapes 	<ul style="list-style-type: none"> • To develop their creative thinking skill • Identify various plane geometry shapes 	<ul style="list-style-type: none"> • Relate shapes to daily use objects • Define a point, line, line segment and ray
Sept '24	L - 10	3	<ul style="list-style-type: none"> • Tangram 	<ul style="list-style-type: none"> • Be able to draw a tangram by inserting shapes 	<ul style="list-style-type: none"> • Use tangram pieces to form different figures.
	Revision	7 (10)	Revision	Revision	Revision
Oct '24	L - 8	8	<ul style="list-style-type: none"> • Money • Conversion of rupees into paise and vice-versa • Addition, subtraction and multiplication of money • Word Problems related to it 	<ul style="list-style-type: none"> • Appraise money and its use • Learn various denominations of money and coins used in India • Enable them to count money 	<ul style="list-style-type: none"> • Read and write money in figures and words • Convert money from one unit to another • Solve real life problems on money • Read and understand bills
	L - 7	6	<ul style="list-style-type: none"> • Measures of length 	<ul style="list-style-type: none"> • Analyze length as an attribute of an 	<ul style="list-style-type: none"> • Write appropriate units of length,

		(14)	<ul style="list-style-type: none"> • Conversion of its units • Addition, subtraction and multiplication of unit 	<ul style="list-style-type: none"> • object related to how long or short • Measure length using standard and non-standard unit 	weight and capacity
Nov '24	L - 7	12	<ul style="list-style-type: none"> • Measures of weight • Conversion of units • Addition, subtraction and multiplication of units • Measures of capacity • Conversion of units • Addition, subtraction and multiplication of units • Word Problems related to measurement 	<ul style="list-style-type: none"> • Analyze weight as an attribute of an object related to its heaviness • Analyze why to use standard unit of measurement • Ability to analyse • Application of content in real world • Critical analysis of the given situation 	<ul style="list-style-type: none"> • Addition, subtraction and multiplication of measures of length, weight and capacity • Solve real life problems involving measurements of length, weight and capacity
	L - 9	6	<ul style="list-style-type: none"> • Clocks • Telling the time to the half hour • Telling the time to the nearest 5 minutes and to the quarter hour • Calculation of duration of time 	<ul style="list-style-type: none"> • To become more organised by planning out their day and analysing the difference between AM and PM • Read the time correct to the hour 	<ul style="list-style-type: none"> • Read and show the time to the nearest minute, quarter past and quarter to an hour
Dec'24	L - 9	9	<ul style="list-style-type: none"> • Reading of Calendar • Conversion of Days into Hours and vice-versa 	<ul style="list-style-type: none"> • Know and understand time and calendar 	<ul style="list-style-type: none"> • Read and analyze a calendar • Identify the sequence of days in a week and months in a year
	L - 10	9	<ul style="list-style-type: none"> • Idea of space • Solid shapes • Symmetry • Prespective of viewing 	<ul style="list-style-type: none"> • Identify solid figures • Name solid figures according to their properties • Recognize symmetry in nature 	<ul style="list-style-type: none"> • Name solid figures present in the environment • Identify symmetrical objects present around them

		(18)	solid objects	<ul style="list-style-type: none"> • Draw lines of symmetry 	
Jan '25	L - 11	7	<ul style="list-style-type: none"> • Patterns • Patterns around us 	<ul style="list-style-type: none"> • Recognize the sequence of the given pattern • Find or locate patterns in nature 	<ul style="list-style-type: none"> • Identify and complete patterns • Form their own patterns using numbers, alphabets and shapes
	L - 12	13	<ul style="list-style-type: none"> • Recording data with tally marking • Reading of Pictograph • Drawing of Pictograph 	<ul style="list-style-type: none"> • Analyzing and interpreting the data • Organizing the information 	<ul style="list-style-type: none"> • Collect data from daily life and analyze it
Feb'25	L - 12	4	<ul style="list-style-type: none"> • Representation of Pictograph with the given data 	<ul style="list-style-type: none"> • Ability to use symbols and notations 	<ul style="list-style-type: none"> • Analyze and draw pictograph
	Revision	11	Revision	Revision	Revision
		(20)			
		(15)			

<p>Science Focus Science 3 (Ratna Sagar)</p> <p>The annual plan is based on competency based learning. The learners will be able to explore various topics and enhance their 21st century skill, through various pedagogical methods such as experiential learning, story telling, role play and project method.</p>					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	L-1	12	<ul style="list-style-type: none"> • Natural and human-made things. • Characteristics and differences of living and non-living things 	<p>To help the learners:</p> <ul style="list-style-type: none"> • Distinguish between natural and human-made things. • Identify the characteristics of living and non-living things. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Recognize and enlist examples of natural and human-made things in their environment. • Describe the key characteristics of living things and analyse the differences between living and non-living things and classify them.

	L-2	7 (19)	<ul style="list-style-type: none"> • Difference between plants and animals • Important life processes in plants and animals 	<ul style="list-style-type: none"> • Identify various features of plants and animals in the immediate surroundings. • Comprehend the basic behaviours exhibited by plants and animals. 	<ul style="list-style-type: none"> • Differentiate between plants and animals. • Observe and analyse the difference in behaviours exhibited by plants and animals.
May '24	L-2	9 (9)	<ul style="list-style-type: none"> • Interdependence of plants and animals 	<ul style="list-style-type: none"> • Relate the interdependence between plants and animals in ecosystems. 	<ul style="list-style-type: none"> • Evaluate and appreciate the importance of plants and animals for each other and develop an awareness of the importance of conserving and protecting plant and animal habitats.
June '24	L-3	15 (15)	<ul style="list-style-type: none"> • Parts of a plant. • Type, structure and function of plant parts. • Germination of seed. 	<ul style="list-style-type: none"> • Identify and describe the main parts of a plant. • Explore the function of different plant parts. • Analyze the conditions required for seed germination. 	<ul style="list-style-type: none"> • Recognize the different plant parts. • Explain the function and appreciate the importance of different plant parts. • Apply their knowledge of plant parts and their function in real life scenarios.
July '24	L-4	14	<ul style="list-style-type: none"> • Classification of animals based on their eating habits. • Modes of feeding in different animals. • Care of domestic animals. 	<ul style="list-style-type: none"> • Differentiate between herbivores, carnivores and omnivores. • Enlist various types of food needed by different groups of animals. • Identify the basic needs of domestic animals 	<ul style="list-style-type: none"> • Identify the differences and list examples of herbivores, carnivores and omnivores. • Apply this knowledge to ensure the wellbeing and welfare of various domestic species.
	L-5	10	<ul style="list-style-type: none"> • Types of beaks and claws in birds. 	<ul style="list-style-type: none"> • Recognize and classify different types of beaks and claws in birds. 	<ul style="list-style-type: none"> • Analyze and correlate these adaptations with feeding habits and behavior of birds.

		(24)	<ul style="list-style-type: none"> • Nest of Birds • Care of Young one • Flight adaptations in birds 	<ul style="list-style-type: none"> • Identify and categorize different types of birds nests based on their structural characteristics and materials used in construction. • Observe the behaviour of parent birds to ensure the survival and development of their offspring. • Analyze types of feathers and its functions. 	<ul style="list-style-type: none"> • Appreciate the diverse range of nesting behaviours exhibited by birds including their parental care and construction techniques. • Describe the parental care exhibited by birds. • Describe wing movement in birds that help them fly
Aug '24	L-6	14	<ul style="list-style-type: none"> • Digestive system and the process of digestion. • Importance and function of other organ systems • Functions of Sense Organs 	<ul style="list-style-type: none"> • Enlist the parts of digestive system and examine the mechanical and chemical breakdown of food • Identify the organs and tissues comprising each organ system and their specialized role. • Examine the composition of the soil and illustrate the stages involved in soil formation • Enlist types of soil and its features. 	<ul style="list-style-type: none"> • Identify and name the parts of human digestive tract and comprehend their role. • Appreciate and explain the interaction between different organ system to maintain physiological balance. • Demonstration of activities showing contents of soil to improve their critical thinking • Represent formation of soil through a flow chart.
	L-8	7 (21)	<ul style="list-style-type: none"> • Soil Formation and its contents • Types and uses of soil. 		
Sept '24	L-8	3 7 (10)	<ul style="list-style-type: none"> • Animals in the soil. • Revision for Term I exam 	<ul style="list-style-type: none"> • Analyze importance of soil for living organisms • Recall the details of the topics studied. 	<ul style="list-style-type: none"> • Analyze various types of soil in the surrounding. • Observe the importance of soil in daily life. • Frame answers of variety of questions and assess themselves before taking the exam.

Oct '24	L-9	14 (14)	<ul style="list-style-type: none"> • What Air contains? • Demonstration of various Properties of air. • Uses of Air • Forms of Water • Water cycle 	<ul style="list-style-type: none"> • Describe the composition of air. • Explore the various uses of air. • Identify the different forms of water and analyze the importance and uses of water in our daily life. • Enlist the steps involved in the process of water cycle 	<ul style="list-style-type: none"> • Enlist and explain properties of air • Analyze the environmental importance of air. • Explain/Observe forms of water in daily activities. • Create drawing/models to represent water cycle in nature. • Explore ways to conserve water in their surrounding areas
Nov'24	L-10 L11	10 10 (20)	<ul style="list-style-type: none"> • Types of weather • Effect of weather • Weather Forecast • Seasons • Natural and man-made sources of light, with real examples. • Formation of shadow • Types of Sounds citing examples from daily life. 	<ul style="list-style-type: none"> • Identify and explain about different types of weather • Appreciate the change in weather in our country. • Enlist/Analyze main seasons and sub seasons. • Identification and tabulation of natural and man-made sources of light. • Explore how shadows are formed • Enlist types of sounds with examples 	<ul style="list-style-type: none"> • Gather information about weather forecast. • Observe activities and food items enjoyed in different seasons. • Give reasons in support of sudden change in weather. • Differentiate between natural and man-made sources of light. • Analyze shadow formation at different times of day. • Differentiate between pleasant and unpleasant sound.
Dec '24	L-11 L-13	6 10 (16)	<ul style="list-style-type: none"> • Force, work and energy. • Types of Pollution • 3R's • Ways to keep Earth green and clean. 	<ul style="list-style-type: none"> • Recognize and apply concepts of force, work and energy in everyday situations. • Enlist various types of pollution • Reuse things and recycle waste items in order to conserve nature • Plan ways to keep our Earth clean and green 	<ul style="list-style-type: none"> • Demonstrate and observe various effects of force. • Implement ways to reduce pollution. • Analyze the need of conserving nature for future generation

Jan '25	L-7	12	<ul style="list-style-type: none"> • Safety rules to be followed at different places • First Aid tips • Qualities of a Good House • Ways to keep our house clean. 	<ul style="list-style-type: none"> • Develop life skills and encourage children to keep their house clean. • Enlist necessary things to be kept in First Aid Box • Recognize the need and importance of house. 	<ul style="list-style-type: none"> • Create and practice strategies to enhance personal safety in a variety of situations • Familiarity with various ways to keep their house neat and clean.
	L-12	6 (18)	<ul style="list-style-type: none"> • Solar System • Shape of the Earth • Movement of the Earth 	<ul style="list-style-type: none"> • Comprehend the concept of the solar system and Earth's position within it. • Describe the shape of the Earth. • Explain the movements of Earth. 	<ul style="list-style-type: none"> • Explore our solar system and name the planets • Analyze and justify the various reasons that show Earth is round. • Differentiate between rotation and revolution.
Feb '25	L-12	5	<ul style="list-style-type: none"> • Phases of the Moon • Constellation 	<ul style="list-style-type: none"> • Identify and explain the different phases of moon. • Discover the various patterns of stars. 	<ul style="list-style-type: none"> • Analyze/Observe different phases of moon happening in nature • Observe night sky and identify stars, satellites, constellations.
		7 (12)	<ul style="list-style-type: none"> • Revision for Final Exam 	<ul style="list-style-type: none"> • Enhance understanding and retention of key concepts. 	<ul style="list-style-type: none"> • Assess their own understanding and identify areas for improvement.

<p>Social Science Social Studies Success (Goyal Brothers Prakashan) Learners will be prepared for competency based learning and 21st century skills.</p>					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	L-1	5	<ul style="list-style-type: none"> •Solar System •Shape and size of the earth 	<p>To help the learners:</p> <ul style="list-style-type: none"> •Explain about our planet earth, its shape and size using a sketch activity. 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • Compare the size of earth with other planets.
		4	<ul style="list-style-type: none"> •Sky and Horizon •Coast 	<ul style="list-style-type: none"> •Define the meanings of coast and horizon. 	<ul style="list-style-type: none"> •Differentiate between coast and horizon.

	L-2	5 4 (18)	<ul style="list-style-type: none"> •Globe •Map •Continents and ocean 	<ul style="list-style-type: none"> •Explain the importance of the globe and map. •List out the names of seven continents, five oceans. 	<ul style="list-style-type: none"> •Distinguish between globe and map. •Identify the location of the continents and oceans on the world map.
May '24	L-3	4 5 (9)	<ul style="list-style-type: none"> •Physical divisions of India •Desert •Our Climate 	<ul style="list-style-type: none"> • Identify the different physical features in India and its impact on the life of the people. • Describe the climate of India. 	<ul style="list-style-type: none"> •Locate the different physical divisions on India's map. •List the names of different landforms.
June '24	L-4	6 6 (12)	<ul style="list-style-type: none"> •Indian states •Central government •State government 	<ul style="list-style-type: none"> • Identify and list 28 states and 8 union territories. • Describe the working of the central government of India. 	<ul style="list-style-type: none"> • Locate the different states on India's map. •Differentiate between central government and state government.
July '24	L-5 L-6	6 6 6 6 (24)	<ul style="list-style-type: none"> •Food Grains •Types of Food •Men Dresses •Women Dresses 	<ul style="list-style-type: none"> • Explain the importance of eating food grains for healthy living. • Classify different types of food that people eat in different regions. •Explain about traditional dresses worn by men in India. •Explain about the primary functions of clothing. 	<ul style="list-style-type: none"> •Outline the need for having different types of food i.e -veg and non-veg food. •Appraise the cultural diversity in food. •List the names of traditional clothing worn by both men and women in different parts of India. •Differentiate between of clothings of different states worn by men and women.

Aug '24	L-7	5	•National festivals Religious Festivals	• Classify the main festivals of India and their significance in Indian culture.	•Categorize different festivals into harvest regional and national festivals.
		6	•Harvest festivals	• Explain the importance of harvest festivals for Indian farming.	•Evaluate the importance of different festivals celebrated in the families.
	L-8	11 (22)	•Land Transport •Water Transport	• Explain about different modes of transport available and the types of vehicles that are used for each mode.	•Define the different vehicles that are used for moving from one place to another.
Sept '24	L-8	4	•Air Transport	•Categorize the different types of air transport.	•Compare the examples of air transport with other modes of transport.
		7 (11)	•Revision	•Learn some important facts and topics studied in the past.	•Tell and write the correct answers.
Oct '24	L-10	6	•Introduction •farming	• Learn vocabulary about different jobs and workplaces.	• Categorize the different activities by which people make a living.
		7	•Farm related occupations •Mining	• Explain about farm related occupations and farming.	• List the farm related occupations.
	L-11	6	•Police man	• Learn about the different ways in which people earn for themselves and support their families.	•Evaluate the contribution of every occupation in our society.
	5 (24)	•Postman	• Develop an understanding of the people who help us in the community.	•Relate the interdependence of occupations.	
Nov '24	L-12	5	•Climate	•Learn about the capital city of India, its climate and about the people.	•Explain about the climate and transportation of Delhi.

	L-13	4 5 6 (20)	<ul style="list-style-type: none"> •Famous buildings and places •Climate •Industries <ul style="list-style-type: none"> •Famous buildings and places •People and language •Festival 	<ul style="list-style-type: none"> •Identify the names of famous buildings and places of Delhi. • Learn about the city of Mumbai, its climate and the major industries. •Evaluate the importance of famous places and buildings of Mumbai. 	<ul style="list-style-type: none"> •List and name the different tourist places of Delhi. •Outline the meaning of a metropolitan city like Mumbai. •List and name the major tourist attractions of Mumbai.
Dec '24	L-14 L-15	8 8 (16)	<ul style="list-style-type: none"> •Climate •Industry <ul style="list-style-type: none"> •Festival •Famous buildings and places •Climate •Industry <ul style="list-style-type: none"> •Famous buildings and Places 	<ul style="list-style-type: none"> •Identify the location, explain about the climate, industry and life of the people of Kolkata. •List the main festivals, buildings and places in Kolkata. •Explain about the climate and industries of Chennai. •Summarize the importance of famous buildings and places of Chennai. 	<ul style="list-style-type: none"> •Locate Kolkata on India's map. •Outline the historical importance of Kolkata. •Identify the location of Chennai. •List the names of the major tourist attractions of Chennai.
Jan '25	L-16 L-17	6 6 9 (21)	<ul style="list-style-type: none"> •Life of early man <ul style="list-style-type: none"> •Learning to make fire •Learning the use of fire <ul style="list-style-type: none"> •The Story of Wheels •Early man learn farming 	<ul style="list-style-type: none"> • Explain about the discovery of fire. •Recall the usefulness of fire. •Explain about how early humans learnt farming and became farmers. 	<ul style="list-style-type: none"> •Analyze the history behind how fire was discovered by early man. •Compare and contrast how fire was used by early man and how is it used by modern man. •Analyze the story of man becoming food gatherer to food producer.

Feb '25	L-17	5	<ul style="list-style-type: none"> •Invention of Wheel •Discovery of Metals 	<ul style="list-style-type: none"> •Developing an idea about the invention of wheel and metal was discovered. 	<ul style="list-style-type: none"> •Assess the importance of discovery of wheel and metal and its impact on the development of early man.
		8 (13)	<ul style="list-style-type: none"> •Revision 	<ul style="list-style-type: none"> •Learn some important facts and understand about the topics studied in the chapters. 	<ul style="list-style-type: none"> •Summarize the chapters and memorize the answers.

Computer Science

It Elements -3 (Avartan)

Digitally enhance the 21st century skill and critical thinking skill and make learners aware by campaigning and using ppt, quiz, hand-on activities, worksheets.

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April'24	L-1	2	<ul style="list-style-type: none"> • Rules for computer lab. 	<p>To help the learners:</p> <ul style="list-style-type: none"> • Enhance the sense of responsibility for computer hardware, proper handling, avoiding misuse and report any issues. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Keep their lab clean and organised and behave respectfully towards lab.
		2	<ul style="list-style-type: none"> • IPO cycle 	<ul style="list-style-type: none"> • Identify different types of Input/Processing/output devices, 	<ul style="list-style-type: none"> • Identify common Input/Processing/Output devices and their functions.
		2	<ul style="list-style-type: none"> • Input/Processing/Output devices. 	<ul style="list-style-type: none"> • Explore CPU (Brain of computer) and their functions, • Providing theoretical knowledge and present real life examples. (Process to make a Juice) 	<ul style="list-style-type: none"> • Compare the use of Brain in human body and in computer system. • Understand how they work on computer system to complete the task efficiently.
		2	<ul style="list-style-type: none"> • Processing device (CPU-Brain of the computer) Integrated with Science 	<ul style="list-style-type: none"> • Recognize, and describe simple examples of the IPO cycle in everyday activities. (Use of Washing machine) 	<ul style="list-style-type: none"> • Apply the IPO cycle concept to real-life scenarios, such as describing the steps involved in completing a task like drawing a picture or making a sandwich/juice.
		(8)			

May'24	L-2	2 2 (4)	<ul style="list-style-type: none"> • Input devices • Processing devices 	<ul style="list-style-type: none"> • Provide detailed explanations of each type of device and their functions. 	<ul style="list-style-type: none"> • Describe the purpose and characteristics of Input and processing devices.
June'24	L-2	2 2 (4)	<ul style="list-style-type: none"> • Output devices • Storage devices 	<ul style="list-style-type: none"> • Encourage learners to create simple projects involving these devices. 	<ul style="list-style-type: none"> • Design and construct basic systems using these devices.
July'24	L-3	2 2 2 2 (8)	<ul style="list-style-type: none"> • Keyboard • Mouse 	<ul style="list-style-type: none"> • Provide explanation on how the keyboard and mouse work as input device. 	<ul style="list-style-type: none"> • Describe how pressing keys on A keyboard and clicking buttons on a mouse send signals to the computer to perform actions.
Aug'24	L-3	2 2 2 2 (8)	<ul style="list-style-type: none"> • Keyboard • Mouse 	<ul style="list-style-type: none"> • Encourage learners to practice using the keyboard and mouse through interactive activities and games. 	<ul style="list-style-type: none"> • Explain how the keyboard and mouse are used to input information and interact with various software applications and games.
Sep'24	L-1, 2 and 3.	2 2 (4)	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Practice differentiating between various devices and their roles within a computer system. 	<ul style="list-style-type: none"> • Apply their knowledge of devices to analyze and solve basic computing problems.
Oct'24	L-4	2 2 (4)	<ul style="list-style-type: none"> • Operating System 	<ul style="list-style-type: none"> • Allow learners to explore different types of operating systems and their functions. 	<ul style="list-style-type: none"> • Demonstrate their skills through quiz, worksheets and projects.

Nov'24	L-4	2 2 2 (6)	<ul style="list-style-type: none"> Operating System 	<ul style="list-style-type: none"> Explore how operating systems are used in different devices . 	<ul style="list-style-type: none"> Explain how operating systems power various devices beyond traditional computers such as smartphones, tablets etc.
Dec'24	L-5	2 2 2 (6)	<ul style="list-style-type: none"> Introduction to Word 	<ul style="list-style-type: none"> Allow learners to explore the basic features and functions of MS Word. 	<ul style="list-style-type: none"> Navigate through MS Word menus, toolbars and ribbons to locate essential features.
Jan'25	L-5 L-6	2 2 2 2 (8)	<ul style="list-style-type: none"> Introduction to Word Introduction to Scratch 	<ul style="list-style-type: none"> Encourage them to apply their MS Word skills in real-world scenarios. Introduce to Scratch as a beginner-friendly programming environment for creating interactive stories, games and animations. 	<ul style="list-style-type: none"> Utilize MS Word to complete various writing assignments, projects and presentations. Learners will become interested in learning programming concepts through a visual engaging platform.
Feb'25	L-6	2 2 (4)	<ul style="list-style-type: none"> Introduction to Scratch Revision 	<ul style="list-style-type: none"> Encourage them to apply Scratch programming skills to real -world problems or creative projects. Practice using advanced features such as header, footer, page number etc. 	<ul style="list-style-type: none"> Apply Scratch programming concepts to express their creativity by designing . Create, open, save and delete the documents.

Life Skill

Ready for Life, Level-3 (Charles Baker Books Ltd.)

Life skills comprises practical techniques that enables students to think through things to reach their life goals.

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	1	4	<ul style="list-style-type: none">• I am Unique	To help the learners: <ul style="list-style-type: none">• Understand self-worth• Identify their strength and weakness.	Learners will be able to: <ul style="list-style-type: none">• Get to know self.• Make affirmation about their qualities.
May '24	2	2	<ul style="list-style-type: none">• I am Sensible	<ul style="list-style-type: none">• Identify different type of emotion.• Relate with various characters in the story 'Happy Hippo'	<ul style="list-style-type: none">• Understand and handle emotion.• Accepting and dealing their emotion.
June '24	3	2	<ul style="list-style-type: none">• I am Empathetic	<ul style="list-style-type: none">• Know when to empathize• Identify the ways to empathize with others.	<ul style="list-style-type: none">• Understand the feeling of others.• Develop the ability to read facial expression and body language.
July '24	4	4	<ul style="list-style-type: none">• I think Rationally	<ul style="list-style-type: none">• Understand logical connection• Critically think about cause and effect relation.	<ul style="list-style-type: none">• Develop critical thinking skill.• Turn circumstances from negatives to positive.
Aug '24	5	4	<ul style="list-style-type: none">• I am Innovative	<ul style="list-style-type: none">• Develop creative thinking skills• Notice connection, think fresh, imagine innovatively.	<ul style="list-style-type: none">• Look at things from different perspective.• Recognize alternative possibilities.
Sept '24	6	4	<ul style="list-style-type: none">• I can Resolve Problems	<ul style="list-style-type: none">• Explanation of problem-solving wheel.• Identify the problemFind multiple possible solution• Grade work	<ul style="list-style-type: none">• Analyze problem• Choose the best solution.

Oct '24	7	3	<ul style="list-style-type: none"> I convey Rightly 	<ul style="list-style-type: none"> Communicate effectively by developing listening skill and speaking skill. Know the tips of effective communication. 	<ul style="list-style-type: none"> Inculcate good listening, speaking, reading and writing skills to communicate effectively.
Nov'24	8	3	<ul style="list-style-type: none"> I am Affectionate 	<ul style="list-style-type: none"> Know the steps for good interpersonal relationship. Prevent the factors that hinders, maintaining positive relationship. 	<ul style="list-style-type: none"> Describe and practice good interpersonal relationship.
Dec '24	9	3	<ul style="list-style-type: none"> I am Balanced 	<ul style="list-style-type: none"> Know the reason of stress. Practicing methods of relaxation. Coping with stress. 	<ul style="list-style-type: none"> Apply the tips and methods of relaxation to control stress.
Jan'25	10	3	<ul style="list-style-type: none"> I am a Winner 	<ul style="list-style-type: none"> Enumerate challenge, choices and consequences in decision making. 	<ul style="list-style-type: none"> Determine the best choice out of available choices.
Feb '25				Grade work	

Art					
My world of Art and Craft Part-3(Arya Book Depot)					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Page no.1	5 5 5 5 5 (20)	<ul style="list-style-type: none"> Shoot Us but with a camera 	To help the learners: <ul style="list-style-type: none"> Sketch using Pencil. Draw deer composition in jungle with pencil Draw other animal composition in jungle (Collaborate with science) use oil pastel colour in composition 	Learners will be able to: <ul style="list-style-type: none"> Gain knowledge about animals by drawing with 2B pencil. Use pastel colour in composition step by step. Recall love for animals and the art to fill colours is also be developed.

May '24	Page no-2, 3	2 2 2 2 2 (10)	<ul style="list-style-type: none"> • Red Fort, Qutub Minar 	<ul style="list-style-type: none"> • Draw the Picture of Red Fort by pencil • Geometrical shapes in Red Fort picture, square Rectangle shapes. • Learn use of colour technique • Learner will make Qutub minar picture. 	<ul style="list-style-type: none"> • Grow knowledge about Red fort, Qutub Minar • Learn geometrical shapes, add the shapes and make red Fort by pencil. • Learn use of pastel color different techniques.
June '24	Page-4,5	2 2 2 2 2 (10)	<ul style="list-style-type: none"> • My Village 	<ul style="list-style-type: none"> • Apply the technique of the painting composition in village scenery • Sketch the composition with pencil • Use the shapes in my village composition by pencil • To help the students in composition • hut, animal cart well etc. 	<ul style="list-style-type: none"> • develop compositional scenes • Arrange matter of subjects. • Analysis the colour plan
July '24	Page no-6,7	5 5 5 5 5 (20)	<ul style="list-style-type: none"> • Colour the waterfall 	<ul style="list-style-type: none"> • Create colour the waterfall • Learn drawing a waterfall with pencil • without using eraser • Compose the rock and plants water in composition • To learn colour technique. 	<ul style="list-style-type: none"> • Creating another scene as waterfall • create any natural scenery • in school project work,
Aug '24	Page no-8,9	5 5 5 5 5 (20)	<ul style="list-style-type: none"> • Introducing Pencil colours • Colour the Elephant 	<ul style="list-style-type: none"> • Learn Pitcher decoration with colour pencil. • Develop the decoration skill. • Make a pitcher in circle with 2B pencil • To learn design making in pitcher design • Learn colour techniques in pitcher • Learn elephant drawing and colour the picture with pencil colour. 	<ul style="list-style-type: none"> • Learners can applying skill in making design and colour process. • Students developed rhythmic shapes drawings. • Learner can use this school decoration work in geometrical shapes

Sept '24	Page no- 10,11	2 2 2 2 2 (10)	<ul style="list-style-type: none"> • Playing in the park 	<ul style="list-style-type: none"> • Learn to illustrate park scene • Observe the school playground. • Enquire the things observed in school ground • Start the pencil drawings of playing in the park composition after the drawing learn colour technique. • Make another park composition in drawing copy. • Learn shading with Pencil colour technique. 	<ul style="list-style-type: none"> • Create playing scene in the park composition. • Grow knowledge about Park scenery composition • To be always ready for drawing and colouring work in other subjects, project work.
Oct '24	Page- 12,13	2 2 2 2 2 (10)	<ul style="list-style-type: none"> • Colouring with sketch • Colour the jug 	<ul style="list-style-type: none"> • Learn still life drawing • Basket and Jug. • Draw pencil drawing. • To use different types of shapes • Use of Sketch pen colour process. 	<ul style="list-style-type: none"> • Grow skill of still life • Use different geometrical shapes arrange the composition. • To learn sketch pen colour techniques.
Nov '24	Page no. 14	2 2 2 2 2 (10)	<ul style="list-style-type: none"> • Its Time to celebrate 	<ul style="list-style-type: none"> • To Draw Celebration scenery. • To learn use of sketch pen colour technique 	<ul style="list-style-type: none"> • Learner can grow knowledge • About festival celebration scenery. • Students will elaborate other festival celebration composition. • Develop knowledge about sketch pen colour process
Dec '24	Page no. 15	2 2 2 2 2 (10)	<ul style="list-style-type: none"> • Let's play football 	<ul style="list-style-type: none"> • Draw play football picture with 2B pencil • To draw boys playing football. • To use sketch pen colour in picture • Draw and another game picture. 	<ul style="list-style-type: none"> • Grow knowledge of this type of Illustration. • Draw different type game picture • Always be ready for the classwork. • Develop the colour process

Jan '25	Page no-16	5 5 5 5 5 (25)	<ul style="list-style-type: none"> • Boating 	<ul style="list-style-type: none"> • Learn pencil and colour work in boating scenery • Draw boating scene picture by pencil. • Use sketch pen colour in boating • Make another natural scene picture. 	<ul style="list-style-type: none"> • Elaborate on natural scene. • Arrange composition of natural scene • Use colour in boating picture • Develop the skill of this type of technique.
Feb '25	Page no-17	2 2 2 2 2 (10)	<ul style="list-style-type: none"> • An Island 	<ul style="list-style-type: none"> • Make a composition of Island • To draw learner the composition with Pencil • To arrange the composition of by Plants and monkey. • Use sketch pen colour in different technique. 	<ul style="list-style-type: none"> • Grow knowledge about Island • Illustrate the picture of island • Make Island Picture • Learn various techniques to illustrate an island.

Music					
To, enhance the 21st century skills and competency based skill, learners will use updated musical instruments through different pedagogical methods.					
Month	Chapter	No. of pr.	Topics	Learning objective	Learning outcome
April '24		2 2 (4)	<ul style="list-style-type: none"> • Introduction of Music • Vaishnav Jan to tene (Bhajan) 	To help the learners: <ul style="list-style-type: none"> • demonstrate the actual meaning of music and Bhajan. 	Learners will be able to: <ul style="list-style-type: none"> • interpret the concepts of Indian music.
May '24		2	<ul style="list-style-type: none"> • Har taraf har jagah (Prerna Geet) 	<ul style="list-style-type: none"> • recognise the power of the almighty God that how he helps us in difficulties. 	<ul style="list-style-type: none"> • classify that they must have patience in pathetic situations and have faith on God for change.
June '24		2	<ul style="list-style-type: none"> • Sargam and alankar 	<ul style="list-style-type: none"> • acquire base part of the Indian classical music that is SARGAM. 	<ul style="list-style-type: none"> • summarise how to sing sargam and what is its importance in Music.

July'24		4	<ul style="list-style-type: none"> De di hume azadi (Bapu Geet) 	<ul style="list-style-type: none"> recognise the life story of father of the nation Mahatma Gandhi 	<ul style="list-style-type: none"> demonstrate that Bapu's contributions for India's independence. They will figure out the kindness and simplicity of Mahatma Gandhi.
Aug '24		2 2 (4)	<ul style="list-style-type: none"> Kadam-Kadam (Patriotic song) Shyam Teri bansi (Krishna bhajan) 	<ul style="list-style-type: none"> interpret the nationalist sentiments in children's mind. 	<ul style="list-style-type: none"> demonstrate the feeling of patriotism in them.
Sep '24		2	<ul style="list-style-type: none"> Sargam and alankar playing 	<ul style="list-style-type: none"> identify swars and sargams playing on instruments like keyboard and harmonium. 	<ul style="list-style-type: none"> extend and boost their potential in understanding the pattern of playing Indian instruments.
Oct '24		3	<ul style="list-style-type: none"> Jai jai bhavani (Mata Bhajan) 	<ul style="list-style-type: none"> interpret the importance of goddess Durga and the legend of Ramayana. 	<ul style="list-style-type: none"> classify specially reflect the importance of the 10th day of Navratri that is Vijay dashmi before of them.
Nov'24		1 3 (4)	<ul style="list-style-type: none"> Humko man ki (Prayer) Sangeet samrat Tansen (Life story) 	<ul style="list-style-type: none"> demonstrate the meaning of the prayer. discover the life story of Tansen to create students interest in music. 	<ul style="list-style-type: none"> classify their devotion towards the legends of the music. how Tansen had created so many ragas.
Dec '24		1 2 (3)	<ul style="list-style-type: none"> Jingle bells (Christmas song) Teri hai zamee (Prerna Geet) 	<ul style="list-style-type: none"> identify lord Jesus and recognise the importance of Christmas celebration. 	<ul style="list-style-type: none"> interpret and acknowledge themselves with the story of Christmas.

Jan '25		4	<ul style="list-style-type: none"> • Tabla and its parts. 	<ul style="list-style-type: none"> • demonstrate the parts and phrases of tabla. 	<ul style="list-style-type: none"> • classify so many things like parts of tabla, phrases, how to play , etc.
Feb '25		2	<ul style="list-style-type: none"> • Mata Saraswati (Saraswati Vandana) 	<ul style="list-style-type: none"> • interpret the importance of Basant panchami. 	<ul style="list-style-type: none"> • demonstrate about goddess Saraswati.

DANCE (Experiential learning, learning by doing, Cooperative learning, comprehension and performance)					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24		4	<ul style="list-style-type: none"> • Aerobics 	<p>To help the learners:</p> <ul style="list-style-type: none"> • Gain a basic classify of what aerobics is and how it contributes to overall health. • Develop a vocabulary related to aerobic • exercise, including terms such as warm - • up, cool-down, cardioid secular, rhythm and coordination. 	<p>Learners will able to:</p> <ul style="list-style-type: none"> • Identify and use new dance-related • vocabulary. • Summarize of aerobic dance as a function and active form of exercise. • Demonstrate basic dance steps and movements with coordination and rhythm.
May '24		2	<ul style="list-style-type: none"> • Shape of u ft swalla classical 	<ul style="list-style-type: none"> • Recall the basic steps and movements learned in previous dance classes. • Memorize the sequence of steps for the dance routine to "Shape of You" ft. "Swalla". • Understand the concept of classical fusion dance and how it combines elements from different dance styles. 	<ul style="list-style-type: none"> • Students will recall previously learned dance steps and apply them to the dance routine. • Students will memorize the sequence of steps for the entire dance routine. • Students will understand the concept of classical fusion dance and how it combines elements from different dance styles.

				<ul style="list-style-type: none"> • Comprehend the rhythm and tempo of the music and how it influences movement. 	<ul style="list-style-type: none"> • Students will comprehend the rhythm and tempo of the music and its influence on movement.
June '24		2	<ul style="list-style-type: none"> • Madhuram Adharam 	<ul style="list-style-type: none"> • Recall the meaning of "Madhuram Adharam." • Recognize the basic steps and movements associated with the dance. • Understand the cultural significance of "Madhuram Adharam" within Indian classical dance. • Grasp the rhythm and melody of the accompanying music. • Demonstrate the basic steps and movements of "Madhuram Adharam" with accuracy. 	<ul style="list-style-type: none"> • Students will be able to define "Madhuram Adharam" as a traditional Indian dance form known for its sweetness and beauty. • Students will recall and replicate the basic steps and movements learned during the lesson. • Students will understand that "Madhuram Adharam" is a cultural expression deeply rooted in Indian classical dance traditions. • Students will comprehend the rhythm and melody of the music accompanying "Madhuram Adharam." • Students will demonstrate proficiency in performing the basic steps and movements of "Madhuram Adharam."
July '24		4	<ul style="list-style-type: none"> • Guru brahma guru vishnu 	<ul style="list-style-type: none"> • Students will recall the lyrics and basic melody of the song. • Students will comprehend the meaning of the lyrics, focusing on the praise of the Guru. • Students will apply their understanding of the lyrics to interpret the emotions conveyed in the song. 	<ul style="list-style-type: none"> • Students will sing along with the music and remember the sequence of the song. • Students will explain the significance of the Guru in Hindu culture, understanding that the Guru represents knowledge and guidance.

					<ul style="list-style-type: none"> • Students will demonstrate appropriate facial expressions and gestures that reflect reverence and gratitude towards the Guru.
Aug '24		4	<ul style="list-style-type: none"> • Bharat anokha raag hain 	<ul style="list-style-type: none"> • Students will recall the basic characteristics of Bharat Anokha Raag Hain including its scale, mood, and historical significance. • Students will comprehend the cultural and emotional context associated with Bharat Anokha Raag Hain through discussion and analysis of its lyrics and themes. • Students will apply their understanding of Bharat Anokha Raag "H" to interpret its essence through dance movements, expressions, and gestures. 	<ul style="list-style-type: none"> • Students will accurately recall the key characteristics of Bharat Anokha Raag Hain including its scale, mood, and historical significance, as demonstrated through a brief quiz at the end of the lesson. • Students will demonstrate an understanding of the cultural and emotional context of Bharat Anokha Raag Hain by participating in a class discussion, highlighting key themes and lyrical interpretations. • Students will apply their understanding of Bharat Anokha Raag Hain to create and perform dance sequences that effectively capture the essence and mood of the raag, as assessed through peer evaluations and teacher feedback during group rehearsals.

Sept '24		3	<ul style="list-style-type: none"> • Rehna hain tere dil main dance 	<ul style="list-style-type: none"> • Students will recall the beats and lyrics of the song "Rehna Hain Tere Dil Mein." • Students will comprehend the emotions conveyed in the song. • Students will apply basic dance steps to match the rhythm of the song. 	<ul style="list-style-type: none"> • Students will sing along with the song and demonstrate a basic understanding of the rhythm. • Students will discuss the feelings expressed in the song and identify with the theme of love and longing. • Students will demonstrate coordinated movements in accordance with the beat of the music.
Oct '24		2	<ul style="list-style-type: none"> • Dheem ta dare dheem 	<ul style="list-style-type: none"> • Students will recall the beats and rhythm pattern of "Dheem Ta Dare Dheem." • Students will identify the key elements of the song, including melody and tempo. • Students will understand the cultural significance of the song within the context of Indian dance. • Students will comprehend the meaning of the lyrics and how they relate to the dance movements. 	<ul style="list-style-type: none"> • Students will accurately recall the beats and rhythm pattern of "Dheem Ta Dare Dheem." • Students will identify the key elements of the song and its cultural significance. • Students will understand the meaning of the lyrics and how they relate to the dance movements. • Students will comprehend the connection between the song and Indian dance forms such as Kathak.
Nov '24		3	<ul style="list-style-type: none"> • Shiv vandana 	<ul style="list-style-type: none"> • Students will recall and recite the lyrics of the Shiv Vandana. • Students will remember the basic dance steps and movements taught during the lesson. • Students will understand the significance and meaning of the Shiv Vandana. 	<ul style="list-style-type: none"> • Observation of students' ability to apply dance techniques and expressiveness while performing the choreographed routines. • Students are engaged in various cognitive levels, fostering deeper understanding and appreciation of the Shiv Vandana through

				<ul style="list-style-type: none"> • Students will comprehend the rhythm and tempo of the music associated with the Shiv Vandana. 	dance.
Dec '24		3	<ul style="list-style-type: none"> • O shubharam o shubharam mangal khasi ayi 	<ul style="list-style-type: none"> • Students will recall the sequence of dance steps taught in previous sessions. • Students will understand the rhythm and beat of the music. • Students will apply basic dance steps with coordination to match the rhythm of the music. • Students will analyze the structure of the dance and identify key movements. 	<ul style="list-style-type: none"> • Provide positive reinforcement and encouragement throughout the lesson to build students' confidence in their dancing abilities. • Adapt the complexity of the choreography and dance steps based on the students' skill levels and abilities.
Jan '25		3	<ul style="list-style-type: none"> • Saraswati Vandana 	<ul style="list-style-type: none"> • Students will recall basic information about Saraswati Vandana. • Students will understand the significance of Saraswati Vandana in Indian culture. • Students will apply their understanding of Saraswati Vandana to create dance movements. • Students will analyze different interpretations of Saraswati Vandana. 	<ul style="list-style-type: none"> • Students will be able to explain who Saraswati is and why Saraswati Vandana is performed. • Students will be able to describe the symbolism associated with Saraswati and the purpose of performing Saraswati Vandana. • Students will be able to demonstrate the use of hand gestures and body movements that represent attributes of Saraswati. • Students will compare and contrast different dance styles or choreographies of Saraswati Vandana and discuss how each expresses reverence for Saraswati.

Feb'25		2	<ul style="list-style-type: none"> Taal s taal remix 	<ul style="list-style-type: none"> Recall the basic steps and movements learned in previous dance classes. Recognize the rhythm and beats of the music. Understand the cultural significance of the song "Taal Se Taal Mila" and its remix version. Comprehend the instructions for choreographed dance moves. 	<ul style="list-style-type: none"> Students will recall previously learned dance steps and techniques. Students will identify the rhythm and beats of the music. Students will understand the cultural context of the song "Taal Se Taal Mila" and its remix version. Students will comprehend choreographic instructions and sequences. Students will apply learned dance steps to synchronize with the rhythm of the remix song. Students will execute choreographed movements with coordination and precision.
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PHYSICAL EDUCATION					
Experiential learning, Learning by doing, Game based learning.					
Months	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April'24		4	<ul style="list-style-type: none"> Traditional game 	<p>To help the learners :</p> <ul style="list-style-type: none"> These types of games helps learners to bring back the cultural identity and also help to learn the social rules such as respecting others and how to cooperative each other 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> These games helps learners to develop social emotional skills such as honesty, accepting, defeat, responsibility and sports man ship.
May '24		3	<ul style="list-style-type: none"> 50m race 	<ul style="list-style-type: none"> In this race learners will learn time management and speed. 	<ul style="list-style-type: none"> Learners learnt how to bring the self confidence and courage.

June '24		3	<ul style="list-style-type: none"> ● Chess 	<ul style="list-style-type: none"> ● Chess helps to increase the mental I.Q level of learners and also help how to focus in education life. 	<ul style="list-style-type: none"> ● Learners learnt the cognitive mental skills.
July '24		4	<ul style="list-style-type: none"> ● Lemon and spoon race 	<ul style="list-style-type: none"> ● Learners will do the activity with useful things which helps to increase physical fitness. 	<ul style="list-style-type: none"> ● Learners learnt the confidence, balance and coordination skills.
Aug '24		4	<ul style="list-style-type: none"> ● Sack race 	<ul style="list-style-type: none"> ● This activity brings confidence to explore different ways of moving and keeping their balance. 	<ul style="list-style-type: none"> ● Learners learnt the distance, speed and time management while playing activities.
Sept '24		4	<ul style="list-style-type: none"> ● Throw ball 	<ul style="list-style-type: none"> ● Learners will do the throwing passing and catching the ball in team 	<ul style="list-style-type: none"> ● Learners learnt to play ball handing or throwing ball with psychomotor skills.
Oct '24		3	<ul style="list-style-type: none"> ● Relay race 	<ul style="list-style-type: none"> ● Learners will work as a team to reach timely on the finish line 	<ul style="list-style-type: none"> ● Learners learnt how to run in pair as a team. They learnt the collaboration.
Nov '24		4	<ul style="list-style-type: none"> ● Meditation 	<ul style="list-style-type: none"> ● Learners will learn the correct body posture, peace and overall health. 	<ul style="list-style-type: none"> ● Learners learnt building skills to manage their own stress, reduce the negative feeling and helps to more patience .
Dec '24		3	<ul style="list-style-type: none"> ● Hopscotch 	<ul style="list-style-type: none"> ● This game brings traditional childhood feels, balance,eye/hand coordination. 	<ul style="list-style-type: none"> ● Learners learnt the physical skills, balance and coordination.
Jan '25		4	<ul style="list-style-type: none"> ● Hurdle race 	<ul style="list-style-type: none"> ● Learners will learn how to stay focused in parious challenges for them to complete and develop life skills. 	<ul style="list-style-type: none"> ● Learners learnt the importance of life skills in our daily life, this game also helps to enhance physical and mental strength.
Feb '25		4	<ul style="list-style-type: none"> ● Tug of war 	<ul style="list-style-type: none"> ● Learners will learn how to play in two teams. 	<ul style="list-style-type: none"> ● Learners will learn the team work, encourages, traditional values of honesty, integrity and sportsman ship.