

**ANNUAL  
CURRICULUM  
PLAN**

**CLASS : V**

**SESSION 2015-16**



# GOLAYA PROGRESSIVE PUBLIC SCHOOL

SESSION :2015-16

.1

| APRIL(24) |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           |    |    | 1  | 2  | 3  | 4  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 |    |    |

| MAY(13) |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| Su      | Mo | Tu | We | Th | Fr | Sa |
| 31      |    |    |    |    | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 29 | 30 |

| JUNE(0) |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| Su      | Mo | Tu | We | Th | Fr | Sa |
|         | 1  | 2  | 3  | 4  | 5  | 6  |
| 7       | 8  | 9  | 10 | 11 | 12 | 13 |
| 14      | 15 | 16 | 17 | 18 | 19 | 20 |
| 21      | 22 | 23 | 24 | 25 | 26 | 27 |
| 28      | 29 | 30 |    |    |    |    |

| JULY(26) |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | Mo | Tu | We | Th | Fr | Sa |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 | 29 | 30 | 31 |    |

| AUGUST(23) |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | Mo | Tu | We | Th | Fr | Sa |
| 30         | 31 |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |

| SEPTEMBER(24) |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 27            | 28 | 29 | 30 |    |    |    |

| OCTOBER(19) |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | Mo | Tu | We | Th | Fr | Sa |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

| NOVEMBER(21) |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | Mo | Tu | We | Th | Fr | Sa |
| 1            | 2  | 3  | 4  | 5  | 6  | 7  |
| 8            | 9  | 10 | 11 | 12 | 13 | 14 |
| 15           | 16 | 17 | 18 | 19 | 20 | 21 |
| 22           | 23 | 24 | 25 | 26 | 27 | 28 |
| 29           | 30 |    |    |    |    |    |

| DECEMBER(26) |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | Mo | Tu | We | Th | Fr | Sa |
|              |    | 1  | 2  | 3  | 4  | 5  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 |
| 27           | 28 | 29 | 30 | 31 |    |    |

| JANUARY(16) |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | Mo | Tu | We | Th | Fr | Sa |
| 31          |    |    |    |    | 1  | 2  |
| 3           | 4  | 5  | 6  | 7  | 8  | 9  |
| 10          | 11 | 12 | 13 | 14 | 15 | 16 |
| 17          | 18 | 19 | 20 | 21 | 22 | 23 |
| 24          | 25 | 26 | 27 | 28 | 29 | 30 |

| FEBRUARY(25) |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | Mo | Tu | We | Th | Fr | Sa |
|              | 1  | 2  | 3  | 4  | 5  | 6  |
| 7            | 8  | 9  | 10 | 11 | 12 | 13 |
| 14           | 15 | 16 | 17 | 18 | 19 | 20 |
| 21           | 22 | 23 | 24 | 25 | 26 | 27 |
| 28           | 29 |    |    |    |    |    |

| MARCH(16) |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           |    | 1  | 2  | 3  | 4  | 5  |
| 6         | 7  | 8  | 9  | 10 | 11 | 12 |
| 13        | 14 | 15 | 16 | 17 | 18 | 19 |
| 20        | 21 | 22 | 23 | 24 | 25 | 26 |
| 27        | 28 | 29 | 30 | 31 |    |    |

# List of Holidays

|                                  |          |           |
|----------------------------------|----------|-----------|
| 1. Good Friday                   | 03.04.15 | Friday    |
| 2. Dr. Ambedkar Jayanti          | 14.04.15 | Tuesday   |
| 3. Buddh Purnima                 | 04.05.15 | Monday    |
| 4. Id –Ul- Fitr                  | 18.07.15 | Saturday  |
| 5. Independence Day              | 15.08.15 | Saturday  |
| 6. Teej                          | 17.08.15 | Monday    |
| 7. Raksha Bandhan                | 29.08.15 | Saturday  |
| 8. Janamashtami                  | 05.09.15 | Saturday  |
| 9. Id-Ul-Zuha                    | 24.09.15 | Thursday  |
| 10. Gandhi Jayanti               | 02.10.15 | Friday    |
| 11. Dussehra                     | 22.10.15 | Thursday  |
| 12. Muharram                     | 24.10.15 | Saturday  |
| 13. Karwa Chauth                 | 30.10.15 | Friday    |
| 14. Haryana Day                  | 01.11.15 | Sunday    |
| 15. Diwali                       | 11.11.15 | Wednesday |
| 16. Goverdhan Puja               | 12.11.15 | Thursday  |
| 17. Bhai Duj                     | 13.11.15 | Friday    |
| 18. Guru Nanak Dev ji's Birthday | 25.11.15 | Wednesday |
| 19. Christmas Day                | 25.12.15 | Friday    |
| 20. Makar Sankranti              | 14.01.16 | Wednesday |
| 21. Republic Day                 | 26.01.16 | Monday    |
| 22. Maha Shivratri               | 07.03.16 | Monday    |
| 23. Holi                         | 24.03.16 | Thursday  |

## Note:

1. Summer Break : 17<sup>th</sup> May 2015 to 30<sup>th</sup> June 2015
2. Autumn Break : 18<sup>th</sup> October 2015 to 25<sup>th</sup> October 2015
3. Winter Break : 1<sup>st</sup> January 2016 to 10<sup>th</sup> January 2016

## Total Number of Working Days : 234

|            |            |           |            |
|------------|------------|-----------|------------|
| April : 24 | Aug. : 23  | Nov. : 21 | Feb. : 25  |
| May : 13   | Sept. : 24 | Dec. : 26 | March : 16 |
| July : 26  | Oct. : 19  | Jan. : 16 |            |

# Datesheet

## Summative Assessment I (Timings - 7:30 am to 10:00 am)

| Subject  | Date    | Day       | Parent's Sign. |
|----------|---------|-----------|----------------|
| EVS      | 14/9/15 | Monday    |                |
| COMPUTER | 15/9/15 | Tuesday   |                |
| ENGLISH  | 16/9/15 | Wednesday |                |
| HINDI    | 17/9/15 | Thursday  |                |
| G.K.     | 18/9/15 | Friday    |                |
| MATHS    | 19/9/15 | Saturday  |                |

## Summative Assessment II (Timings - 8:30 am to 11:00 am)

| Subject  | Date    | Day       | Parent's Sign. |
|----------|---------|-----------|----------------|
| EVS      | 14/3/16 | Monday    |                |
| COMPUTER | 15/3/16 | Tuesday   |                |
| ENGLISH  | 16/3/16 | Wednesday |                |
| HINDI    | 17/3/16 | Thursday  |                |
| G.K.     | 18/3/16 | Friday    |                |
| MATHS    | 19/3/16 | Saturday  |                |

## Distribution of syllabus of English (Class V)

| Month     | Course book   | Grammar   | Worksheet   |
|-----------|---|---|---|
| April     | L-1 : Kamal Nepali, the child hero<br>L-2 : Laika, the first Dog in Space | Unit-1 : Sentences<br>Unit-2 : Pronouns<br>Unit-3 : Adjectives  | Unit-1 : Subject and Predicate<br>Unit-2 : Articles<br>Unit-3 : Punctuation                                       |
| May       | L-3 : A Window Away   | Unit-4 : Adverbs  | Unit-4 : Punctuation Worksheet<br>Unit-5 : Use of Capital Letters   |
| July      | L-4 : The Baker's Dozen<br>L-5 : The Stonecutter                          | Unit-5 : Tenses Revised<br>Unit-6 : Future Perfect continuous tense<br>Unit-7 : Finite and non finite verbs | Unit-6 : Similies<br>Unit-7 : Phrases<br>Unit-8 : Idioms  |
| August    | L-6 : Hema, the Brave Girl<br>L-7 : From a Railway Carriage               | Unit-8 : The Infinitive<br>Unit-9 : The Gerund  | Unit-9 : Abstract Nouns<br>Unit-10 : Noun - Number<br>Unit-11 : Collective Nouns                                  |
| September | L-8 : An African Safari   | Unit-10 : The Participle  | Unit-12 : Adjectives - Kind<br>Unit-13 : Comparative and Superlative degree<br>Unit-14 : Comparison of adjectives |
| October   | L-9 : India on the Move   | Unit-11 : Active and Passive Voice<br>Unit-12 : Direct and Indirect Speech                                  | Unit-15 : Apostrophe<br>Unit-16 : Verbs<br>Unit-17 : Modal Auxiliary Verbs  |
| November  | L-10 : The Secret of the Mill   | Unit-13 : Prepositions<br>Unit-14 : Conjunctions  | Unit-18 : Phrasal Verbs<br>Unit- 19 : Revision<br>Unit-20 : Adverbs<br>Unit-21 : Subject - Verb Agreement         |
| December  | L-11 : Stopping by the woods on a snowy evening<br>L-12 : Being Different | Unit-15 : Articles<br>Unit-16 : Phrases   | Unit-22 : Do/Does Questions<br>Unit-23 : Verbs<br>Unit-24 : Present Continuous Tense                              |
| January   | L-13 : The 8 sisters of North east India                                  | Unit-17 : Clauses   | Unit-25 : Simple Past tense<br>Unit-26 : Past Continuous Tense<br>Unit -27 Preposition                            |
| February  | L-14 : Hippopotamus   | Unit-18 : Punctuation   | Unit : 28 Conjunction<br>Unit 29 : Suffix<br>Unit 30 : prefix and suffix  |

## Distribution of syllabus of English (Class V)

| Month     |  | Creative Writing                   | Assessment            | FA Tasks   |
|-----------|--|------------------------------------|-----------------------|--|
| April     | Video of Laika                                 | Poster making<br>Essay writing     | FA - 1<br>(April-May) | 1. MCQ based on Adjectives and Pronouns<br>2. Story telling (Topic: Story of Sacrifice)  |
| May       | Videos of birds and animals                    | Poster making                      |                       | 3. Essay writing (Awareness about cruelty to the animals)<br>4. Homework and Classwork   |
| July      | Video of story of Being content                | Story writing<br>Paragraph writing | FA - 2<br>(July-Aug)  | 1. Story Writing (Topic: Gopi, the clever cap seller)<br>2. Project on 'Any physically challenged person'  |
| August    | Videos of Physically challenged people         | Article writing                    |                       | 3. Poetry Recitation<br>4. Homework and classwork  |
| September | Video of Masai Mara National Reserve           | Process writing                    | SA - 1<br>(September) | <b>Course book - L-1 to L-7</b><br><b>Grammar book - Unit-1 to Unit-9</b><br><b>Worksheets-Unit- 1 to 12</b><br><b>Creative Writing- Story and essay writing</b> |
| October   | Videos of Metro train and Mars Orbiter Mission | Diary writing                      | FA - 3<br>(Oct-Nov)   | 1. MCQ based on Prepositions and Conjunctions<br>2. Article Writing (Why sea and ocean water is salty)   |
| November  | Video of story Greedy Dog                      | Process writing                    |                       | 3. Project on Bullet Train<br>4. Homework and classwork  |
| December  |  | Article writing<br>Report writing  | FA - 4<br>(Jan-Feb)   | 1. Poetry Recitation<br>2. Report writing (Annual Exhibition)  |
| January   | Videos of eight North Eastern states of India  | Letter writing                     |                       | 3. Letter writing (Informal)   |
| February  | PPT on Hippopotamus                            | Story writing                      |                       | 4. Homework and classwork  |

## हिंदी पाठ्यक्रम विभाजन (कक्षा - 5)

| मास व कार्य                      | अमृत हिंदी पाठमाला   | व्याकरण सोपान                                       | हिंदी अभ्यास पुस्तिका   | उतिविधिया  | एक्टिविटी उतिविधिया   |
|----------------------------------|--|---|---|--|---|
| <b>एफ.ए.-1 (अप्रैल - मई)</b>     |  |   |   |  |   |
| अप्रैल                           | पाठ - 1 मेरी<br>पाठ-2 लालच बुरी बला है<br>अनुच्छेद-अपनी अभिलाषा                    | पाठ-1 भाषा<br>पाठ-2 वर्ण और वर्तनी<br>पाठ-3 संज्ञा  | पाठ-1<br>अशुद्ध-शुद्ध शब्द<br>पाठ-17 ऋ व र के प्रयोग<br>कहानी-1 | अनुच्छेद लेखन (पाठ-1)<br>कविता पाठ (पाठ-1)<br>कहानी लेखन (पाठ-2)<br>वीडियो द्वारा समुद्र   | 1 कविता-पाठ<br>2 कक्षा कार्य व गृह कार्य<br>3 बहुविकल्पीय प्रश्न<br>व्याकरण |
| मई                               | पाठ-3 ओणम<br>अनुच्छेद-मेरा प्रिय त्योहार   | पाठ-4 लिंग  | पाठ-11 संयुक्ताक्षर   | हिंदी एलवम व्याकरण सोपान<br>संज्ञा<br>चित्रों की पहचान कर त्योहार का नाम बताना<br>अनुच्छेद - लेखन<br>मेरा प्रिय त्योहार<br>वीडियो<br>पंचतंत्र की कहानिया   | 4 रचनात्मक कार्य<br>पाठ -3  |
| <b>एफ.ए.- 2 (जुलाई - अगस्त )</b> |  |   |   |  |   |
| जुलाई                            | पाठ-4 ईश्वरचंद्र विद्यासागर<br>पाठ-5 अरमान (कविता)<br>अनुच्छेद-मेरा प्रिय महापुरुष | पाठ-5 वचन<br>पाठ-6 कारक<br>पाठ-7 सर्वनाम            | पाठ-2 से 4<br>संज्ञा के भेद<br>पाठ-6 विशेषण<br>चित्र लेखन-1     | अनुच्छेद - लेखन (मेरा प्रिय महापुरुष)<br>कविता का सहगान अरमान<br>परिवहन के चित्र चिपकाना<br>हिंदी एलवम वचन व कारक<br>वीडियो ईश्वरचंद्र विद्यासागर जीवनी  | 1 वाद-विवाद<br>2 कक्षा कार्य व गृह कार्य                                    |
| अगस्त                            | पाठ-6 अनमोल रत्न<br>पाठ-7 राजा चंद्रगुप्त<br>अनुच्छेद-स्वतंत्रता दिवस, रक्षा बंधन  | पाठ-8 विशेषण<br>पाठ-9 क्रिया<br>पाठ-18 शब्द - भंडार | पाठ-5 सर्वनाम<br>पाठ-9 वचन, लिंग, विशेषण अभ्यास                 | अनुच्छेद लेखन (माता-पिता के प्रति बच्चों के कर्तव्य)<br>वाद-विवाद (पाठ - 6)<br>नाट्य -मंचन (कृष्ण-सुदामा)<br>जीवनी राजा चंद्रगुप्त<br>वीडियो राजा चंद्रगुप्त व कृष्ण-सुदामा विशेषण<br>हिंदी एलवम | 3 लिखित परीक्षा<br>4 श्रवण- कौशल  |

## हिंदी पाठ्यक्रम विभाजन (कक्षा - 5)

| एस.ए.- 1 (सितंबर)          |  |  |  |   |   |
|----------------------------|--|--|--|---|---|
| सितंबर                     | पाठ-8 अनूठे सखा<br>पाठ-9 नीति के दोहे<br>अनुच्छेद-शिक्षक दिवस      | पाठ-10 काल<br>पाठ-11 क्रिया-विशेषण<br>पाठ-12 संबंध बोधक                              | पाठ-8 क्रिया<br>पाठ-10 अनेकार्थीशब्द<br>पाठ-12 पर्यायवाची शब्द                         | एलवम <input type="checkbox"/> काल व संबंधबोधक <input type="checkbox"/><br>दोहों का चार्ट बनाना<br>अविकारी शब्द <input type="checkbox"/> <input type="checkbox"/><br>वीडियो <input type="checkbox"/> <input type="checkbox"/>  | अमृत हिंदी पाठमाला -पाठ-1 से पाठ - 9<br>व्याकरण सोपान-पाठ-1 से पाठ-9 तक व<br>पाठ-18 कहानी व पत्र-लेखन |
| एफ.ए.- 3 (अक्टूबर - नवंबर) |  |  |  |   |   |
| अक्टूबर                    | पाठ-10 तैराकी<br>पाठ-11 दक्षिण भारत की अनुच्छेद-दशहरा              | पाठ-13 योजक<br>पाठ-19 मुहावरा  | पाठ-7 काल<br>पाठ-16 विलोम शब्द<br>अपठित गद्यांश <input type="checkbox"/> चित्रा लेखन-2 | पर्यटन स्थलों के चित्र(पाठ-13)<br>एलवम <input type="checkbox"/> पर्यावरण प्रदूषण के चित्र चिपकाना <input type="checkbox"/><br>कविता ( पाठ - 13 )<br>वीडियो <input type="checkbox"/> महाभारत <input type="checkbox"/><br>यक्ष युधिष्ठिर संवाद <input type="checkbox"/> | 1 नाट्य-मंचन<br>2 कक्षा कार्य व गृह कार्य   |
| नवंबर                      | पाठ-12 परीक्षा<br>पाठ-13 पर्यावरण अनुच्छेद-दीवाली                  | पाठ-14<br>पाठ-15 वाक्य   | पाठ-14 वाक्यांश के कहानी लेखन-3<br>अपठित गद्यांश                                       | हिंदी व्याकरण<br>एलवम(पाठ-15 वाक्य)   | 3 अनुच्छेद-लेखन<br>4 कविता-पाठ  |
| दिसंबर                     | पाठ-14 संतुलित आहार<br>पाठ-15 सितारों से आगे<br>पाठ-16 अनोखा उपहार | पाठ-16 विराम-चिह्न<br>पाठ-17<br>अशुद्धि संशोधन                                       | पाठ-13 मुहावरे<br>पाठ-15 अशुद्ध-शुद्ध वाक्य<br>अपठित गद्यांश                           | विटामिनों के लाभ व नाम<br>कविता लेखन <input type="checkbox"/> (पिंड-पौधों पर)<br>हिंदी व्याकरण एलवम वीडियो कल्पना चावला   | 1 परियोजना कार्य<br>2 कक्षा कार्य व गृह कार्य   |
| एफ.ए.- 4 (जनवरी - फरवरी)   |  |  |  |   |   |
| जनवरी                      | पाठ-17 चेतक (कविता)  | पाठ-21<br>मौखिक अभिव्यक्ति व सूचना <input type="checkbox"/> संवाद और परिचयोक्ति लेखन | अपठित गद्यांश  | संवाद लेखन<br>अनुच्छेद- लेखन<br><input type="checkbox"/> गणतंत्र दिवस <input type="checkbox"/><br>वीडियो <input type="checkbox"/> स्नोमन व हल्दी घाटी का युद्ध)   | 3 बहुविकल्पीय प्रश्न <input type="checkbox"/> व्याकरण <input type="checkbox"/>                        |
| फरवरी                      | पाठ-18 काबुली वाला   | पत्र व अनुच्छेद-गुलाब <input type="checkbox"/> झेली व वसंत ऋतु                       | पत्र - 1 व 2   | वीडियो <input type="checkbox"/> जातक कथाए <input type="checkbox"/>  | 4 कहानी लेखन  |
| एस.ए.- 2 (मार्च)           |  |  |  |   |   |



## Distribution of syllabus of Maths (Class V)

| Month  | Course book  | Worksheet           | FA Tasks   |
|--|--|---------------------|--|
| <b>FORMATIVE ASSESSMENT I (APRIL AND MAY)</b>    |  |                     |  |
| April  | <b>Ch-1 Numbers and Numeration</b> <ul style="list-style-type: none"> <li>• Large numbers</li> <li>• Number system</li> <li>• Place value</li> <li>• Expansion of numbers</li> <li>• Comparison of numbers</li> <li>• Successor and predecessor</li> </ul> <b>Ch-2 Roman Numerals</b> <ul style="list-style-type: none"> <li>• Basic symbols</li> <li>• Reading and writing large Roman Numerals</li> </ul>  | Pg. No.<br>1 to 9   | 1. MCQ ( Ch 1)<br><br>2. Number Game   |
| May  | <b>Ch-3 Factors &amp; Multiples</b> <ul style="list-style-type: none"> <li>• Meaning of Factors and Multiples</li> <li>• Types of numbers</li> <li>• Least common multiple</li> <li>• Highest common factor</li> </ul>   | Pg. No.<br>22 to 28 | 3. Forming Roman Numerals using matchsticks<br><br>4. Homework and classwork             |
| <b>FORMATIVE ASSESSMENT II (JULY AND AUGUST)</b> |  |                     |  |
| July   | <b>Ch-4 Addition &amp; Subtraction</b> <ul style="list-style-type: none"> <li>• Addition of large numbers</li> <li>• Subtraction of large numbers</li> </ul> <b>Ch-5 Multiplication</b> <ul style="list-style-type: none"> <li>• Multiplication with three digit number.</li> <li>• Word problems based on multiplication</li> </ul> <b>Ch-6 Division</b> <ul style="list-style-type: none"> <li>• Divide a number by 3 digit number.</li> <li>• Word problems based on Division.</li> </ul>                                       | Pg. no.<br>10 to 21 | 1. Pen-Paper test<br><br>2. Activity of Factors and Multiples using square boxes.        |
| August   | <b>Ch-7 Unitary Method</b> <ul style="list-style-type: none"> <li>• Solve word problems</li> </ul> <b>Ch-8 Fractions</b> <ul style="list-style-type: none"> <li>• Types of fractions</li> <li>• Addition and subtraction of fractions</li> <li>• Multiplication and division of fractions</li> </ul> <b>Ch-9 Decimals</b> <ul style="list-style-type: none"> <li>• Basic concepts</li> <li>• Place value of decimals</li> <li>• Addition and subtraction of decimals</li> <li>• Multiplication and division of decimals</li> </ul> | Pg. No.<br>29 to 35 | 3. Activity of Addition & Subtraction using flash cards<br><br>4. Homework and classwork |
| <b>SUMMATIVE ASSESSMENT I (SEPTEMBER)</b>        |  |                     |  |
| September  | <b>Ch-10 Rounding Numbers</b> <ul style="list-style-type: none"> <li>• Rounding off number</li> <li>• Estimate sums, differences, products and quotients</li> </ul> <b>Ch-11 Simplification</b> <ul style="list-style-type: none"> <li>• Application of BODMAS rule</li> </ul>   | Pg. No.<br>36 to 46 | Ch - 1 to 8  |

## Distribution of syllabus of Maths (Class V)

| <b>FORMATIVE ASSESSMENT III (OCTOBER AND NOVEMBER )</b> |  |                               |  |
|---|--|-------------------------------|--|
| <b>October</b>  | <b>Ch-12 Percentage</b><br><ul style="list-style-type: none"> <li>• Convert fraction into percentage and viceversa</li> </ul> <b>Ch-13 Bills</b><br><ul style="list-style-type: none"> <li>• Applies the four operations in solving problems involving money.</li> <li>• Making bill</li> <li>• Interpretation of bills</li> </ul>   | Pg. No.<br>47 to 52           | 1. Pen - Paper test<br><br>2. Activity based on Decimals in graph notebook                                   |
| <b>November</b>   | <b>Ch-14 Profit &amp; Loss</b><br><ul style="list-style-type: none"> <li>• Cost price and selling price</li> <li>• Profit and loss</li> <li>* Measurement</li> <li>• Applies four operations in solving problems involving length, weight and volume.</li> <li>• convert smaller units into larger units and vica -versa</li> </ul> <b>Ch-15 Average</b><br><br><b>Ch-16 Time Table</b><br><br><ul style="list-style-type: none"> <li>• Uses addition and subtraction in finding time intervals</li> </ul> | Pg. No.<br>53, 54, 63,64 & 67 | 3. Activity on Rounding Numbers (Rounding of population of various states.)<br><br>4. Homework and classwork |
| <b>FORMATIVE ASSESSMENT IV (JANUARY AND FEBRURAY )</b>  |  |                               |  |
| <b>December</b>   | <b>Ch-17 Lines &amp; Angles</b><br><ul style="list-style-type: none"> <li>• Line and its types</li> <li>• Angle and its types</li> </ul> <b>Ch-18 Triangles and Quadrilaterls</b><br><ul style="list-style-type: none"> <li>• Types of triangles</li> <li>• Types of quadrilateral</li> <li>• Reflection, rotation and symmetry</li> <li>• Patterns</li> </ul> <b>Ch-19 Circles</b><br><ul style="list-style-type: none"> <li>• Parts of a cirlice</li> <li>•Construction of circle</li> </ul>             | Pg. No.<br>71 to 78           | 1. Pen-Paper test<br><br>2. Activity on angle sum property using paper cutting and pasting                   |
| <b>January</b>  | <b>Ch-20 Area and perimeter</b><br><ul style="list-style-type: none"> <li>• Area</li> <li>• Perimeter</li> </ul> <b>Ch-21: Volume</b><br><ul style="list-style-type: none"> <li>• Find the volume of cube and cuboid</li> </ul>  | Pg. No.<br>79 to 89           | 3. Activity based on circumference using thread and bangle<br><br>4. Homework and classwork                  |
| <b>February</b>   | <b>Ch-22: Pictorial Representation of data</b><br><ul style="list-style-type: none"> <li>• Collect two dimensional quantitative data</li> <li>• Draw a bargraph and pictograph to represent a data</li> </ul>  | Pg. No.<br>90 to 114          |  |
| <b>SUMMATIVE ASSESSMENT II (MARCH) Ch - 9 to 22</b>     |  |                               |  |

## Distribution of syllabus of EVS (Class-V)

| Month  | Social Science                | General Science               | Key Concept   |
|--------|-------------------------------|-------------------------------|---|
| April  | Ch-1 The ever changing Family |                               | Family , Migration:<br>Types of families  |
|        | Ch-2 Human Migration          |                               | Selfish Gene Theory, Transition from extended to nuclear family,                                  |
|        | Ch-3 Likes and Dislikes       |                               | Nomads  |
| May    |                               | Ch-1 Animals on the move      | Migration in animals  |
|        |                               | Ch-2 Animal senses            | Communication in animals  |
|        |                               | Ch-3 Living Together          | Honeybees hive  |
| July   | Ch-4 Dignity of Labour        | Ch-4 Growing Plants           | Importance of helpers, Human  |
|        | Ch-5 Team Sports              | Ch-5 Growing Food             | Scavengers, National Game,  |
|        |                               |                               | Traditional Sports, Germination,  |
|        |                               |                               | dispersal of seed,<br>Photosynthesis  |
| August | Ch-6 Wildlife Protection      | Ch-6 Food For Plants          | Wildlife sanctuaries in India, Efforts, done by govt. to save forest, Afforestation,Deforestation |
|        | Ch-7 Forest Dwellers          | Ch-7 Earth and its Neighbours | Moon as a satellite of Earth, Phases of Moon  |
| Sept.  |                               | Ch-8 Simple Machine           | Simple Machine, Types of Simple   |
|        |                               | Ch-9 Water                    | Machine, Soluble and Insoluble  |
|        |                               |                               | Substances, Forms of water, Floating and Sinking Substances                                       |

## Distribution of syllabus of EVS (Class-V)

|                 |   |                                    |   |
|-----------------|---|------------------------------------|---|
| <b>October</b>  | Ch-8 Food Producers                       | Ch-10 Our Senses                   | Types of Farmer and farming                               |
|                 | Ch-9 Changing Food Habits                 | Ch-11 Breathe In and Out           | Mountain Soil, Subsistence                                |
|                 |   |                                    | Agriculture, All Human body systems Water Borne Diseases  |
|                 |   |                                    |   |
| <b>November</b> | Ch-10 Different Places, different houses  | Ch-12 What happens to Food we eat  | Types of houses, Importance of                            |
|                 | Ch-11 Role Of Communications in Our Lives |                                    | Community life, Deficiency diseases                       |
|                 |   | Ch-13 Prevention of Diseases       |   |
| <b>December</b> | Ch-12 When Disaster Strikes               | Ch-14 Balance in Nature            | Disaster and its types                                    |
|                 |   | Ch-15 Life in Water                | Food Chain, Food Web, Plant and Animal life               |
|                 |   |                                    |   |
| <b>January</b>  | Ch-13 From the Mountain                   | Ch-16 Fuels                        | Indian Mountaineers                                       |
|                 |   | Ch-17 Spoilage and Wastage of Food | Fuels, Fossil Fuel  |
|                 |   |                                    | Methods to store food, Preservation                       |
|                 |   |                                    |   |
| <b>February</b> | Ch-14 Exploring the Universe              |                                    | Astronomy, Light Year Famous Indian Astronomers, Monument |
|                 | Ch-15 A Visit to the Agra Fort            |                                    |   |
| <b>March</b>    |   |                                    |   |
|                 |   |                                    |   |

## Distribution of syllabus of EVS (Class-V)

| Month         | A/V Experience                     | Assessment          | FA Tasks   |
|---------------|------------------------------------|---------------------|--|
| <b>April</b>  | Video on: Types of family          |                     | MCQ based on types of family, Variation in food habit, Herbal medicine |
|               | Types and examples of Migration    | FA-1                | Project on Migration   |
|               |                                    | (April-May)         | Draw a Family Tree   |
| <b>May</b>    | Apiculture                         |                     | Homework and Classwork   |
|               | Special senses of animals          |                     |  |
|               | Importance of family               |                     |  |
| <b>July</b>   | Human Scavengers, Gandhiji life    |                     | Kho-Kho and Badminton Match  |
|               | National Game Hockey, Carnivorous  | FA-2                | Diagram of Germination   |
|               | plants, Germination and dispersal  | (July-August)       | Collage on Wildlife  |
|               | of seed, photosynthesis            |                     | Homework and Classwork   |
| <b>August</b> | Phases of Moon, Satellite: Natural |                     |  |
|               | and Artificial Satellite           |                     |  |
| <b>Sept.</b>  | Types of Machine                   | SA-1<br>(September) | <b>Social Science : Ch -1 to 7</b>                                     |
|               | Water Cycle                        |                     | <b>General Science : Ch -1,2,4,6,7</b>                                 |
|               |                                    |                     |  |

## Distribution of syllabus of EVS (Class-V)

|                 |                                      |                 |   |
|-----------------|--------------------------------------|-----------------|---|
| <b>October</b>  | Types of Farmer                      |                 | Group Activity on Human Body System                           |
|                 | Systems of human body                | FA-3            | Project on Deficiency Diseases                                |
|                 |                                      | (Oct-Nov)       | Flash Cards on Communication                                  |
|                 |                                      |                 | Homework and Classwork  |
| <b>Nov.</b>     | Human Body Systems, Types of         |                 |   |
|                 | houses, Community services           |                 |   |
|                 |                                      |                 |   |
| <b>Dec.</b>     | Natural Disaster                     |                 |   |
|                 | Food Web, Marine Life                |                 |   |
|                 |                                      |                 |   |
| <b>January</b>  | Types of Fuel                        |                 | MCQ based on Universe, Types of Fuel and Preservation of food |
|                 | Advantages and disadvantages of Fuel |                 | Poster Making on Pollution Free Environment                   |
|                 | Management of food , Mountaineering  | FA-4            | Project on Natural Disaster                                   |
|                 |                                      | (Jan-Feb)       | Homework and Classwork  |
| <b>February</b> | Indian Astronomers                   |                 |   |
|                 | Indian Historical Monuments          |                 |   |
| <b>March</b>    |                                      | SA-2<br>(March) | Social Science :<br>Ch-8 to 12,14,15                          |
|                 |                                      |                 | General Science : Ch - 8 to 17                                |

## Distribution of syllabus of Computer (Class 5)

| Month            | Course book  | Assessment            | FA Tasks  |
|------------------|--|-----------------------|---|
| <b>April</b>     | L-1 : Versatile Computer<br>1.1 : Features of a Computer<br>1.2 : Parts of a Computer<br>1.3 : Different Applications of Computer  | FA - 1<br>(April-May) | 1. Class work done in book and notebook<br>2. Lab Activity related to L- 2<br>3. Group discussion on "Generation of Computer"<br>4. Make a collage on "Different types of Computers"                                      |
| <b>May</b>       | L-2 : Generations of Computers<br>2.1 : First Generations Computers<br>2.2 : Second Generations Computer<br>2.3 : Third Generations Computer<br>2.4 : Fourth Generation Computer<br>2.5 : Fifth Generation Computer                                      |                       |   |
| <b>July</b>      | L-3 : Data Storage Media<br>3.1 : Memory Storage<br>3.2 : Units of Memory<br>3.3 : Types of Computer Memory  | FA - 2<br>(July-Aug)  | 1. Class work done in book and notebook<br>2. Cross word related to "Memory" and "Desktop"<br>3.Lab Activity related to L- 3 and 4<br>4. To collect pictures and information about "Versions of Windows"                  |
| <b>August</b>    | L-4 : Know your Desktop<br>4.1 : Computer<br>4.2 : Documents<br>4.3 : Pictures<br>4.4 : Recycle Bin<br>4.5 : Taskbar<br>4.6 : Manipulating windows<br>4.7 : Creating Shortcuts<br>4.8 : Changing Date and Time<br>4.9 : Working with Windows Accessories |                       |   |
| <b>September</b> | L-5 : Paragrah formatting in MS Word<br>5.1 : Applying Paragraph Formatting<br>5.2 : Paragraph Alignment<br>5.3 : Line Spacing<br>5.4 : Borders and Shading<br>5.5 : Indentation<br>5.6 : Bullets and Numbering<br>5.7 : Sorting                         | SA - 1<br>(September) | L- 1 to 5 complete with MCQ, True/False, Fill in the blanks, Match the columns, Give full forms ,Cross words, Identify and label the pictures and Question Answers. + Lab Activities related to L 1 to 5 done in the lab. |

## Distribution of syllabus of Computer (Class 5)

|                 |  |                     |  |
|-----------------|--|---------------------|--|
| <b>October</b>  | L-6 : Advanced Features of MS Word<br>6.1 : WordArt<br>6.2 : Inserting Graphics<br>6.3 : Creating Tables in MS Word<br>6.4 : Working with Shapes<br>6.5 : SmartArt   | FA - 3<br>(Oct-Nov) | 1. Lab Activity related to L - 6   |
| <b>November</b> | L-7 : PowerPoint Presentation<br>7.1 : What is a Presentation<br>7.2 : Creating New Slides<br>7.3 : Views in PowerPoint<br>7.4 : Slide Layout<br>7.5 : Types og Placeholders<br>7.6 : Formatting the Text<br>7.7 : Changing the Alignment<br>7.8 : Formatting a Slide<br>7.9 : SmartArt Graphics<br>7.10 : Do's and Don'ts of PowerPoint |                     | 2. Class work done in book and notebook<br><br>3. Drawing of a keyboard<br><br>4. Make a card in PowerPoint on "Children's Day"  |
| <b>December</b> | L-8 : More on PowerPoint Presentation<br>8.1 : Inserting Tables<br>8.2 : Inserting a Picture<br>8.3 : Inserting Shapes<br>8.4 : Inserting a Photo Album<br>8.5 : Inserting Sound<br>8.6 : Applying Animation Effects   |                     |  |
| <b>January</b>  | L-9 : Introduction to MS Excel<br>9.1 : Starting MS Excel<br>9.2 : Components of MS Excel<br>9.3 : Working with a Workbook<br>9.4 : Types of Data<br>9.5 : Manipulating Data<br>9.6 : Exiting Microsoft Excel  | FA - 4<br>(Jan-Feb) | 1. Pen Paper test on basis of L - 7 to 11<br><br>2. Lab Activity related to L- 9<br><br>3. Draw Flowchart on various Topics in MS Word   |
| <b>February</b> | L-10 : Algorithm and Flowcharts<br>L-11 : Network and Internet   |                     | 4. Make a PPT on "Republic Day"  |
| <b>March</b>    | Revision of L - 6 to 11 for SA - 2   | SA - 2<br>(March)   | L- 6 to 11 complete with MCQ, True/False, Fill in the blanks, Match the columns, Give full forms ,Cross words, Identify and label the pictures and Question Answers. + Lab Activities related to L 1 to 5 done in the lab. |



## Distribution of syllabus of Moral Education (Class V)

| Month       | Live And Let Live                                     |
|-------------|---|
| April & May | L-1 Mind and Body                                     |
| July        | L-2 The Importance of Punctuality                     |
| August      | L-3 Let be Generous                                   |
| September   | L-4 Over power the demon of Greed!                    |
| October     | Revision of L-1 to L-4 for SA-1                       |
| November    | L-5 The Virtue of Obedience                           |
| December    | L-6 How to use the internet safely                    |
| January     | L-7 Talent alone is not Enough! Initiative too counts |
| February    | L-8 My Money- Our Money                               |
| March       | L-9 First Aid Can Save Life                           |

### REPORTING STUDENTS' ACHIEVEMENT

While reporting students' achievement in different areas, indirect grading in absolute scale having five points

may be used. The grades will stand for the following distribution of marks:

|    |                       |            |
|----|-----------------------|------------|
| A* | Outstanding           | 90% - 100% |
| A  | Excellent             | 75% - 89%  |
| B  | Very Good             | 56% - 74%  |
| C  | Good                  | 35% - 55%  |
| D  | Scope for improvement | Below 35%  |

The grade of the child can be computed in the achievement card based on the percentage of presence of behaviour indicator in the above category of percentiles. Besides certain remarks can be made in scholastic and co-scholastic areas as well as the achievement level of the child. These remarks will help the parents and the child to provide the learning skills in that area by devoting more learning efforts.

Thus, continuous and comprehensive evaluation is a useful proposition for improvement of students' achievement through continuous diagnosis, remediation, encouragement and appreciation. It requires coordinated and concerted efforts on the part of Principals, teachers and parents for the multifaceted personality development of the child. The enclosed **rating** scales are expected to help the teachers in proper placement of students in terms of the different grades.

| <b>A. LANGUAGES (CLASSES III TO V)</b> |                   |  |   |  |  |  |
|--|-------------------|--|---|--|--|--|
| <b>Aspects</b>                         | <b>Sub-Skills</b> | <b>A*</b>  | <b>A</b>  | <b>B</b>   | <b>C</b>   | <b>D</b>   |
| 01. Reading Skills (Loud reading)      | Pronunciation     | Can read short stories/articles/words on ones' own and uses his phonetic skills to pronounce new words.  | Can read short stories/articles on ones' own most of the time. Uses his phonetic skills to pronounce new words most of the time.                                | Can often read short stories with varying speed and guidance most of the time.                 | Can read short stories with varying speed and guidance from the teachers most of the time. | Needs help and prompting by the teacher all the time.                      |
|  | Fluency           | Can read simple/complex passages fluently with proper speed, expression and pronunciation.   | Can read simple/complex passages fluently with speed but needs occasional prompting.  | Can read simple passages but takes time to read each word lacks fluency, speed and expression. | Can read simple passages with guidance or prompting most of the time.                      | Fumbles a to while reading even simple sentences. Needs help all the time. |
|  | Comprehension     | Can read and understand text and answer questions correctly.   | Can read and understand text and answer most of the questions correctly.  | Can read and understand text and answer some of the questions correctly.                       | Can read and understand text with the help of teacher.                                     | Cannot comprehend the text at all.   |
| 02. Writing Skills                     | Creative Writing  | Can write short stories and paragraphs with accuracy and originality in sentence construction and use of vocabulary. Ideas are arranged logically. | Can write short stories and paragraphs on a given topic with a fair degree of accuracy. Displays originality sometimes. Ideas are generally logically arranged. | Writes stories and paragraphs but makes quite a few errors.                                    | Can write short connected descriptive sentences on ones'own with some grammatical errors.  | Cannot write even short sentences of ones' own makes a lot of mistakes.    |

| Aspects            | Sub-Skills   | A*  | A   | B   | C   | D   |
|--------------------|--------------|---|---|---|---|---|
|                    | Hand writing | Is neat and legible. All letters and strokes are consistent and joined correctly. Transcription is error free.  | Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.  | Is legible but sometimes inconsistent with his strokes and letters. Transcription has occasional errors.        | Handwriting is not very neat. Transcription has many errors.                | Is neither legible nor consistent.                |
|                    | Grammar      | Can write sentences accurately  | Can write sentences accurately most of the time.  | Can write sentences with quite a few errors.  | Can write sentences with a lot of mistakes.                                 | Cannot write with accuracy. Need help very often. |
|                    | Spellings    | Can spell all words correctly. Tries to spell new words.  | Can correctly spell all the words most of the time. Falters occasionally.   | Can correctly spell words but sometimes makes mistakes.   | Makes a lot of spellings mistakes.  | Cannot spell words properly. Has to be helped.    |
|                    | Vocabulary   | Has a rich vocabulary. Often uses new words and phrases in written and spoken forms.  | Has a good range of vocabulary and phrases. Uses new words only most of the time.   | Has a fair range of vocabulary. Uses new words sometimes.   | Vocabulary is limited to only those words, which have been taught in class. | Has a poor stock of vocabulary.                   |
| 03. Speaking Skill | Conversation | Is fluent and spontaneous. Responds to situations appropriately and accurately. Can narrate incidents/anecdotes and can participate in a discussion on a given topic with ease. | Is fluent and spontaneous most of the time. Responds to the situations appropriately but fumbles for words occasionally. Can narrate incidents/anecdotes and can participate in discussions with efforts. | Lacks spontaneity, fluency and accuracy sometimes. Response time rather long. Needs prompting most of the time. | Lacks spontaneity, fluency and accuracy.                                    | Needs help most of the time.                      |

A

| Aspects              | Sub-Skills         | A*  | A   | B  | C   | D  |
|----------------------|--------------------|---|---|--|---|--|
|                      | Recitation         | Can recite a poem or a story with proper speed, diction, expression and tone.   | Can recite a poem or a story with proper speed or expression but makes occasional mistakes in pronunciation or forgets at times.            | Can recite a poem, or story with occasional prompting. Expression is not very strong and effective.                  | Cannot recite an entire poem or story without prompting. Pronunciation expression is not appropriate.         | Recitation is poor. Lacks expression.                          |
| 04. Listening Skills | Comprehension      | Can comprehend oral questions, instructions, stories, poems.  | Comprehends oral question, instructions, stories, and poems most of the time.   | Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often.                     | Understands simple conversation in familiar situations. Needs simplification or translation most of the time. | Cannot understand instructions. Needs help all the time.       |
|                      | Extra Reading      | Can read short stories/poems for pleasure on ones' own with complete comprehension. Can form opinions and evaluate characters, and incidents. | Reads stories/poems for pleasure. Sometimes needs help in understanding the story. Can form opinions and evaluate characters and incidents. | Needs a lot of help with understanding of stories and poems. Can evaluate a character or a situation only sometimes. | Shows lack of interest in reading stories or poems. Needs a lot of prompting.                                 | Not interested to read at all any extra material of ones' own. |
|                      | Activities/Project | Participates enthusiastically in activities/Projects.   | Enthusiastically participates in activities/Projects most of the time.  | Needs persuasion by the teacher for active participation.  | Seldom participates in activities/projects assigned.  | Does not participate at all.                                   |

| <b>B. MATHEMATICS (CLASS III TO V)</b> |   |  |  |  |  |
|--|---|--|--|--|--|
|  | <b>A*</b>   | <b>A</b>   | <b>B</b>   | <b>C</b>   | <b>D</b>   |
| Concept                                | Understands the concepts with logical thinking and good reasoning skill.                                    | Understands the concepts thoroughly.   | Understands the concepts and is able to apply most of them correctly. Needs occasional help. | Takes more time in understanding new concepts and requires frequent help.          | Needs help most of the time in understanding the concepts and logically applying them. |
| Activity                               | Very confident, original and creative in-group activities. Has tremendous team spirit.                      | Takes keen interest in doing various activities and applying the concepts to real life situations. | Quite creative but needs to be more innovative and original.                                 | Takes interest but needs to be more systematic and organized.                      | Lacks initiative and is disinterested in-group activity.                               |
| Tables                                 | Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge tables. | Knows the tables but falters a little in dodge tables.   | Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables.     | Has not understood the concept of tables. Makes a lot of mistakes in dodge tables. | Has not learnt the tables. Cannot do dodge tables at all.                              |
| Mental ability                         | Takes immense delight in working with mathematical problems mentally.                                       | Has a good number sense. Quick in solving problems mentally.                                       | Solves mental sums with ease but at times makes careless mistakes.                           | Can perform mental calculations but falters occasionally.                          | Slow in solving sums mentally.   |
| Written work                           | Work is neat and methodical. Presentation is a source of inspiration for others.                            | Neat and systematic work.  | Neat and regular work but sometimes not up to the mark.                                      | Often the work is untidy and the figures are shabbily drawn.                       | Untidy work. Late in submitting the assignments.                                       |

#### **ENVIRONMENTAL SCIENCE (CLASS III to V)**

|                           |   |   |  |  |   |
|---------------------------|---|---|--|--|---|
| Environmental Sensitivity | Has the ability to reason, does independent thinking; has value appreciation for truth and aesthetic, sensitivity/observation | Can do some independent thinking and is quite observant with reflexes of occasional appreciation. | Can attempt to answer simple questions based on reasoning and observation. | Has difficulty in reasoning and observing. Can attempt to answer simple questions. | Needs prompting to answer simple questions. |
|---------------------------|---|---|--|--|---|

#### **ENVIRONMENTAL SCIENCE (CLASS III to V)**

|                    | <b>A*</b>   | <b>A</b>  | <b>B</b>   | <b>C</b>  | <b>D</b>  |
|--------------------|---|---|--|---|---|
| Activity / Project | Very innovative; collects information is able to present the work neatly; does reference work.                                    | Work is informative and neat most of the time.        | Work is informative and more or less neat; tends to take support and help.                       | Presentation needs improvement; less informative                                      | Work is untidy and files not well kept and work is least informative.                                 |
| Group discussion   | Listens to other's point of view and is able to add to them, makes interesting observations; has a good organization of thoughts. | Listens to others' viewpoint and hesitates to answer. | Listens passively and offers no views; hesitates to answer; needs occasional help to give views. | Has some difficulty in comprehending instructions; has to be prodded to give answers. | Has difficulty in paying attention and following instructions; needs simplification most of the time. |

#### **SCIENCE (CLASSES III TO V)**

|         |  |  |  |  |   |
|---------|--|--|--|--|---|
| Concept | Excellent ability to understand, grasp, recall, define and reason. Understands and differentiates, textual material with great ease. Is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart quickly. | Good ability to understand, grasp, recall, define and reasons. Understands the textual material with ease. Is able to apply relevant knowledge. Reads and comprehends text, diagram and web chart. | Can understand and recall the textual material. Is able to apply relevant knowledge and tabulate facts, can read and comprehend diagrams and web charts. | Can understand, grasp, recall, define and reason. Understands the textual material and with help from the teacher. Is able to tabulate facts well. Reads and comprehends text diagram and web chart with difficulty. | Needs continuous guidance in understanding. Finds difficulty in reading and comprehending text. |
|---------|--|--|--|--|---|

| <b>SCIENCE (CLASSES III TO V)</b> |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|
|                                   | <b>A*</b>   | <b>A</b>  | <b>B</b>  | <b>C</b>  | <b>D</b>  |
| Activity / Project                | Voluntarily participates in all the activities and enjoys experiments. Highly appreciable, creative and original in presentation. Is explorative innovative and infers a result after experimenting; does extensive reference work.               | Participates in most of the activities and performs experiments with interest. Excellent, creative project presentation. Is explorative and innovative in experimenting ; does reference work.              | Participates in some of the activities and performs some experiments. Good project presentation with little creativity. Is explorative in experimenting; sometimes does reference work.                       | Participates in very few activities and rarely performs any experiments. Satisfactory project presentation; not very creative. Rarely read any reference books. | Needs a lot of encouragement to participate in activities or perform experiments. Project presentation is not creative and systematic. Not interested in extra reading. |
| Scientific Skills                 | Has a very keen observation, inquisitive approach, likes to experiment in a systematic way and draws accurate diagrams and records information correctly, carefully and systematically. Is able to analyze draw inference and, apply information. | Has a keen observation, is inquisitive; does systematic work and draw neat diagrams, records information correctly, carefully and systematically. Is able to analyze, draw inference and apply information. | Sometimes inquires about concepts; usually does experimentation in a systematic way and draws diagrams correctly. Records information. Is able, to draw inference and apply information with some difficulty. | Rarely inquisitive; Does experimentation when told. not very systematic work and untidy diagrams. Is not able to draw inference and apply information.          | Not interested in experimentation, recording or drawing inference. Not very tidy and organized in his work. Generally disinterested.                                    |
| Group discussion                  | Actively participates and usually leads all group discussions. Very often makes interesting observations and adds to the points given. Can analyze points critically and generate new ideas.  | Actively participates. Good relations with other members. Often, makes interesting observations can analyze some points critically.   | Participates sometimes. Satisfactory relations with other members. Sometimes makes interesting observations. Can analyze few points.  | Hesitant to participate in-group discussions. Poor relations with other members. Rarely makes observations. Unable to analyze points.                           | A passive participant . Never makes observations, unable to analyze points .  |

| <b>D COMPUTER EDUCATION (CLASSES III TO V)</b> |  |   |  |  |  |
|--|--|---|--|--|--|
|  | <b>A*</b>  | <b>A</b>  | <b>B</b>   | <b>C</b>   | <b>D</b>   |
| Skills   | Very confident in using graphic skills, word processing skills, and operating skills.  | Skilled in operating and word processing skills.  | Shows excellent eye hand coordination in operating skills.                       | Uses computer to enhance his knowledge on various topics taught in class. Uses computer as a tool. | Needs help from the buddy to complete his assignments. |
| Aptitude                                       | Excellent in selecting and using different colours, creating pictures and identifying different features of multi media in work presentations. | Shows special aptitude in using tools to create shapes and lines.                                     | Works with confidence and handles mouse with competence.                         | Is able to combine text and graphics with help from teacher.                                       | Takes time to locate keys on the keyboard.             |
| <b>GAMES (CLASS I TO V)</b>                    |  |   |  |  |  |
| ASPECTS  | <b>A*</b>  | <b>A</b>  | <b>B</b>   | <b>C</b>   | <b>D</b>   |
| Enthusiasm                                     | Plays with full intrinsic motivation   | Plays with full intrinsic motivation most of the time.  | Plays with zeal but of his choice games  | Plays but only when commanded  | Always gives excuses                                   |
| Discipline                                     | Obeys all class discipline voluntarily and plays by following all rules of the game.   | Obeys all class discipline voluntarily most of the time and plays by following all rules of the games | Obeys class discipline on command and follows rules only suited to his advantage | Obeys due to fear of punishment. Follows rules on command with displeasure                         | Lacks discipline.                                      |
| Team spirit                                    | Has team spirit and plays for winning  | Has team spirit and plays for winning most of the time  | Puts his effort, individually.   | Shows team harmony on and off.   | Not a team player.                                     |
| Talent (Strength, stamina and speed)           | Outstanding development of skills and displays high performance  | Excellent development of skills and displays high performance most of the time.                       | Very good skill development but performs occasionally.                           | Average skill development  | Slow skill development                                 |

| <b>ART/CRAFT (CLASS I TO V)</b>     |  |   |  |  |  |
|-------------------------------------|--|---|--|--|--|
| <b>ASPECTS</b>                      | <b>A*</b>  | <b>A</b>  | <b>B</b>   | <b>C</b>   | <b>D</b>   |
| Interest                            | Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art.               | Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art most of the time.               | Enjoys drawing and painting. Shows imagination sometime. | Prefers to be guided than using his own imagination.           | Prefers to reproduce what is seen. Needs repeated instruction.           |
| Creativity                          | Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work. | Has original drawing and innovativeness in the work, shows more feeling and expressions in his/her work most of the time. | Good at reproducing. Shows feelings and emotions.        | Can communicate the ideas in terms of effect and appeal.       | Lacks creativity and looks for ideas and instructions from the teachers. |
| Skill                               | Excellent development of skills and high performance.  | Excellent development of skills and high performance most of the time.  | Skills development is good but performs occasionally.    | Very slow skill development.                                   | No skills.   |
| <b>MUSIC/DANCE (CLASSES I TO V)</b> |  |   |  |  |  |
| Interest                            | Always very keen to learn and follow given instructions.   | Very keen to learn and follow instructions most of the time.  | Needs little drive to learn and start.                   | Sometime shows interest.                                       | Does not show much interest.   |
| Rhythm                              | Child has a good sense of rhythm and keeps pace with the beat.   | Child has a good sense of rhythm and sometimes falters in keeping pace with the beat.                                     | Sometimes loses pace with the beat.                      | Sometimes goes off the beat and cannot make it up.             | Does not have the sense of rhythm.                                       |
| Melody                              | Child has a good sense of tune.  | Child has a good sense of tune and goes off key occasionally.   | Child goes off key, sometimes can come back in tune.     | Child has the sense of time but goes off key in higher octave. | Child does not have much sense of music.                                 |

| <b>PERSONALITY DEVELOPMENT</b> |   |   |  |  |  |
|--------------------------------|---|---|--|--|--|
| <b>ASPECTS</b>                 | <b>A*</b>   | <b>A</b>  | <b>B</b>   | <b>C</b>   | <b>D</b>   |
| Courteousness                  | Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. Always speaks politely and uses good vocabulary never interrupts in between. | Wishes others most of the time says sorry, thank you and excuse me stands up to give respect speaks politely never interrupts in between. | Many times wish others, (says sorry, thank you and excuse me). Some times interrupts: in between, speaks politely may times. | Sometimes avoids to wish, (says sorry, thank you and excuse me). Some times speaks politely interrupts in between. | Avoids wishing, (say sorry, thank you and excuse me) Aggressive and impolite.                      |
| Confidence                     | Always very confident in carrying out various activities.   | Very confident in carrying out various activities most of the time.   | Confident in carrying out most of the activities.  | Quite confident but needs to come up with his/her ideas.   | Needs to develop confidence.   |
| Care of belongings             | Always respects the belongings and takes care.  | Takes care of self as well as others property most of the time.   | Most of the times takes care of belongings.  | Takes care but does not bother about others.   | Careless about self as well as others property.  |
| Neatness                       | Always wears proper and neat uniform. Very careful about personal hygiene.  | Wears proper and neat uniform. Sometime nails/hair/teeth not clean.   | Wears proper and neat uniform most of the time.  | Most of the times in improper uniform often not careful about hygiene.   | Often untidily dressed.  |
| Regularity and punctuality     | Very particular about being regular and punctual to school/classroom. Always regular in doing and submitting assignments and projects.  | Often particular about being regular and punctual to school/classroom often regular in doing and submitting assignments and projects.     | Sometimes particular about being regular and punctual. Sometimes late in submitting assignments.                             | Sometimes irregular and not punctual to school/classroom. Sometimes late in submitting assignments and projects.   | Irregular and sometimes late to school/classroom. Rarely submits assignments and projects in time. |

| <b>PERSONALITY DEVELOPMENT</b> |  |   |   |   |   |
|--------------------------------|--|---|---|---|---|
| <b>ASPECTS</b>                 | <b>A*</b>  | <b>A</b>  | <b>B</b>  | <b>C</b>  | <b>D</b>  |
| Initiative                     | Always tries to do things independently. Always ready to participate in oral discussions/extra curricular activities                       | Most of the times tries to do things independently. Often ready to participate in oral discussions/extra curricular activities. | Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities.           | Sometimes tries to do things independently . Sometimes ready to participate in oral discussions/extra curricular activities | Never does things independently. a voids participating in oral discussions/extra curricular activities.             |
| Spirit of service              | Always volunteers to participate in all activities for a social cause. Always ready to help others   | Volunteers to participate in activities for a social cause most of the time. Often ready to help others.                        | Often volunteers to participate in activities for a social cause. Often helps others  | Sometimes volunteers to participate in activities for a social cause. Sometimes helps others.                               | Rarely participates in activities for a social cause. Never bothers to help others.                                 |
| Respect other's property       | Always follows rules and regulations. Takes good care of property and consciously makes efforts to keep the environment clean.             | Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.   | Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.            | Sometimes follows rules and regulations. Does bother about others' property. Sometimes litters his/her surroundings         | Does not follow rules and regulations. Is not sensitive about others' property. Often litters his/her surroundings. |
| Self control                   | Well disciplined in the classroom/ corridors/ staircase. Never misbehaves or fights in the playground/break. Emotionally a balanced child. | Disciplined in the classroom/corridors/stair case most of the time. Never misbehaves or fights in the playground/break.         | Disciplined in the classroom/corridors/ staircase most of the time. Occasionally misbehaves or fights in the playground/break | Disciplined in the classroom but not in corridors/staircase. Often misbehaves or fights/bullies in the play ground/break.   | Indiscipline in the classroom/corridors/ staircase. Mostly misbehaves fights/ bullies in the playground/break.      |



By the end of class V children are settling with English. They begin to communicate with teachers and peers in English. They begin to learn the very basic oral English needed to manage learning in an English-speaking classroom. Through their first language experiences, they understand that different forms of language are used in different situations and contexts. They begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands. They recognise the importance of non-verbal communication. They begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English. At the

end of class V children will be able to do the following: (Learning Outcomes)

Narrate experiences and incidents Exchange ideas with peers Carry out a brief conversation involving seeking/giving information Enjoy reading a story, poem, a short write poster etc. Take dictation of simple sentences and to practice copy writing from the blackboard and textbook and to use common punctuation marks Write a short description of a person, thing or place – prepare a notice, or write a message for someone Write a short composition based on pictures Take part in group activity, role play and dramatization.

### ➤ **Listening**

❖ **Curricular Expectations** Able to understand simple English language spoken in their immediate environment. Enthusiasm to listen to English with understanding Develop familiarity with English phrases used in specific instructions, directions and requests.

❖ **Pedagogic Processes** (Clear lip movement for children with hearing impairment to lip read)

Familiarizing children with the English language (small sentences and phrases) in class, assembly, playground etc with peers/groups. Creating learning situations by using audio-video/kinesthetic support to familiarize children with announcements made at public places. Giving oral instructions for games/sports in simple English along with signs. **Make children with hearing impairment to sit**

**in front for lip reading and identifying signs to understand English.**

- Encouraging group and peer activities.
- Encouraging children to watch English skits/ children's films especially those with sub-titles Providing input via audio-video/reading out from material and generating interest through peer and group work/role-play.
- Using picture clips, photos, singing, storytelling, effective questions, music etc.
- Exposing children to various kinds of spoken texts to familiarize them with tone/stress etc it (Listening and speaking are developed in conjunction).
- Introducing words specific to particular fields through a variety of listening activities, such as sports, cookery, music etc. children appreciate and use them (Listening and speaking are connected)
- . Facilitating comprehension through conversation/ interviews with people such as doctors, shopkeeper etc.
- Facilitating pair/group work where children share their experiences such as journeys, visits etc. Providing learning situations such as role play to listen and communicate messages.
- Using formulaic expressions/instructions such as 'Open you books.' 'How are you?' Children listen and internalize these expressions and use them.
- Asking questions based on the texts, using mother tongue or scaffolding, wherever necessary. Creating opportunities to read aloud from texts and encouraging children to speak about what they have understood (Listening and speaking are connected).

- Providing situations to expose children to narrations, descriptions, speeches, debates, on familiar topics. They ask questions/make notes. (Listening is linked with speaking/writing).
- Giving dictation of a chunk of a lesson, to enable children to listen and write (Listening is linked with speaking/writing).
- Giving passages for listening comprehension through self reading/audio video support and asking them to answer questions such as MCQs, fill in the blanks etc. (Listening is linked with speaking/writing).
- Using examples from real life situations. Playing music (non-verbal) and encouraging children to express themselves through speech/writing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r..r etc. and helping children use them creatively. Using non – verbal clues, gestures/comics and respond in speaking and writing.
- Exposing children to various kinds of spoken texts to familiarize them with tone/stress etc it (Listening and speaking are developed in conjunction).
- Introducing words specific to particular fields through a variety of listening activities, such as sports, cookery, music etc. children appreciate and use them (Listening and speaking are connected).
- Facilitating comprehension through conversation/ interviews with people such as doctors, shopkeeper etc.
- Facilitating pair/group work where children share their experiences such as journeys, visits etc. Providing learning situations such as role play to listen and communicate messages. Using formulaic expressions/instructions such as 'Open you books.' 'How are you?' Children listen and internalize these expressions and use them.
- Asking questions based on the texts, using mother tongue or scaffolding, wherever necessary. Creating opportunities to read aloud from texts and encouraging children to speak about what they have understood (Listening and speaking are connected).
- Providing situations to expose children to narrations, descriptions, speeches, debates, on familiar topics. They ask questions/make notes. (Listening is linked with speaking/writing).
- Giving dictation of a chunk of a lesson, to enable children to listen and write (Listening is linked with speaking/writing). Giving passages for listening comprehension through self reading/audio video support and asking them to answer questions such as MCQs, fill in the blanks etc. (Listening is linked with speaking/writing).
- Using examples from real life situations.
- Playing music (non-verbal) and encouraging children to express themselves through speech/writing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r..r etc. and helping children use them creatively.
- Using non – verbal clues, gestures/comics and respond in speaking and writing. Listens to English words and sentences spoken/used in class/school, and responds **in home language/English/sign Language**. e.g. *Peace, worthy, quite, crash, parade etc.as per the context and e.g. On which date was this letter written?* Follows announcements made in school and in the neighborhood (railway station, market, airports, cinema hall etc). e.g. *The train is arriving on platform no.1. The flight is delayed by one hour.* Follows rules of games/sports of their age group. e.g. *Let us make group of 4 and play ludo.*
- Understands English skits/ children's films with subtitles. Shows enthusiasm to listen to English poems, songs, jokes, riddles, stories & tongue-twisters etc. e.g. *She sells sea shells on the sea shore.*

- Appreciates the difference between a question and a statement. *e.g. We should walk on the left side of the road. On which side of the road should we walk?* Uses words related to specific fields. *e.g. Ship, sailor, boat, sail, etc. and other theme as per syllabus.*
- Listens to and engages in conversation with people from the community. *e.g. Dentist: your filling has been done, you must clean your teeth regularly. Mona: Yes I will*
- Shows interest in listening to different experiences of her peers and others.
- Attends to oral messages/telephonic communications and communicates with them in English or home language/sign language. *e.g. There is a message from our new teacher for clay modeling and pottery. She will tell us how to make fruits and vegetables with clay. She has asked us to bring clay from home.*
- Follows different kinds of instructions/orders/ requests. Responds to questions asked on textual material.
- Comprehends excerpts, dialogues, poems read aloud in the class. Takes dictation of small paragraphs, lists of things etc. *e.g. Going for an excursion.*
- Comprehends narrations, descriptions, speeches, debates. Replies to queries/questions on a passage for listening comprehension. Appreciates music and expresses in speech/writing. *e.g. This song is very melodious. . . .* Listens, and co – relates various onomatopoeic sounds; talks/writes about them; makes use of them in creative tasks. *e.g. A car came grr grr... and suddenly turned left.*

#### ➤ **Speaking**

❖ **Curricular Expectations** Able to use English as a means of communication. Able to ask questions Able to recite/use poems, dialogues, phrases from stories, plays, speeches etc. Express themselves in English.

❖ **Pedagogic Processes** Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.

- Creating learning situations via role-play/mock-telephonic conversations/conversations between and among family members/ connecting it with the characters from lessons through peer/group activities.
- Encouraging children to ask queries/questions through multiple modalities.
- Familiarising children with vocabulary associated with various professions by creating different learning situations.
- Providing input/encouraging brain-storming etc for class discussions, morning assembly, annual day programmes, speech on a given topic etc.
- Providing opportunities for peer group activities.
- Providing poems (from textbooks and other sources chosen by the teacher/children from children’s magazines/ children’s section in newspapers or composed by children. Providing stories/plays (from textbooks/others beyond the textbook).
- Providing sources for children to become familiar with proverbs/ quotations *e.g. ‘Two and two make four’. All that glitters is not gold’.*
- Creating learning situations to speak about hobbies, games, food preferences, people she likes, places visited etc. Giving a prompt to help children speak “You know, I read a story which goes like this... ,Once I saw a snake.....”
- Providing situations/ pictures/images. Children learn to describe their locality, children learn to talk about directions *e.g. on a given map of a locality/ their own (not on scale).*
- The teacher provides them with appropriate vocabulary. Based on the reading of the text, the children are encouraged to speak. *e.g. comprehension, inference.*

- Connecting to previous knowledge e.g. *“I go for a walk daily.” “Morning or evening?”* Creating learning situations for children to English proverbs, **scaffolding through L1 to reach L2.** e.g. *An apple of one’s eye (Aankh ka tara).*
- Creating situations of mock-interview to prepare children to interact with their role models. Connecting learning to real world and encouraging them to raise authentic questions such as: Why don’t we have a park in our locality? Why isn’t there a dispensary in every village?
- Encouraging children to imagine characters and situations and speak about them.
- Using prompts or pictures to help children create imaginary stories. Providing grammatical structures while speaking. e.g. *Talking about weather “It’s very hot today, it wasn’t so hot yesterday”.*

#### ❖ **Learning Indicators (Progression)**

##### ▪ **Speaking**

Talks about self and surroundings. e.g. *I am now as tall as Gunia.*

- Engages in conversation with friends, teachers, family, others using simple sentences and responses. e.g. *I am going for my cousin’s marriage, will you come with us?* Raises queries based on the text/beyond the text/ out of curiosity/while engaging in conversation. e.g. *Why did the barber take so long to shave the Sultan?(Marigold V, The Talkative Barber).*
- Converses with community people from the immediate environment such as salesperson/shopkeeper/ telephone operators/ doctors/ receptionists/librarian/ etc. e.g. *Yes doctor, I will now brush my teeth twice a day.* Participates in different events such as role-play/poetry recitation /skit/drama/ elocution/declamation/ competition/quiz organised in schools from time to time. Recites rhymes/poems /songs in groups and individually.
- Uses phrases/dialogues from stories/plays. e.g. *Be happy, smile a little* Uses lines from poems/quotations/simple proverbs. e.g. *Two and two make four.*
- Expresses likes and dislikes. Gives description of the place/the locality where she lives, and shows the way or guides if anyone asks for directions. e.g. *The book shop is near the bus stand.*
- Responds especially to the textual questions being asked in both English class and in other subject classes. Compares English proverbs and idioms with those in her home language. She enjoys using English proverbs, and connects with her **home language/sign language.**
- Speaks to famous people like writers, actors, and sportspersons.*If I meet Sachin Tendulkar. I will ask him, “How did you become so good in your game?”* Asks questions about things around her: simple, interpretative. Narrates stories (imaginary/dreams etc.) Uses grammatically correct sentences to describe/narrate.
  - **Reading** At this stage children are beginning to rely less on teacher support when reading individually but still benefit from reading seen texts about familiar topics with support from the teacher.
- They recognize some common genres and their features.
- They are able to identify key information in a text with some support from the teacher but comprehension of unfamiliar topics will be limited.
- They begin to recognize that information can be represented in visual forms.
- They are beginning to apply their developing reading skills with more confidence and independence.

#### ❖ **Curricular Expectations**

Understand the main idea, locate details in the text (seen and unseen) Understand different literary genres such as prose, poetry etc. Understand the purpose and characteristics of material other than textbooks.

Understand and use different reference sources in reading. Understand the form and functions of grammar in context.

### ❖ Pedagogic Processes

- Facilitating comprehension through various texts.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions and discussions. Introducing sources **from L1 and L2** to facilitate comprehension.
- Introducing different kinds of texts such as prose, poetry, play for understanding.
- Providing beyond the text materials such as advertisements, notices, signboards, menus, etc. Facilitating reading of newspapers, magazines and children-chosen texts.
- Providing opportunities to interpret tables, charts, diagrams and maps. Introducing titles of books, movies, plays etc.
- Encouraging children to raise questions based on their reading. Encouraging reading texts displayed on TV.
- Enriching the reading habits through exposure to school/ community libraries, reading rooms. Providing reference sources such as dictionary, facilitating reading.
- Drawing attention towards the use of grammar in context and explaining it such as tenses parts of speech etc.
- Drawing attention to the use of punctuation through a variety of texts.

### ❖ Learning Indicators (Progression)

#### ▪ Reading

Reads texts with comprehension, Locates details, Identifies/locates the sequence of ideas and events, main idea in print and in Braille.

Connects ideas with her personal experiences. *e.g. Yes ma'am, I also have a dog and he wags his tail when he is happy.* Reads and relates texts of home language (L1) with those of English (L2). *e.g. Flying together, Marigold V. We have read a similar story in Hindi- ' Kabutar aur Bahelia.'* Engages with different kinds of texts/ different forms. *e.g. from the text, class library and other materials.* Locates main idea and details. Gives examples from real life, including **home language/sign language**. *e.g. I enjoys eating Kulfi.* Collects & reads books from different sources. Takes interest in setting up class libraries, reading corners. Collects & reads books from different sources. Refers dictionary. *e.g. Bear- noun ( ). This bear is brown. Bear- to tolerate, I cannot bear heat.* Uses appropriate grammar in context. Uses appropriate punctuation. *e.g. Next Wednesday my sister Mita is going to join the State Bank of India.*

#### ➤ Writing

- At this stage children are becoming more aware of audience and purpose, but still require significant teacher support.
- They are beginning to write texts about familiar topics and experiences which include related ideas.

- They can develop a simple plan for writing using pictures or drawings.

### ❖ Curricular Expectations

Able to write coherently with a sense of audience. Able to express through creative writing. Understands and uses technology for writing.

### ❖ Pedagogic Processes

- Providing texts (seen & unseen) and encouraging writing answers for comprehension/inferential questions. Facilitating children to go beyond the text through open-ended authentic tasks and connecting learning to real life such as personal experience, school life and neighborhood.
- Giving dictation of chunks of language such as timetable, class notes, paragraphs (for listening activities) Providing verbal/visual clues to develop paragraphs.
- Giving situations to write letters (informal) Creating contexts for/utilizing available contexts for making lists such as names for competitions, picnic, and Annual Day programmes.
- Encouraging children to write descriptions/narratives of family picnics, visit to historical places etc. Providing examples of coherent writing such as paragraphs on different topics.
- Providing examples of words/phrases (linkers) to indicate sequence, such as 'after' 'next' etc. Scaffolding to revise the written material.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with stories/dialogues and encouraging them to use the content to write dialogue and vice-versa.
- Narrating open-ended stories or providing themes to complete/compose stories. (Listening and Writing are developed in conjunction).
- Discussing concepts such as rhyme, rhythm, simile in a poem. Introducing situations where the same word is used in different contexts/meanings.
- Providing a variety of contexts to develop projects to learn language such as making a scrapbook. Creating daily messages with themes like respect, being kind to others, diversity etc.
- Providing examples of writing for SMS and E-mail.
- Writes answers for textual questions after comprehension/ inference in Braille or print. Expresses personal experience and connects learning to real life. *e.g. I also have a kite. It goes up in the blue sky and one day it got caught in a tree.* Writes a paragraph coherently. *e.g. 'My kite' etc.* Takes dictation for different purposes. *e.g. Fire safety rules etc.*
- Writes paragraphs from verbal/visual clues. Writes informal letters. *e.g. Letter to a friend describing about her new dog or (anything).* Makes lists for various purposes. Writes descriptions/narratives. Organizes sentences into paragraphs. Uses linkers to indicate connections. *e.g. First I took water in a pan, then I kept it on the stove for boiling....* Revises and writes coherently.
- Uses appropriate punctuation forms and grammar such as nouns, adjectives in a variety of written texts. *e.g. Look at the pictures and discuss what is happening.* Writes role play from a short story, and short story from role play.
- Writes in their own words stories they have read in English or home language. Writes stories from own imagination or memory (**English/home language**). Creates short poems (**English/home language**). *e.g. A Cinquain poem...* Uses the same word in different contexts. Prepares Project/scrapbook, leaflets, posters etc. that can be used as resources.

- Writes notices for the school notice board and contributes for the school magazine. *e.g. poem, story etc.*
- Writes messages through SMS and E-mail. *e.g. Hi, I will be late*



- Uses the same word in different contexts. Prepares Project/scrapbook, leaflets, posters etc. that can be used as resources.
- Writes notices for the school notice board and contributes for the school magazine. *e.g. poem, story etc.*
- Writes messages through SMS and E-mail. *e.g. Hi, I will be late today. Reema.*

### ➤ **Concern for Immediate Environment**

#### ❖ **Curricular Expectations**

Develop concern for immediate environment (social and physical) through observation, which leads to development of language skills in an integrated manner.

❖ **Pedagogic Processes** Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary. Providing texts (seen/unseen) related to environment such as poems, stories, etc. thus developing reading. Providing teaching learning aids like models, tactual/raised material TL materials/audio versions

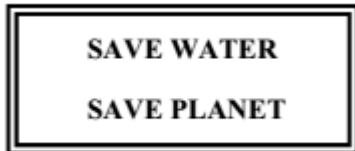
- Encouraging expression in the form of dialogue, paragraph, poem or song.
- Providing situations for developing questioning and reasoning through topics related to concern for the environment such as throwing garbage in bin, avoid using plastic bags etc.
- Providing audio – video input such as posters, film clips, documentaries for facilitating expression for, discussion, role play, preparing posters etc.
- Providing opportunities to appreciate social diversity, and providing related vocabulary.
- Providing texts (seen/unseen) related to gender equality and human diversity such as poems, stories, articles etc. developing sensitivity through reading.
- Encouraging expression in the form of dialogue, paragraph, poem or song.
- Providing situations for developing questioning and reasoning through topics related to concern for social issues, such as girl education, inclusion of differently-abled etc.
- Providing audio – video input such as posters, film clips, documentaries for facilitating expression for, discussion, theater, etc.

#### ❖ **Learning Indicators (Progression)**

##### ▪ **Concern for Immediate Environment**

- Observes nature and responds through verbal and nonverbal expression (body language, speech and writing, gestures). *e.g. Neat and clean room, beautiful park.*
- Appreciates the diversity of living forms in English/home language/sign language. *e.g. We have a variety of trees in our locality.*

- Appreciates the writer's/poet's feelings towards nature/environment. Raises question/ shows concern on situations around her. *e.g. Why is there so much garbage near my school?*
- Engages with new words/ concepts related to environment. *e.g. Conservation, preservation etc.* Expresses feelings about environment through speech/writing. Use of expressions. Shows and expresses sensitivity to environment degradation and restoration with immediate surroundings. *e.g. We have planted a sapling and we must water it regularly.* Tries to save wastage on things in school, home etc. *e.g. Prepare posters on environmental concerns.*



- Uses role play to express ideas on environmental issues.
- Engages with social contexts and responds through verbal and non - verbal expression (body language, speech and writing).
- Appreciates the writer's/poet's feelings and engages with new words related to gender equality and inclusive education.
- Expresses feelings about social issues through speech/writing. Expresses feelings/views on audio – video input. Prepares posters on social issues. *e.g. "SCHOOL FOR ALL"* Uses role play to express ideas on social issue.



## पाठ्यक्रम संबंधी अपेक्षाएँ

### सुनना और बोलना

- दूसरों की बातों को ध्यान और धैर्य से सुनना।
- अपनी बात आत्मविश्वास से कहना।
- दूसरों की बात समझकर अपने शब्दों में कह पाना।
- कहानो, कविता आदि सहज रचनाओं को ध्यान और धैर्य से सुनना और सुनाना।
- स्वतंत्र एवं सृजनात्मक रूप से अभिव्यक्त करना।

### पढ़ना और लिखना

- लिखित और मुद्रित सामग्री को पढ़कर समझना।
- दूसरों की बात पढ़कर, समझकर अपने शब्दों में कहना।
- पुस्तकालय आदि विभिन्न स्रोतों से अपनी पसंद की किताबें पढ़ना।
- नए शब्दों को शब्दकोश में देखना।
- अपनी बात और अपने भाव को अपनी भाषा में लिखकर कहना।
- पढ़ी, सुनी, देखी रचनाओं/घटनाओं पर मौखिक और लिखित रूप से अपनी राय व्यक्त करना।
- अपनी कल्पना से कहानी, कविता आदि लिखना।

### परिवेशीय सजगता

- प्राकृतिक और अन्य घटनाओं का अवलोकन कर अपनी राय बनाना।
- अपने भाषायी परिवेश के प्रति सजग और संवेदनशील होना।

### सीखने के तरीके तथा माहौल सभी बच्चों के समावेश ( inclusion ) को ध्यान में रखकर।

- अपनी बात कहने ( भाषिक और सांकेतिक माध्यम से ) के लिए प्रोत्साहित हों।
- अपनी भाषा में बातचीत करने की आज़ादी और अवसर हों, जैसे - समूह में एक-दूसरे के बारे में दो बातें कहना और सुनना।
- प्रयोग की जाने वाली भाषा पर ध्यान देते हुए अपनी भाषा गढ़ने और उसके इस्तेमाल के अवसर हों।
- सक्रिय होकर काम करने के लिए स्तरानुसार ऑडियो-वीडियो सामग्री के उपयोग के अवसर हों।
- हिंदी में सुनी-पढ़ी सामग्री के बारे में अपनी भाषा में सवाल पूछने के अवसर हों।
- सुनी, देखी और पढ़ी गई ऑडियो-वीडियो सामग्री पर चर्चा करता/करती है।
- सुनी और देखी गई बातों को स्वतंत्र और सृजनात्मक तरीके से अभिव्यक्त करने के अवसर हों।
- विभिन्न प्रकार की सामग्री पढ़ने के अवसर व्यक्तिगत रूप से, जोड़े में तथा समूह में हों।

- पढ़ी गई रचनाओं पर बात करने, अपनी राय देने, सवाल करने अथवा प्रतिक्रिया व्यक्त करने की आज़ादी हो।
- पढ़ी गई रचनाओं पर समूह में चर्चा करते हुए उसे बार-बार लिखने के अवसर हों।
- अपनी बात को अपने अंदाज़ में लिखकर अभिव्यक्त करने की स्वतंत्रता हो।
- अपनी भाषा गढ़ते हुए लिखने की स्वतंत्रता हो।
- अपनी बात को सृजनात्मक तरीके से अभिव्यक्त करने की आज़ादी हो।
- आस-पास घटने वाली घटनाओं पर बच्चों से बातचीत या चर्चा करने के अवसर उपलब्ध हों।
- पाठ्य-पुस्तक और उससे इतर सामग्री में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील मुद्दों को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों।
- भाषायी परिवेश पर चर्चा के अवसर हों।

### सीखने के संकेतक

सभी बच्चों के समावेश (inclusion) को ध्यान में रखकर प्रतिक्रियाएँ, भाषिक और सांकेतिक - दोनों हो सकती हैं।

### सुनना और बोलना

दूसरों द्वारा कही जा रही बात को धैर्य तथा ध्यान से सुनने में दिलचस्पी दिखाती/दिखाता है। जैसे- प्रश्न करके समझने की कोशिश करता है।

दूसरों की बातों को सुनकर अपनी प्रतिक्रिया तथा अपना मत व्यक्त करती/करता है। अपनी, अपने परिवार और अपने परिवेश की बात को कहने में दिलचस्पी और आत्मविश्वास दिखाती/दिखाता है। जैसे- अरे! यहाँ पानी भी बोतल में बिकता है। हमारे गाँव में तो नदी है।

भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ता आर भाषायी खेल करती/करता है। जैसे- अपने साथियों से कहता है कि जल्दी-जल्दी बोलकर दिखाओ- राजा गोपगपंगमदास।

हिंदी में सुनी गई बातों को अपनी भाषा में आत्मविश्वास से कहता/कहती है।

चित्रों और अपने पूर्व अनुभवों के आधार पर अनुमान लगाते हुए रचनाओं पर अपनी प्रतिक्रिया व्यक्त करती/करता है। जैसे- इस बाज़ार में आइसक्रीम भी मिलती होगी।

अपने आस-पास नज़र आने वाली प्रिंट सामग्री पर ध्यान देते हुए उसे समझने और उस पर बातचीत करने की कोशिश करती/करता है। जैसे- बहन को पोलियो की दवा पिलाते देखकर देखकर डॉक्टर से अपने सहपाठी मनजीत (जो एक पैर से चलने में असमर्थ है) के लिए दवा माँगता है- इसके लिए भी दवाई दे दीजिए ना।

अपने आस-पास नज़र आने वाली प्रिंट सामग्री पर ध्यान देते हुए उसे समझने और उस पर बातचीत करने की कोशिश करती/करता है। जैसे- बहन को पोलियो की दवा पिलाते देखकर देखकर डॉक्टर से अपने सहपाठी मनजीत (जो एक पैर से चलने में असमर्थ है) के लिए दवा माँगता है- इसके लिए भी दवाई दे दीजिए ना।

सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, शीर्षक आदि के बारे में बातचीत/सवाल पूछती/पूछता है।  
कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी/बात जोड़ती/जोड़ता है। जैसे- *फिर मंगू ने रुपये वापिस कर दिए।*

## पढ़ना-लिखना

- विभिन्न प्रकार की (हास्य, साहसिक, सामाजिक आदि) कहानियों, कविताओं आदि रचनाओं को समझते उन पर पर स्वतंत्र टिप्पणी (reflection) देती/देता है।
- पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ती/पढ़ता है।
- विभिन्न उद्देश्यों (सूचना, जानकारी आदि प्राप्त करने के लिए) के लिए पढ़ती/पढ़ता है।
- अपनी पाठ्य-पुस्तक से इतर सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को पढ़कर समझती/ समझता है।
- अपरिचित शब्दों के अर्थ शब्दकोश से खोजती/खोजता है।
- सुनी, देखी गई बातों को अपने शब्दों में लिखकर अभिव्यक्त करती/करता है।
- लिखते समय नए शब्द गढ़ने का प्रयास करती/करता है। जैसे- *मेरे पैर में चकबक हो रही है।*
- विभिन्न स्थितियों और उद्देश्यों (बुलेटिन पर लगाई जाने वाली सूचना, कार्यक्रम की रिपोर्ट आदि) के अनुसार लिखती/लिखता है।
- व्यक्तिगत, कक्षा या विद्यालय के स्तर पर अपनी बाल पत्रिका, बाल समाचार पत्र तैयार करती/करता है।
- अपनी पसंद क चित्रों, कहानियों, कविताओं (परिवेश से जुड़ी)आदि की कतरनों को चिपकाकर स्क्रेप बुक तैयार करती/करता है।
- अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाती/बढ़ता है।

### परिवेशीय सजगता

अपने आस-पास घटने वाली विभिन्न घटनाओं की बारीकियों और उसकी अभिव्यक्ति की भाषा पर ध्यान देते हुए अपनी प्रतिक्रिया व्यक्त करता/ करती है।

आस-पास मौजूद परिस्थितियों के बारे में सवाल करती/करता है। जैसे- *हमारे मोहल्ले में तो सब मिल-जुलकर रहते है। फिर शहर में दंगे क्यों हो रहे है?*

पाठ्य-पुस्तक के विभिन्न पाठों में आए संवेदनशील मद्दों पर अभिव्यक्ति (मौखिक, खत और सांकेतिक) करता/करती है।

पाठ्य-पुस्तक से इतर सामग्री में पशु-पक्षियों, पेड़-पौधों, भिन्न रूप से सक्षम व्यक्तियों आदि से संबंधित रचनाओं को पढ़कर इनके प्रति अपनी ज़िम्मेदारी का भाव अभिव्यक्त (मौखिक, लिखित और सांकेतिक) व्यक्त करती/करता है। जैसे- *ईदगाह कहानी पढ़ने के बाद कहती है-मैं भी अपनी दादी की खाना बनाने में मदद करती हूँ।*



## MATHEMATICS (CLASS :V)

| Conceptual Area  | Pedagogical Processes   | Learning Indicators   |
|--|---|---|
| <p><b>SHAPES AND SPATIAL UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Explores and represents angles and classifies into right, acute and obtuse angles</li> <li>• Explores reflection and rotational symmetry in familiar 2 D and 3 D shapes</li> <li>• Makes the shapes of cubes, cuboids, cylinders and cones by their respective nets</li> </ul> | <p>Interacting with the children on their earlier understanding of angles and encouraging them to describe what an angle is. Let children compare angles with reference to angles made at the corners of a book, note book etc.</p> <p>Ask children to explore angles they see in their vicinity and to describe whether the angle is smaller/bigger/equal than the angle at a corner of a book or note book</p> <p>Symmetry lies in many shapes. Children may be asked to fold a sheet of paper and cut a shape on its fold. On opening we find a shape which is symmetric about the line drawn along the fold.</p> <p>Providing opportunities to children to reach to the conclusion that a line is said to line of symmetry of a shape when</p> <ol style="list-style-type: none"> <li>1 On folding the shape along that line one part completely overlaps/congruent to the other part</li> <li>2 On placing a mirror on the line the image and the visible part of the shape make the complete shape</li> </ol> <p>Playing with shapes so that children can hypothesize that on rotation some shapes look the same like a circle, a rectangle, an equilateral triangle etc. and some shapes look the same only after a complete rotation.</p> | <ul style="list-style-type: none"> <li>• Indicates understanding of making angles of different types using the things easily available to the child.</li> <li>• Explores different types of angles existing in the environment around the child.</li> <li>• Demonstrates to differentiate between angles of different types, acute, obtuse and right angles.</li> <li>• Makes different shapes with the help of their nets</li> <li>• Explores symmetry in various objects having 3 shapes.</li> <li>• Creatively explores reflection and rotational symmetry in 2-D shapes.</li> </ul> |
| <p><b>Numbers and Operations</b></p> <ul style="list-style-type: none"> <li>• Finds place value in numbers beyond 1000</li> </ul>  | <p>Extending the idea of division of numbers in variety of ways like using equal distribution, as inverse process of multiplication.</p>  | <ul style="list-style-type: none"> <li>• Demonstrates understanding of division by dividing a given number by another number in a variety of ways, such as by grouping, repeated subtraction, using multiplication facts etc.</li> <li>• Attempts to develop a word problem on</li> </ul>   |

| Conceptual Area  | Pedagogical Processes  | Learning Indicators  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Appreciates the role of place value in algorithms for four fundamental operations</li> <li>• Divides a given number by another given number using standard division algorithms</li> <li>• Explains concept of factors and multiples</li> <li>• Estimates sum, difference, product and quotients and verifies using approximation</li> </ul> | <p>Encourage child to develop her algorithms for division of numbers and facilitate to decide her best algorithm</p> <p>Creating the idea of multiples of number through its multiplication facts, skip counting using number grid and number line</p> <p>Providing the concept of factors through division of numbers and multiples.</p> <p>Creating and exploring situations from child's daily life to apply number operations in solving problems.</p>   | <p>multiplication and division of numbers using her own experiences.</p> <ul style="list-style-type: none"> <li>• Participates actively in activities organised in the class for explaining concepts of <i>multiples and factors</i></li> <li>• Freely uses four fundamental operations (addition, subtraction, multiplication and division) in day to day activities.</li> </ul>  |
| <p style="text-align: center;"><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Represents part of a whole as a fraction</li> <li>• Realizes fraction as a number</li> <li>• Adds and subtracts like fractions</li> </ul>   | <p>Involving children in activities related to dividing a whole in equal parts by using paper folding, dividing a given shape like square, rectangle, circle etc</p> <p>Using child's understanding of half, one third etc. to develop her ways of representing other parts of whole.</p> <p>Providing opportunities to represent a given fraction by shading/colouring parts of whole</p> <p>Conducting activities targeting to counting the shaded parts corresponding to given fractions to add them and to recognize and generalize a pattern.</p> | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the concept of half and one fourth by completing the incomplete figures or by filling colours etc.</li> <li>• Attempts to write part of a whole as a number called fraction</li> <li>• Appreciates that a part of a whole can be re[presented by more than one fraction called equivalent fractions</li> <li>• Adds and subtract two like fractions by colouring/shading corresponding parts of whole</li> <li>• Generalises the patterns of adding and subtracting fractions and develops her</li> </ul> |

| Conceptual Area   | Pedagogical Processes  | Learning Indicators  |
|---|--|--|
|   | <p>Conducting activities targeting to cutting removing parts of a whole corresponding to the fraction to be subtracted and counting the parts remained in order to subtract fractions and to recognize and generalize a pattern.</p>   | <p>algorithms.</p>   |
| <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Uses four fundamental operations to solve problems in day to day life activities</li> </ul>  | <p>Providing opportunity to children to plan a shopping and to make estimates of money required in different denominations and the balance she will get.</p> <p>The children playing shopkeepers have to get exact amount by using different operations and also will try out their own ways to provide a record of the shopping in the form of a bill.</p>  | <ul style="list-style-type: none"> <li>• Shows understanding about addition and subtraction using columns eg. rupees and paisa through its application in daily life</li> <li>• Uses addition and subtraction mentally for making calculations of small day to day dealings like small purchase (vegetables, milk, etc.) from market</li> <li>• Attempts multiplication and division to find out total cost on the basis of unit cost and vice versa.</li> </ul> |
| <p><b>4.1 Measurement: Length</b></p> <ul style="list-style-type: none"> <li>• Converts meter into centimeter and vice versa</li> <li>• Solves problem involving length and distance.</li> <li>• Converts larger fractional units into smaller units</li> </ul> | <p>Conducting activities related to measuring lengths of different objects by using a meter scale or a tape. Then involve children in finding total length, length of the piece remained after cutting a piece from a given rope, thread/cloth etc.</p> <p>Involving learners in discussions for the need of writing bigger units into smaller (meter to cm) and smaller into bigger (cm to m) by using their understanding of decimal fractions</p> | <ul style="list-style-type: none"> <li>• Relates commonly used larger and smaller units of length (meter, centimeter) and converts one to another.</li> <li>• Estimates distance between two places (school to home, own home to friend's home)</li> <li>• Attempts to use four operations to solve daily life problems related to measurement of length/distance</li> </ul>   |

| Conceptual Area  | Pedagogical Processes  | Learning Indicators  |
|--|--|--|
| <p><b>4.2 Measurement: Weight/mass</b></p> <ul style="list-style-type: none"> <li>• Applies sum, difference, product and quotient of weights in solving daily life problems</li> </ul> | <p>Conducting activities to obtain weight of two or more objects by adding the number of kilograms/grams in the objects</p> <p>Relating the understanding of weights with money and activities of selling and buying situations encourage children to find the required amount by using operations on weight and money</p>   | <ul style="list-style-type: none"> <li>• Relates larger and smaller units of weight and converts one to other</li> </ul>   |
| <p><b>4.3 Measurement: Volume</b></p> <ul style="list-style-type: none"> <li>• Estimates volume of a solid object</li> <li>• Performs addition and subtraction of volumes.</li> </ul>  | <p>Relating child's experience of units of measuring capacity like quantity of liquid in a water bottle, soft drink pack, oil etc. where child sees the units like liter and mili liter</p> <p>Conducting activities to fill a given space by using different shapes like cubes, cuboids, spheres, prisms etc. and encourage children to decide which shapes can completely a given space.</p> <p>Discussing with children why unit cube is taken as unit of measuring space/volume Involving children in measuring volume by counting the number of unit cubes that can completely fill a given space.</p> <p>Activities targeting to exploration by child to derive their formulas to find volume of a cuboid<br/>Involving children in comparison of volume/capacity of two objects and finding the difference by subtraction</p> | <ul style="list-style-type: none"> <li>• Attempts to estimate volume of liquids and then verifies it using container marked with the standard units.</li> <li>• Tries to differentiate between more and less volumes of liquids and calculates difference in volumes.</li> <li>• Estimates volume of a solid object by informal measurement intuitively.</li> <li>• Appreciates volume of a solid body: intuitively and also by informal measurement.</li> </ul> |

| Conceptual Area  | Pedagogical Processes  | Learning Indicators   |
|--|--|---|
| <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>• Uses addition and subtraction in finding the time intervals in simple cases.</li> </ul>   | <p>Providing exposure to find the time lapsed in two events by addition and subtraction. Let the child realize that operations on time are different than the operations on numbers being done by using place value system. For example when sum of months become 12 or more it is converted into years, when sum of minutes become 60 more it is converted into hours etc.</p>                    | <ul style="list-style-type: none"> <li>• Explores ways (mental addition and subtraction) of finding time intervals between different familiar events and computes number of days between two dates., number of minute and hours between two times etc.</li> </ul>   |
| <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>• Collects quantitative data on two variables and represents it through table and bar graph.</li> </ul>   | <p>The collection of information and making out meaningful inferences, out of it, is a routine activity being done by every child in daily life. Utilising this experience, involve children in devising ways of presenting data in different pictorial forms.</p> <p>Involve children in reading data given in various pictures/diagrams from newspapers and magazines.</p>                       | <ul style="list-style-type: none"> <li>• Engages herself in organizing the two dimensional data in the form of tables, pictographs and/or bar graphs</li> <li>• Attempts to understand the key points emerging from the represented data</li> </ul>   |
| <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>• Identifies patterns in square numbers, triangular numbers</li> <li>• Relates sequence of odd numbers between consecutive square numbers</li> <li>• Makes border strips and tiling patterns.</li> </ul> | <p>Asking children to explore patterns in numbers while doing various operations and to generalize them like patterns in square numbers</p>   <p>Triangular numbers like</p> <p>Ask children to explore similar patterns</p> | <ul style="list-style-type: none"> <li>• Observes patterns printed on dress material, tiles on floor and wall or other objects available in surroundings.</li> <li>• Identifies patterns in square and triangular numbers</li> <li>• Attempts to creatively develop patterns for border strips and Tiling by using stamps made by wood, vegetables, bottle caps etc.</li> </ul> |
| <p><b>Conceptual Area</b></p>  | <p><b>Pedagogical Processes</b></p>  | <p><b>Learning Indicators</b></p>   |
|  | <p>There are many such patterns in the mathematics which child has learnt up till now. Let children explore, extend and generalize these patterns</p>  |   |



## **What are the curricular expectation/ Learning outcomes of EVS Learning?**

1. Awareness about natural and social environment from lived experiences from various themes (*Learning about the environment*).
2. Understand the relationships between natural and social environment through various activities within and beyond classroom.
3. Develop various processes/skills through the interaction with the natural and social environment (*learning through the environment*).
4. Understand the need to conserve and protect the natural resources such as fuel, food, water, electricity at home and in the community and social environment (*Learning for the environment*).
5. Develop curiosity and creativity about social (migrations of the families, various local traditional art forms, community eating, marriage celebrations etc.) and scientific phenomena (seed germination, breathing process spoilage and preservation of food) in the environment.
6. Appreciate the variations (diversity) in natural (Plants in different countries) and social environment (tribal life in various places, community eating etc.) and respect them.

7. Develop and reflects sensitivity towards old, differently challenged, gender and disadvantaged group of the society

8. Awareness and sensitivity towards rights of self. i.e *Right to education, right to food, dignity of labour, etc*

## **What are the learning indicators of EVS Learning?**

Broadly, the EVS learning is around ten processes as mentioned below. Thus the nature of learning indicators in EVS is process based. For class V these learning indicators are same, however, the progression of learning from class V can be seen through the complexity in the indicator. In order to understand the nature of complexity class III to IV, IV to V, suggestive examples have been given along with each indicator.

1. *Observation and Reporting* – Explores shares, narrates and draws, picture-reading, makes pictures, collects and records information, tables and maps.

2. *Discussion* – Listens, talks, expresses opinions, finds out.

3. *Expression* – Expresses through gestures/ body movements, expresses verbally, expresses through drawing/writing/sculpting, expresses through creative writing.

4. *Explanation* – Reasoning, makes logical connections, describes events/situation, formulates one's own reasoning's, make simple gestures, thinks critically, and makes logical connections.

5. *Classification* – Identifies objects based on observable features, identifies similarities and differences in objects, sorts/groups objects based on observable features.

Compares objects and classifies them based on physical features.

6. *Questioning* – Expresses curiosity, asks questions, raises critical questions, frame questions.

7. *Analysis* – defines situation/ event, identifies/predicts possible causes of any event/situation, making hypotheses and inferences

8. *Experimentation* – Improvises makes simple things and perform simple experiments.

9. *Concern for Justice and Equality* – Sensitivity towards the disadvantaged or differently abled, shows concern for environment

10. *Cooperation* – Takes responsibilities and takes initiatives, shares and works together with empathy.

## **Observation and Reporting:**

Collects and records the details of observed

objects/phenomenon/ events of natural and social environment **in an organized manner.**

*E.g., “while observing the sprouting of seeds(whole grain i.e. moong, chana), discussing ways how to collect and record the observation of each day(tabular form/draw)/ write”.*

Observes and explores the natural and social environment, gradually moving from immediate to the wider environment.

- *E.g., “identifies objects, events*

*phenomenon in natural & social environment,*

- *locate states on the map”.*

Shares the details of the observed objects/events/ phenomenon orally/ written/ drawings/any **other ways or her**

**choice**

*E.g., “ in an activity on survey of sources water in the neighbourhood, to share the process of survey followed by*

*them, such as how many sources*

*observed, who provided information,”. how information was recorded , etc (tabular form/statements)*

Reflects on the observation report of peer group and takes feedback from others.

E.g., “reflects on sprouts of various seeds, done by peer and accepts feedback on that.”

Participates actively in group discussion in the class on the issues related to natural and social environment.

o *E.g., “on a topic defined role in the family and school, asking them (before giving their opinion) to discuss their personal experiences, listen to other’s views on gender discrimination in work at home(cooking food, fetching water, cleaning house and utensils). Later asking groups to give their opinion and reflects on this issue”.*

Listens carefully other’s experiences/ opinion in the group and wait for her turn

*E.g., “on a topic related to animals/ birds in our lives, providing them opportunities to talk to some people who keep animals for their livelihood i.e. snakes, parrot and asking them to express their opinion”.*

Shares one’s experiences/opinions on the issues related to social and natural environment.

Reflects on others experiences/ideas and accepts feedback from others on one’s ideas/thoughts with openness in

group activities/discussion.

E.g., “harms/dangers in using plastic and suggest ways what can be done”.

Finds out from other available sources such as discusses with elders/ teacher/peer group to get more details *on any topic related to day to day life.*

Expresses ideas, feelings of self, others through gestures, body movement, drawings, sculpting (non-verbal expressions) Use appropriate language, gestures to show care, respect for others.

*E.g. “shows concerns for animals, respect elders, old people in the family/locality”.*

Expresses/shares one’s own ideas/feelings or others through writing in a creative manner.

Creates designs by using variety of material by using fallen dry leaves, flowers, clay and pebble Recognizes that there can be more than one possible explanation of an event / activity.

*E.g., “describes beauty of Taj Mahal, monuments, process of water purification followed at home”.*

Describes any event/ phenomenon/ situation in one’s

own way (verbally/ written/ non verbal). *E.g., "she is able to reason out why people living in Juggies are displaced from their homes, why do we need to keep pickles in the sun during its process of making etc"*.

Identifies the reasons of any problem/ event phenomenon in natural and social environment.

*E.g., "making logical connections why does food spoil more in summer than winter seasons, how do we know food is spoils sooner than others"*.

Identifies similarities or differences in various environmental objects, plants, animals, food items *based on their observable features*. Sequences / sorts by *their size, shapes, colours, texture*

Classifies/ make categories of the objects, leaves, picture of plants, animals, food items, etc. *based on two or more than two features at a time.*  
o *E.g., "group flowers based sambhar, tea and then sorting these in to solids and liquids"*.

Compare objects plants, animals, food items based on their similarities and differences as per their observable features more minutely. *E.g., "Listening the differently materials seen*

*in the buildings nearby- sand, cement, steel, bricks, and aluminum and classifying these in various ways"*.

Expresses curiosity while observing new objects/situation /phenomenon in the natural and social environment.

a) Asks and frames questions to find out more details.  
b) Ask questions independently or with classmates, to explore a topic further.  
*E.g., "while working cooperatively in a group, plan their flower garden by posing questions (what flowers grow best in the available soil and lightening conditions?, what materials will be needed to maintain the garden?) and gathering data to address these questions."*

### **Analyzing: (Pedagogical Processes)**

*Creating situations and encouraging children to predict;*

Raises critical questions on the displayed material *such as posters/advertisement new items in school/ neighborhood.*

Reads and analyses pictures, photographs, textual material on her own/support of elders. *E.g. "after observing picture of a fort/visit to a fort analyzes the reasons why kings built huge walls, big gates, huge boundary walls etc"*.

Predicts the reasons (cause and effect) about different scientific phenomenon seen by her. *E.g., "why dal/whole grains are soaked before cooking; why smooth pebbles are found near the river side's; why does the curd get sour more in summer than in winters?"*

Draws simple inference of any observed event or phenomenon in the natural environment. *E.g. "discussing possible reasons and derives their conclusion"*.

Makes/ creates simple objects / model with the locally available material on her own with the support of elders.

Performs simple experimental objects/materials under the guidance of elders.

Conducts simple hands-on activities /experiments in the group with the support of elders.

*E.g., "what dissolves in water and what does not (sugar, chalk, salt etc.)" and write their own observations.*

Reflects sensitivity towards plants, animals, old, young ones, differently-abled etc. *E.g. "protection of forest , species of various animals, such as poaching of tiger."*

Voices opinion and attempts to take initiatives for equality.

Describe and document the steps involved in supporting actions that positively affect the school environment *E.g. "involved in school clean up, campaign"; "group projects"; "putting used paper in the recycle bins"; "conserving materials" , " not to throw leftover food in the grounds".*

Show concerns in any situation

on gender differences/ biases with children in family and school *such as defined gender roles in the family, caste discrimination and children belonging to marginalized sections of the society, etc.*

Shows sensitivity towards plants, animals, old, young ones, differently abled, etc

Engages and cooperates in group more work calmly; listen and work with other children  
Engages and cooperates in group more work calmly; listen and work with other children

Accepts and takes responsibility in a more refined manner *.E.g., "learning from mistakes"; "encouraging others to do the things in a right way."*

Recognize and accept individual differences. *E.g. "Describing the problem without blaming."*

*Follow rules made by group members for better functioning of the group E.g. "using dustbin, making queue for the mid day meal, follow instruction for not using polythene , avoiding the fire crackers on festivals.*

a)Exercise appropriate control in independent and group activities. *E.g., "focus on group or independent task to completion."*

b.)Address challenges using appropriate social and coping skills. *E.g., "doing things for other people;" changes activity when told 'NO ' or presented with an alternative by teacher or peer*

Working through challenges in a small group. *E.g., "learns to negotiate and appreciate the difference of opinion / view point of other members".*

# Important instructions for parents

## Parents may please note

1. Please do not leave your child in the school half an hour before the start of the school and half an hour after the closure of the school.
2. Do not send the tiffin of the child through any unknown person. It will not be accepted.
3. Do not send any unknown person to meet or fetch your child from the school.
4. Please deposit the quarterly fees by local cheque only by 10<sup>th</sup> of April, July, October and January positively. After that late fee fine of Re.1 per day will be charged and for dishonored cheques a penalty of Rs. 500 with the late fee fine will be charged. In case the cheque is dishonoured, fee with penalty and late fee fine shall be accepted with D.Draft only.
5. Please ensure that your child comes to school in time. Late comers will be sent back.
6. Please keep the information about address, especially the telephone numbers always updated in the school records. It helps the school in contacting you in case of emergency or other requirement.

## अभिभावक कृपया ध्यान दें

1. स्कूल में अपना पता तथा टेलीफोन नम्बर हमेशा सही - सही लिखवा कर रखें। जिससे कि एमरजेंसी में आपसे बिना विलम्ब के संपर्क साधा जा सके।
2. अपने बच्चे को आधा घंटा पहले तथा आधा घंटा बाद तक स्कूल में न छोड़ें।
3. अपने बच्चे का टिफिन अज्ञान व्यक्ति के हाथ से न भेजें। वह नहीं लिया जाएगा।
4. अपने बच्चे को ले जाने के लिए अज्ञान व्यक्ति को न भेजें। उसके साथ बच्चा नहीं भेजा जाएगा।
5. कृपया बच्चे की फीस **लोकल चेक** से अप्रैल, जुलाई, अक्टूबर तथा जनवरी की दस तारीख तक जमा करवा दें। उसके बाद 1 रु प्रतिदिन फाइन लगेगा। **अगर आपका चेक बैंक से किसी कारण से वापिस आता है तो 500 रु पेनल्टी तथा लेट फी फाइन लगेगा एवं फीस, केवल ड्राफ्ट द्वारा ही ली जाएगी। दूसरी बार चेक नहीं लिया जाएगा।**
6. देर से आने वाले बच्चों को वापिस भेज दिया जाएगा।

अभिभावक के हस्ताक्षर