

**ANNUAL  
CURRICULUM  
PLAN**

**CLASS : IV**

**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 : 233

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

## List of books

S.No.	Name of the Books	Author's Name / Publisher 's Name
<b>ENGLISH</b>		
1	Grow with words -English Coursebook	Nomita Wilson (AUP)
2	English Worksheets	Amity University Press
3	English Grammar	Amity University Press
4	Cursive Strokes )	Amity University Press
<b>HINDI</b>		
5	अमृत हिन्दी पाठमाला	डॉ अनुराधा सक्सेना
6	व्याकरण सीपान ( सृजनात्मक लेखन सहित )	डॉ कल्पना
7	अभ्यास पुस्तिका	
<b>MATHS</b>		
8	Grow With Numbers	Madhu Singh Sirohi
9	Mathematics - worksheets	Amity University Press
<b>EVS</b>		
10	My Vibrant Planet(Environment Studies Series) General Science	Mohina Dar & Sunita Jaisingh
11	My Vibrant Planet(Enviornment Studies Series) Social Studies	Mohina Dar & Gitanjali Khanduri
<b>VALUE EDUCATION</b>		
12	Live and Let Live (Life 's Mantra)	Shradha Anand
<b>COMPUTER</b>		
13	Viva dot Com (Computer Science and Information Technology)	Prof . Ashok Arora & Sarika Verma

# Competitions

<b>April</b>	<b>May</b>	<b>June</b>
<p>Activity based on abacus(Maths)</p> <p>Activity on number names(colour the same pair of name)(Maths)</p> <p>Extempore(English)</p> <p>Best out of waste(EVS)</p> <p>शब्द लड़ी प्रतियोगिता (हिंदी)</p>	<p>Activity based on multiplication and division(pg no.12 of work sheet)(Maths)</p> <p>Activity using bindi on multiplication(Maths)</p> <p>Card Making(EVS)</p>	<p>Activity based on unitary method</p> <p>Activity based on measurement</p> <p>Handwriting Competition (English)</p> <p>Paragraph writing on 'Importance of Trees' (EVS)</p> <p>कविता पाठ (हिंदी)</p>

# Competitions

<b>October</b>	<b>November</b>	<b>December</b>
<p data-bbox="92 360 448 434">Activity based on money (to make a bill)(Maths)</p> <p data-bbox="92 501 517 645">Activity based on money(collecting and pasting the different currencies in the notebook)(Maths)</p> <p data-bbox="92 696 363 770">Collage Making on festivals(EVS)</p> <p data-bbox="92 844 344 882">कहानी लेखन (हिंदी)</p>	<p data-bbox="571 293 995 436">Activity based on geometry (drawing different objects and counting their edges and corners)(Maths)</p> <p data-bbox="571 524 1002 598">Activity on symmetry by paper folding (Maths)</p> <p data-bbox="571 647 879 685">Story Telling(English)</p> <p data-bbox="571 741 890 837">कक्षा सजावट प्रतियोगिता (हस्तकला द्वारा) (हिंदी)</p>	<p data-bbox="1050 293 1474 398">Activity to measure length of various objects by thread and scale(Maths)</p> <p data-bbox="1050 472 1474 546">Activity based on perimeter in graph notebook(Maths)</p> <p data-bbox="1050 613 1442 651">Activity: Tell me more(EVS)</p> <p data-bbox="1050 736 1294 775">कविता पाठ (हिंदी)</p>
<b>January</b>	<b>February</b>	<b>March</b>
<p data-bbox="92 1256 464 1368">Activity based on time ( to make day's routine from morning to night)(Maths)</p> <p data-bbox="92 1397 357 1471">Activity- to make a clock(Maths)</p> <p data-bbox="92 1532 533 1570">Activity: Tell me more(English)</p> <p data-bbox="92 1599 344 1637">मंच अभिनय (हिंदी)</p>	<p data-bbox="571 1256 1011 1368">Activity based on pictorial representation of data (in book page no. 160)(Maths)</p> <p data-bbox="571 1397 868 1471">Handwriting Competition(English)</p> <p data-bbox="571 1503 1011 1599">स्वरचित कविता लेखन प्रतियोगिता (हिंदी)</p>	

# Datesheet

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

Subject	Date	Day	Parent's Sign.
Hindi	14/9/15	Monday	
English	15/9/15	Tuesday	
EVS	16/9/15	Wednesday	
Maths	17/9/15	Thursday	
Computer	18/9/15	Friday	
G.K	19/9/15	Saturday	

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

Subject	Date	Day	Parent's Sign.
English	14/3/16	Monday	
Maths	15/3/16	Tuesday	
Hindi	16/3/16	Wednesday	
G.K	17/3/16	Thursday	
EVS	18/3/16	Friday	
Computer	19/3/16	Saturday	

हिंदी पाठ्यक्रम विभाजन ( कक्षा : चौथी )

मास	अमृत हिंदी पाठमाला	व्याकरण सोपान	अभ्यास पुस्तिका	रचनात्मक गतिविधियाँ	गतिविधियाँ
<b>एफ ए - 1 ( अप्रैल -मई )</b>					
अप्रैल	पाठ 1 निवेदन पाठ 2 अभ्यास का महत्त्व	पाठ 1 भाषा और व्याकरण पाठ 2 वर्ण अनुच्छेद कागज की उपयोगिता (पेज संख्या 110)	पाठ 1 वर्ण परिचय अपठित गद्यांश (बैसाखी) (पेज संख्या 42)	<ul style="list-style-type: none"> <li>धार्मिक स्थानों के चित्रों से कोलॉज</li> <li>कालिदास के जीवन पर कहानी लेखन</li> <li>दोहे लिखकर चार्ट बनाओ।</li> <li>अलग अलग भाषाओं के समाचार पत्रों की कटिंग से एलबम बनाओ।</li> <li>स्वर व व्यंजन दर्शाते हुए की बोर्ड बनाओ।</li> </ul>	<p>1 कविता पाठ (पाठ - 1)</p> <p>2 समय तालिका (पाठ - 3)</p> <p>3 बहुविकल पीय प्रश्न (व्याकरण) अमृत हिंदी पाठमाला - पाठ 2</p> <p>4 कक्षा कार्य व गृह कार्य</p>
मई	पाठ 3 समय अनुच्छेद समय का सदुपयोग	पाठ 3 संज्ञा पाठ 4 लिंग	पाठ 2 वर्तनी अभ्यास	<ul style="list-style-type: none"> <li>समय पर कविता लिखो और अपनी दिनचर्या की समय तालिका बनाओ। पंचतंत्र की कहानियाँ (वीडियो)</li> <li>व्याकरण : भारत के प्रसिद्ध व्यक्तियों, वस्तुओं व स्थानों के चित्र चिपकाकर एलबम बनाओ।</li> <li>पुल्लिंग व स्त्रीलिंग शब्दों को प्रदर्शित करने वाले चित्र चिपकाओ।</li> </ul>	
<b>एफ ए - 21 ( जुलाई-अगस्त )</b>					
जुलाई	पाठ -4 हिमालय पाठ -5 हमारे राष्ट्रीय प्रतीक पाठ - 6 स्वच्छता दिवस अनुच्छेद - भारतीय ध्वज अनुच्छेद - स्वच्छता	पाठ - 5 वचन पाठ - 6 सर्वनाम पत्र लेखन पेज संख्या 105	पाठ -9 शुद्ध अशुद्ध वाक्य चित्र लेखन पेज संख्या 39 व 40	<p>हिमालय से संबंधित मॉडल बनाओ।</p> <ul style="list-style-type: none"> <li>राष्ट्रीय प्रतीकों के चित्र चिपकाओ या वे वस्तुएँ एकत्र करो जिन पर राष्ट्रीय चिह्न अंकित हो। राष्ट्रीय पोर्टल (पी.पी.टी) स्वस्थ रहने के लिए क्या खाना चाहिए क्या नहीं तालिका बनाओ।</li> <li>व्याकरण : ऐसी वस्तुओं के चित्रों से एलबम बनाओ जिसमें एक और अनेक वस्तुएँ हो।</li> </ul>	<p>रचनात्मक क्रियाकलाप पाठ - 4</p> <p>लिखित परीक्षा</p> <p>कक्षा कार्य व गृह कार्य</p> <p>श्रवण कौशल</p>



अगस्त	पाठ 7 कोयल पाठ 8 तेनालीरामन अनुच्छेद रक्षा बंधन अनुच्छेद जन्माष्टमी	पाठ 7 विशेषण पाठ 8 शिक्षा पाठ 15 अपठित गद्यांश (1 व 4) पेज संख्या (81 व 85)	पाठ 3 संज्ञा पाठ 4 लिंग अपठित गद्यांश (श्री कृष्णा व राष्ट्रीय त्योहार) पेज संख्या 44 व 45	<ul style="list-style-type: none"> <li>पक्षियों से संबंधित स्वरचित कविता लिखो।</li> <li>अकबर व बीरबल की कोई एक कहानी अपने शब्दों में लिखें।</li> <li>अकबर व बीरबल कहानी (वीडियो)</li> <li>व्याकरण : खाली माचिस की डिब्बियों से रेलगाड़ी बनाओ और प्रत्येक डिब्बे पर अपने परिवार के सदस्यों व मित्रों की दो विशेषताएँ लिखो।</li> <li>शिक्षा से संबंधित चार्ट बनाओ।</li> </ul>	
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**एस ए - 1 (सितंबर)**

सितंबर	पाठ 9 शिष्टाचार पाठ 10 दोहावली अनुच्छेद शिक्षक दिवस	पाठ 9 पर्यायवाची पाठ 10 विलोम शब्द पत्र लेखन (पेज संख्या 105)	पाठ 5 वचन पाठ 11 वाक्यों में क्रम निर्धारण	<ul style="list-style-type: none"> <li>शिष्टाचार से संबंधित बातें लिखो या चित्र चिपकाओ।</li> <li>शिष्ट व अशिष्ट व्यवहार से संबंधित समूह गतिविधि।</li> <li>कबीर के दोहो को सुंदर लेख में चार्ट पेपर पर लिखो।</li> <li>व्याकरण : मानव शरीर का चित्र एलबम में चिपकाओ और शरीर के अंगों के नामों के पर्यायवाची शब्द लिखो।</li> <li>सूर्योदय व सूर्यास्त का चित्र बनाओ व दोनों समय में होने वाली विपरीत बातों का वर्णन करो।</li> </ul>	अमृत हिंदी पाठमाला (पाठ 1 से 9) व्याकरण सोपान (पाठ 1 से 7) पत्र लेखन, अनुच्छेद लेखन, अपठित गद्यांश
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**एफ ए - 3 (अक्टूबर - नवंबर)**

अक्टूबर	पाठ 11 मैडम क्यूरी पाठ 12 लक्ष्य भेदन अनुच्छेद शहरा अनुच्छेद गाँधी जयंती	पाठ 11 समरूपी भिन्नार्थक शब्द पाठ 15 अपठित गद्यांश (उदाहरण 2 व 2 ) पेज संख्या ( 82 व 84 ) अनुच्छेद मैं क्या बनना चाहता हूँ / चाहती हूँ	पाठ 6 सर्वनाम पाठ 8 विशेषण अपठित गद्यांश (महात्मा गाँधी व दशहरा) पेज संख्या 41 व 46	<ul style="list-style-type: none"> <li>भारत के प्रसिद्ध वैज्ञानिकों के नाम व उनके आविष्कारों को चित्र सहित प्रदर्शित करो।</li> <li>महाभारत (वीडियो)</li> <li>नाट्य मंचन या रोल प्ले।</li> <li>व्याकरण : समरूपी भिन्नार्थक शब्दों का अंतर चित्रों द्वारा दिखाओ।</li> </ul>	1 नाट्य मंचन (पाठ 12) 2 कविता पाठ (पाठ 14)
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नवंबर	पाठ 13 बुद्धि का बल पाठ 14 परोपकार अनुच्छेद 15 पेड़ों से लाभ अनुच्छेद 16 दीपावली अनुच्छेद 17 जवाहरलाल नेहरू	पाठ 12 अनेक शब्दों के लिए एक शब्द पाठ 15 अपठित गद्यांश (5) पेज संख्या (86) पत्र लेखन (पेज संख्या 104)	पाठ 10 विलोम शब्द पाठ 14 पर्यायवाची अपठित गद्यांश (चाचा नेहरू, गुरु नानक जी व दीपावली) पेज संख्या 48, 49 व 50	<ul style="list-style-type: none"> <li>कहानी का अभिनय</li> <li>विभिन्न पेड़ों की पत्तियाँ एकत्रित करके व उन्हें सुखाकर सफ़ेद बुक में चिपकाइए।</li> <li>एक छोटे गमले में मिट्टी व बीज डालो। आवश्यकतानुसार खाद, पानी व धूप दो और देखो कि पौधा कितने दिनों में बढ़ा होता है।</li> <li>व्याकरण : एलबम बनाओ जिसमें मिख्री, लुहार, किसान, जुलाहा आदि के चित्र चिपकाओ</li> </ul>	3 कक्षा कार्य व गृह कार्य 4 अनुच्छेद लेखन (पाठ 13)
दिसंबर	पाठ 15 रानी लक्ष्मीबाई पाठ 16 होली पाठ 17 चतुर बंदर अनुच्छेद 18 किसमस	पाठ 13 मुहावरे पाठ 14 विराम चिह्न पत्र लेखन (पेज संख्या 106)	पाठ 12 अनेक शब्दों के लिए एक शब्द	<ul style="list-style-type: none"> <li>भारतीय वीरांगनाओं व वीरों के चित्रों का संग्रह करके एलबम बनाओ। होलिका दहन (वीडियो)</li> <li>अपनी कल्पना शक्ति के आधार पर विभिन्न रंगों का प्रयोग करते हुए आकाश का चित्र बनाओ।</li> <li>चित्र देखकर कहानी लिखो।</li> </ul>	

#### एफ ए - 4 (जनवरी - फरवरी)

जनवरी	पाठ 18 स्वार्थी दानव अनुच्छेद 19 असंत ऋतु	पाठ 15 अपठित गद्यांश (1 व 6) पेज संख्या (83 व 87) अनुच्छेद 20 मृक्षों का महत्त्व	पाठ 13 मुहावरे अपठित गद्यांश (गणतंत्र दिवस) पेज संख्या 52	<ul style="list-style-type: none"> <li>कहानी लेखन</li> <li>समूह अभिनय</li> <li>अनुच्छेद लेखन</li> </ul>	<ul style="list-style-type: none"> <li>बहुविकल्पीय प्रश्न (व्याकरण)</li> <li>रचनात्मक गतिविधि (पाठ 17)</li> </ul>
फरवरी	बूझो तो जाने अनुच्छेद 21 वार्षिक उत्सव	पाठ 15 अपठित गद्यांश (3) पेज संख्या (85)	कहानी लेखन पेज संख्या 38	<ul style="list-style-type: none"> <li>अनुच्छेद लेखन व कहानी लेखन</li> </ul>	कहानी लेखन (पाठ 18) कक्षा कार्य व गृह कार्य

#### एस ए - 2 (मार्च)

मार्च	अमृत हिंदी पाठमाला (पाठ 10 से 18) व्याकरण सोपान (पाठ 3, 6, 7 और 8 से 14) पत्र लेखन, अनुच्छेद लेखन, अपठित गद्यांश				
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## Distribution of syllabus of English (Class IV)

Month	Course book	Grammar	Worksheet
April	L-1 : Subudhi& Kubudhi L-2 : The Fastest Indian in the World	Unit-1 : Sentences Unit-2 : Subject Verb Agreement Unit-3: More About Pronouns	Ch:1-Subject & Predicates Ch:2- Nouns
May	L-3 : Henry and Ribsy	Unit-4: Pronouns Or Adjectives	Ch:3- Pronouns
July	L-4 : My Favourite Things L-5 : The Great Wall of China	Unit-5: Adjectives Again Unit-6:Can, Could, May and Might Unit-7: Will, Would, Shall and Should	Ch:4- Articles Ch:5- Contractions
August	L-6 : My Chocolatey Journey L-7: Eh! Oh!	Unit-8:More About Adverbs Unit-9 : Present Tense	Ch:6- Adjectives Ch:7- 'Wh' words
September	L-8: The Centipede	Unit-10 : Past Tense	Ch:8- Review Term - I Ch:9- Verbs and Phrasal verbs
October	L-9: Try, Try and you will succeed L-10: Kite Flying	Unit-11:Future Tense Unit-12:Transitive and Intransitive	Ch:10- Subject-Verb Agreement Ch : 11 Do/Does
November	L-11: The River	Unit - 13 Preposition Unit-14: Phrasal Verbs	Ch:12- Tenses Ch:13- Prepositions
Dec.	L-12: Somu of Land and Somu of the Sea	Unit- 15:Conjunctions again Unit-16:Articles	Ch:14- Conjunctions Ch:15- Homonyms
January	L-13 : A Trip to Mars	Unit- 17: Question Tags	Ch:16 Review Ch:17- Picture Composition
February	L-14: The Harvest Song	Unit-18: Idioms and Proverbs	Ch:18- Jumbled Story Ch:19- Comprehension Passages Ch:20- Letter Writing

## Distribution of syllabus of English (Class IV)

Creative Writing	Video	Assessment	FA Tasks
Picture Composition Poem Completion	Video- video of story (Honest woodcutter) and video of formula-1 racing	FA - 1 (April-May)	1. MCQ based on Pronouns 2. Story telling (Panchatantra) 3. Picture Composition 4. Homework and class work
Story Writing (based on lesson 3)	Animal song - 'I have a pet', videos of famous animal lovers		
Letter Writing	videos of seven wonders of the world and great wall of china. Project on seven wonders of the world	FA - 2 (July-Aug)	1. Story Writing(Mystry story) 2. Letter Writing 3. Role Play based on lesson -3 4. Homework and class work
Diary Entry Story Writing: ( Mystry story)			
Completing a story	project on sugar manufacturing		
Poem Writing	videos of kashmir in winter season & videos on how chocolates are made		
Limmerick Writing	videos of Animal being hunt Images of extinct animals	SA - 1 (Sept.)	Course book:L-1 to 7 Grammar: Unit1 to Unit 9 Workbook: Ch-1 to Ch-8 Cr. Wr.: Story Writing
Pragraph Writing			
Describing an Event	Kite making videos of hearing impaired children	FA - 3 (Oct-Nov)	1. MCQ based on Conjunctions 2. Project on History of Kites 3. Notice writing 4. Homework and class work
Notice Writing	street play videos of polluted rivers in India		
Article Writing	Videos of mars videos of effect of water pollution of Marine life	FA - 4 (Jan-Feb)	1. Article Writing 2. Poetry Recitation 3. Elocution 4. Homework and class work
Poem Writing Picture Composition	poster making on Harvest festival videos on Harvest festivals of India		
Letter Writing			SA - 2 (March)

## Distribution of syllabus of Maths (Class IV)

Month	Course book	Work sheet	Assessment	FA Tasks
April	<b>Ch-1: Numbers and numeration</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Large numbers</li> <li>• Number system</li> <li>• Periods and place values</li> <li>• Expansion of numbers</li> <li>• Order of numbers</li> <li>• Comparison of numbers</li> <li>• Rounding numbers</li> </ul> <b>Ch- 2: Addition and subtraction</b> <ul style="list-style-type: none"> <li>• Facts about addition</li> <li>• Addition of five &amp; six digit numbers</li> </ul>	Ch-1 : Numbers and numeration  Page no. - 1 to 6	FA - 1  (April-May)	1. MCQ (Ch-1 and 2)  2. Activity based on numbers (Colour the number name pg 9)
May	<b>Ch-3: Multiplication</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Multiplication with 10, 100 &amp; 1000</li> <li>• Facts of multiplication</li> <li>• Multiplying three &amp; four digit numbers by two and three digit numbers</li> <li>• Word Problems</li> </ul>	Ch-2: Addition and subtraction  Page no.- 7 to 10  Ch-3: Multiplication  Page11 to 14		3. Activity based on addition and subtraction using square boxes.  4. Homework and classwork
July	<b>Ch-4: Division</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Facts about division</li> <li>• Dividing by 10, 100, 1000</li> <li>• Relation between multiplication and division</li> <li>• Division by a two digit divisor</li> <li>• Word problems</li> </ul> <b>Ch-5: Factors and Multiples</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Common multiples</li> <li>• Facts about multiples</li> <li>• Odd and even numbers</li> </ul>	Ch- 4: Division  Page no.- 15 to 21  *Number stories  Page.- 25 to 29  Ch- 5: Properties of whole numbers  Page no.- 30 & 31	FA - 2  (July-Aug)	1.Pen paper test 2. Activity based on Division . Write the name of the balloon.

## Distribution of syllabus of Maths (Class IV)

August	<b>Ch-6: Fractions</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Equivalent fractions</li> <li>• Types of fractions</li> <li>• Mixed fractions</li> <li>• Addition of like, unlike and mixed fractions</li> <li>• Subtraction of like and mixed fractions</li> <li>• Word problems</li> </ul>	Ch- 6: Fractions Page no.- 41 to 51 Decimals Page no.- 52 to 55		3. Activity based on Factors and Multiples To find the multiples of different numbers from given numbers
				4. Homework and classwork
Sept.	<b>Ch-7: Number Patterns</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Table patterns</li> <li>• Patterns in addition</li> </ul> <b>Ch-8: Unitary method</b> <ul style="list-style-type: none"> <li>• Value of many things</li> <li>• Value of one thing</li> <li>• Word problems</li> </ul> <b>Ch-9: The Metric System</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Length</li> <li>• Weight</li> </ul>	Ch-8: Unitary Method Page no.- 56 to 59 Ch - 9: The Metric System Page no.- 60 to 62	SA - 1 (September)	Ch - 1 to 6
October	<b>Ch-12: Money</b> <ul style="list-style-type: none"> <li>• Addition and subtraction of money</li> <li>• Multiplication and division of money</li> <li>• Word problems</li> </ul>			1. Pen Paper Test
				2. Activity based on Money. To make the bill of books of class IV
November	<b>Ch-10: Geometry</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Symmetry</li> <li>• Lines and types of lines</li> <li>• Angles and types of angles</li> <li>• Triangle and types of triangles</li> </ul>	Ch-10: Geometry Page no. 63 to 77	FA - 3 (Oct-Nov)	3. Activity based on Geometry. Making angles using icecream sticks
				4. Homework and classwork

# Distribution of syllabus of Maths (Class IV)

December	<b>Ch- 11: Area and Perimeter</b> <ul style="list-style-type: none"> <li>• Area</li> <li>• Formulae for measuring area</li> <li>• Word problems</li> <li>• Formulae for measuring perimeter</li> <li>• Word problems</li> </ul>	Ch-11: Area and Perimeter Page no.- 78 to 83	FA - 4  (Jan-Feb)	1. Pen Paper Test
January	<b>Ch-13: Time</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Use of A.M. and P.M.</li> <li>• Conversion on 24 hour clock</li> <li>• Time conversions</li> <li>• Addition and subtraction of hours and minutes</li> <li>• Word problems</li> </ul>	Ch-13: Time  Page no.- 84 to 92		2. Activity based on Area and Perimeter. Finding Area and Perimeter of class room objects.
February	<b>Ch-14: Pictorial Representation of Data</b> <ul style="list-style-type: none"> <li>• Pictographs</li> <li>• Bar and column graphs</li> <li>• Pie graphs</li> </ul>	Revision of Worksheets :  Page no.: - 93 to 106		3. Activity based on Time. Make a chart on day's routine and show it in 12 hours clock and 24 hours clock by drawing clock.
March	Quick Revision		SA - 2 (March)	4. Homework and classwork

## Distribution of syllabus of EVS (Class IV)

Month	General Science	Social Studies	Key Concepts
April	Ch - 1 Knowing Animals	Ch. 1 Family Ch . 2 My Extended Family	Animal Kingdom Mammals, Amphibians, Reptiles, Fish, Insects, Endangered animals, Classification of Animals Toungue :Structure & functions Teeth: Structure & Functions
May	Ch. 2 How animals feed Ch. 3 Animals Families		Family :Common physical feature shared by family members ,changes in family structure,working mothers,extended family, family value system.
July	Ch. 4 Animals Homes	Ch. 3 Occupation	Animal Homes, Occupations Category of occupation
		Ch. 4 Fun and fights at play	Recreation : Different forms of recreation, sports, games sportsmanship Trees, Flowers and leaves : Types of trees,
August	Ch. 5 The world of trees Ch. 6 Flowers and leaves Ch. 7 Plants as food	Ch. 5 Means of recreation	parts of a plant, Roots: structure & function Shoot : Structure and function , Parts of a flower, pollination , Leaf structure Plants as food Staple food,
Sept.		Ch. 6 A visit to mandi Ch. 7 Delicious India	General Science : Ch : 1 to 3 and 5 to 7 Social Science : Ch : 2 to 5



## Distribution of syllabus of EVS (Class IV)

<b>October</b>	Ch. 8 Food and Nutrition	Ch. 8 Food for special celebration	Food and nutrition , food and farming, food for special celebration , Trees are important, Food groups , Balanced diet, Types of farming , Festivals & related food., Importance of food
<b>November</b>	Ch. 9 Food and faming Ch. 10 Sun and its family Ch. 11 Air Ch. 12 Water	Ch. 9 Trees are important Ch. 10 Flowers	Sun and its family : Air, water , flowers  Solar System , Air around us, Air has weight , warm air is lighter, sources of water, pollution of water, conserving water, common flowers found in India
<b>December</b>	Ch. 13 Saving your environment  Ch. 14 Measurement	Ch. 11 Materal for building houses  Ch. 12 A visit to Annie's house	Saving your enviornment , Measurement, Materials for building houses: Disposal of garbage, Bio-degradable waste, Distance , Length, Capacity, Temperature, Materials used for building , Changes in building styles from olden to modren times
<b>January</b>	Ch. 15 Building and bridges Ch. 16 Map and mapping	Ch. 13 Animals for transport	Building , Bridges , Map and Mapping , Animal for transport. Types of Bridges, Types of Maps, Using symbols in Maps, Differeent animals used for transportation
<b>February</b>		Ch-14: Naaz Prepares For A Holiday Ch-15: Naaz Travels Through The Country	
<b>March</b>	Quick Revision	<b>General Science : Ch : 8 to 16</b> <b>Social Science : Ch : 7 to 11 , 13</b>	

## Distribution of syllabus of EVS (Class IV)

Month		A/V Experience	FA Tasks
April	FA - I (April - May)	Video on : Endangered animals Classification of animals Feeding habits of animals	1. MCQ on classification of animals, method of breeding ,types of trees, parts of a plant
May			2. Diagram of teeth and tongue 3. Card making for Mother 4. H.W and C.W
July	FA - II (July - August)	Video on : Types of occupation Types of tree Parts of a flower Food groups Balanced Diet Importance of trees Solar System	1. Flash cards on different occupations
			2. Assignment on : Parts of Flower , Pollination , Staple food, Games
August		Asteroids , Comets , Meteorite	3. Diagram of leaf , flower, Root and shoot 4. HW and CW
September	SA I (September)		

## Distribution of syllabus of EVS (Class IV)

<b>October</b>	<b>FA III (Oct- Nov)</b>		1. Collage making on food
<b>November</b>		Video on : Composition of Air Sources of water Water Pollution Conservation of water  Conservation of Environment	2. Group activity on Air and Water 3. Role play on food groups 4. H.W and C.W
<b>December</b>			1. Map Work based on states and capital 2. Pen paper test on : Barter system , Animal transportation  3. Project on different types of Bridges
<b>January</b>	<b>FA IV (Jan- Feb)</b>		4. H.W and C.W 1. Collection of tickets
<b>February</b>			2. Report on : Any place visited during summer break 3. H.W and C.W
<b>March</b>	<b>SA II (March )</b>		

## Distribution of syllabus of Computer (Class 4)

Month	Course book	Assessment	FA Activity
April	History of Computers 1.1 : Early Calculating Devices 1.2 : Mechanical Counting Devices 1.3 : Electromechanical Counting Devices 1.4 : Electronic Counting Device 1.5 : Modern Calculating Devices or Computers 1.6 : ENIAC and UNIVAC	FA - 1 (April-May)	1. Class work done in book and notebook 2. Crossword Puzzle of different Calculating devices
May	L-2 : Know Your Computer 2.1 : Hardware 2.2 : Software 2.3 : Storing Data in Computer		3. Make a chart of various Storage devices 4. Identifying different Input and Output devices
July	L-3 :More on Windows 7 3.1 : Common Features of Windows 3.2 : Working with Windows 7 3.3 :Arranging the opened Windows 3.4 : Working with Files and Folders 3.5 : File Name 3.6 : Windows Explorer 3.7 : Arranging Files and Folders	FA - 2 (July-Aug)	1. Class work done in book and notebook 2.Lab Activity related to L- 3
August	L-4 : Fun with LOGO 4.1 : Starting MSWLogo 4.2 : LOGO Primitives 4.3 : Working with LOGO Pen 4.4 :Other LOGO Commands 4.5 : Drawing Shapes in LOGO		3.Activity of drawing different 4.MCQ based on Ch- 3 and 4
Sept.	L-5 : LOGO Procedures 5.1 : Advantage of Procedures 5.2 :Rules for Naming a Procedure 5.3 : Parts of LOGO Procedures 5.4 : Writing a Procedure 5.5 :Some Procedure Operations	SA - 1 (September)	L- 1 to 4 complete with MCQ, True/False, Fill in the blanks, Match the columns, Cross words, Identify and label the pictures and Question Answers. + Lab Activities related to L 1 to 4 done in the lab.

## Distribution of syllabus of Computer (Class 4)

October	L-6 :Editing a Document in MS Word 6.1 : Starting MS Word 2010 6.2 : Working with MS Word 2010 6.3 : Editing a Document 6.4 : Find and Replace Text  6.5 : Checking Spelling and Grammar  6.6 : Thesaurus 6.7 : Word Count	FA - 3 (Oct- Nov)	1. Class work done in book and notebook  2. Labelling parts of MS Word
Nov.	L-7 : Formatting in MS Word 7.1 : Character Formatting 7.2 : Using the Font Group on the Home Tab 7.3 : Changing Font Typeface,Size and Colour 7.4 : Changing Text Alignment L-8 : MS PowerPoint 8.1 : Presentations 8.2 : Starting MS PowerPoint 8.4 : Creating a New Presentation 8.5 : Making Changes to a Slide 8.6 : Adding a New Slide 8.7 : Views of Slides		3.Lab Activity related to L- 7 formatting features  1. Class work done in book and notebook 2. Make a Presentation on Types of Waste
December	L-9 : Multimedia and Internet 9.1 : Multimedia 9.2 : Uses of Multimedia 9.3 : Requirement of Multimedia 9.4 : Installing a Multimedia CD- 9.5 : Windows Media Player 9.6 : Internet	FA - 4 (Jan- Feb)	3.Lab Activity related to L- 8  4. Group discussion on topic 'Uses of Internet'
January	Revision of L -5 to 9 for SA- II Sample Paper - II (Pg No. 101) Olympiad Practice Sheet (Pg No. 107)		
February	Revision of all the Chapters along with the practical		L- 5 to 9 complete with MCQ, True/False, Fill in the blanks, Match the columns, Cross words, Identify and label the pictures and Question Answers. + Lab Activities related to L 1 to
March			

## Distribution of syllabus of Moral Education (Class : IV)

Month	Course Book (Live And Let Live)
April and May	L-1 Mind and Body
July	L-2 Good Bye Jealousy, Hello Positivity
August	L-3 Loyalty
September	L-4 Fair is Fair
October	L-5 Girls and Boys are Equal
November	L-6 Control your Anger
December	L-7 Rights and Duties
January	L-8 We are One
February	L-9 Shifting to New House- Pleasure and Pain
March	

## 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.

A. LANGUAGES (CLASSES III TO V)						
Aspects	Sub-Skills	A*	A	B	C	D
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. Falts 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.
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#### **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.
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<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.

# Learning Indicators (Source : NCERT CCE Manual)

## English

### At The End of Class IV

By the end of class IV 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 IV 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 up a notice, 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.

#### ❖ Learning Indicators (Progression) ▪ Listening

- Follows words and sentences spoken/used in class/school in English and responds **in home language/English/sign language**. *e.g. Do you know a joke in English? and e.g. words such as puzzled, amazed, puppet, favorite etc.*
- Understands announcements made in school and in the neighbourhood (railway station, market, airports, cinema hall etc). *e.g. listen to your favorite advertisement on T.V. and repeat it. Act, draw and write the advertisement.*
- Takes interest in English skits/ children’s films with subtitles. Enjoys listening to English poems, songs, jokes, riddles, stories & tongue-twisters etc. *e.g. Wake up’ wake up’ It’s a lovely day.....* Listens to and engages in conversation with people from the community. *e.g. Milkman, shopkeeper etc.*
- Takes interest in listening to different experiences of her peers and others. *e.g. Birthday party, Diwali celebrations etc.*
- Follows oral messages/telephonic communications and communicates them in English or home language/sign language. *e.g. I am going to buy a book, please tell mother when she gets back.* Responds to different kinds of instructions/ orders/ requests/questions. *e.g. Is there any book shop near your home? Yes, there is a book shop near my house.*
- Understands questions asked on textual material.
- 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 excerpts, dialogues, poems read aloud in the class.
- Understands rules of games/sports of their age group.
- Takes dictation of small paragraphs, lists of things etc. *e.g. Listens and prepares the list for tomorrow’s show.*
- Responds to queries/questions on a passage for listening comprehension. Enjoys rhythm, rhyme and expresses in speech/writing.
- Picks up onomatopoeic sounds; talks/writes about them; makes use of them in creative tasks. *e.g. Tip, tip, tip...I can hear the sound of water. Close the tap.*

## ➤ 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,. 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

Introduces self in simple sentences. *e.g. I am Ragini. I love reading books and playing.*

Talks to friends, teachers, family, others using simple sentences and responds. *e.g. One new teacher has come.*

- Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. *e.g. Why did the boy enjoys the company of the tree?*
- Engages in conversation with community, people from their immediate environment such as salesperson/shopkeeper/ telephone operators/ doctors/ receptionists/librarian/ etc.
- Takes part in different events such as role play/poetry recitation /skit/drama/ elocution/declamation/competition/quiz organised in schools from time to time. *e.g.*
- *The role play: among the grocer, the policeman, the milkman and the boy ( The milkman's cow.)* Recites rhymes/poems /songs in groups and individually.  
*e.g. Early in the morning,*  
*or the evening hour,*  
*Are the times to water*  
*Every kind of flower...*
- Makes use of phrases/dialogues from stories/plays. *e.g. People who cannot see, read with the help of Braille.*
- Talks about likes and dislikes.
- Describes the place/the locality where she lives, and shows the way or guides if anyone asks for directions. *e.g. My house is at the end of the lane on the right hand side.*
- Gives answers to the textual questions being asked in both English class and in other subject classes.
- Shows interest in speaking to famous people like writers, actors, and sportspersons.
- Tells stories (imaginary/dreams etc.)
- Uses grammatically correct sentences to describe/narrate. *e.g. Come and play with me. I want to buy toys and have fun.*

➤ **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 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. *e.g. Pinocchio's nose grew longer because he told lies.*
- Relates ideas with her personal experiences. *e.g. Yes, I also have seen the film.* Reads and relates texts of home language with those of English *e.g. I have read about Helen Keller in my Hindi text book.*
- Talks about different kinds of texts/ different forms.
- Connects with real life, including **home language/sign language**. *e.g. We also have a pet dog.*
- Engages in reading beyond the text materials and enjoys reading. Infers the meaning of unfamiliar words by reading them in context. *e.g.*
- *Grocer means the person who sells 'ration'.*
- Elicits information and expresses in speech/writing as per the context. Reads titles of books, movies, plays, captions. *e.g. 'The Arabian Nights'*
- Asks questions based on the reading.
- Reads news clippings, advertisement, subtitles on T.V. *e.g. 'Jago grahak jago.'* Reads books from different sources.
- Takes interest in setting up class libraries, reading corners.

#### ➤ 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.

### ❖ Learning Indicators/Progression

#### Writing

- Writes answers for textual questions after comprehension/ inference in Braille or print.
- Describes day to day life experience and connects learning to real life. *e.g. Today. I got up very late and I missed my bus. My mother dropped me to school.*
- Writes sentences and forms a paragraph coherently.
- Takes dictation for different purposes. *e.g. Prepare a list for sports day etc.*
- With the help of verbal/visual clues writes paragraphs. *e.g. Through pictures, telling a story.* Writes informal letters. *e.g. Write a letter to your friend describing your new school.* Makes lists for various purposes. Writes descriptions/narratives. *e.g. Writes a story of a plant.*
- Organizes sentences into paragraphs.
- Uses linkers to indicate connections. *e.g. and, but, then, after etc.*
- Revises and writes coherently.
- Understands the use of appropriate punctuation forms and grammar such as nouns, adjectives in a variety of written texts and is able to follow.
- Writes stories from own imagination or memory **(English/home language)**.
- Composes short poems **(English/home language)**.
- Uses the same word in different contexts. *e.g. I can lift this can.* 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. Prepare a notice for interclass debate.*

### ➤ 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 and engages with various issues related to environment, social context and responds through verbal or non verbal expression (body language, gestures, speech and writing) *e.g. Why do all the girls not go to school?*
- Appreciates the diversity of living forms in English/home language/sign language. *e.g. It is important to protect flowers and plants.*
- Appreciates the writer's/ poet's feelings toward nature/ environment/ issues such as gender, inclusive education.
- Engages with new words/ concepts related to environment.
- Expresses feelings, about environment and issues such as gender & inclusion through speech/writing. Use of expressions.
- Expresses feelings/ views on audio – video input. *e.g. 'Save trees, save environment.'*
- Prepares posters environmental/ social concerns. *e.g. 'Do not pluck flowers.'*
- Uses role play to express ideas on environmental/ social issues. *e.g. Switch off the lights, when you go out of the room.*
- Appreciates the writer's/poet's feelings and engages with new words related to gender equality and inclusive education. Shows and expresses sensitivity to social issues. *e.g. My friend is very good at drawing but does not read very well. So, I explain and she draws.*

## 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।
- कहानी, 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। अलग-अलग तरह की कहानियों, कविताओं अथवा अन्य रचनाओं की किताबें/बाल साहित्य, स्तरानुसार सामग्री,साइनबोर्ड, होर्डिंग, अखबारों की कतरनें उनके आस-पास के परिवेश में उपलब्ध हों और उन पर चर्चा करने के मौके हों।

- स्तरानुसार रोचक बाल साहित्य, बाल पत्रिकाएँ, अखबार, ऑडियो-वीडियो सामग्री उपलब्ध हो। सामग्री ब्रेल में भी उपलब्ध हो, कम दृष्टिगत रखते हुए कुछ सामग्री बड़े अक्षरों में छपी हुई हो।

- 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।

एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उस पर अपनी राय देने, उसमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढ के अवसर हों।

- 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।

अपने मोहल्ले और स्कूल में प्रयोग हो रही तरह-तरह की बोलियों, खान-पान आदि पर ध्यान देने संबंधी गतिविधियों (जैसे- एक दूसर जुड़ी शब्दावली को इकट्ठा करना और उसको प्रयोग करना)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 ध्यान से सुनने में दिलचस्पी दिखाती/दिखाता है। जैसे- सिर हिलाकर समझ की अभिव्यक्ति करता है।
- दूसरों की बातों को सुनकर अपनी प्रतिक्रिया व्यक्त करती/करता है। जैसे- उदित, तुम्हारी कॉपी भी तो फट गई है।/ कल तो छुट्टी है, दादी के साथ पार्क में झूला झूलूँगा।
- अपनी और अपने परिवार की बात को कहने में दिलचस्पी और आत्मविश्वास दिखाती/दिखाता है। जैसे- मेरी मम्मी के पैर में चोट लग गई है।/ मेरे भाई के पास भी नए रंग हैं लेकिन वो देता नहीं है।
- भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ता और उसका इस्तेमाल करता है।
- 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।
- 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- पोलियो की दवा पिलाने वाले कल हमारे मोहल्ले में भी आए थे। मेरी छोटी बहन को भी दवा पिलाई थी।
- सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, शीर्षक आदि के बारे में बातचीत/सवाल पूछती/पूछता है। जैसे- अब तक हमने जो कविताएँ पढ़ी थी, उनमें हर पंक्ति का अंतिम शब्द मिलता-जुलता था। लेकिन 'बाघ आया उस रात' कविता अलग तरह की क्यों है?
- कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी/बात जोड़ती/जोड़ता है।

## पढ़ना-लिखना

- पढ़ने के प्रति उत्सुक रहता/रहती है। जैसे- 'मिठाई' कहानी तो मैं भी पढ़ूँगा।
- रचनाओं को आनंद के साथ पढ़ती/पढ़ता है। जैसे- पढ़ते समय रचना के अनुरूप भाव आ रहे हैं।
- चित्र और संदर्भ के आधार पर अर्थ का अनुमान लगाती/लगाती है।
- विभिन्न प्रकार की (हास्य, साहसिक आदि) कहानियों, कविताओं आदि रचनाओं को समझते हुए पढ़ती/पढ़ता है।
- पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ती/पढ़ता है।
- अपनी पाठ्य-पुस्तक से इतर सामग्री (बाल पत्रिका, होर्डिंग्स आदि) को पढ़कर समझती/ समझता है।
- लिखते समय अपनी ओर से कुछ नए शब्द गढ़ने का प्रयास करती/करता 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 के चित्रों, कहानियों, कविताओं (परिवेश से जुड़ी)आदि की कतरनों को चिपकाकर स्क़ैप 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 पर ध्यान देते हुए अपनी प्रतिक्रिया व्यक्त करता/ करती है।
- आस-पास मौजूद परिस्थितियों के बारे में सवाल करती/करता है।
- पाठ्य-पुस्तक के विभिन्न पाठों में आए संवेदनशील मद्दों पर अभिव्यक्त (मौखिक, लिखित 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) करती/करता है। जैसे- सुनीता की पहिया कुर्सी कहानी को पढ़ने के बाद टिप्पणी- सुनीता जैसी कोई लड़की हमारे विद्यालय में हो तो उसे सीढ़ियाँ चढ़ने में कितनी दिक्कत होगी!
- आसपास मौजूद पेड़-पौधों, पशु-पक्षी आदि की देखभाल के प्रति सजग है। जैसे- दवा लगाने से कृत्ते के पंजे का घाव ठीक हो रहा है।
- घर, कक्षा, विद्यालय एवं आस-पास होने वाले चीज़ों के व्यर्थ इस्तेमाल को रोकते हैं। जैसे- रेखा, नल बंद कर दो। पानी बेकार बह रहा है।

## LEARNING INDICATORS: MATHEMATICS

### Curricular Expectations:

- Develop a connection between the logical functioning of daily life to that of mathematical thinking
- Understands shapes and articulates their observable properties as similarities and differences among them
- Develop own methods of performing operations on numbers in daily life ( addition, subtraction, multiplication and division)
- Develop language and symbolic notations with standard algorithms of performing number operations
- Estimate outcome of operation on two or more numbers and use it in daily life activities
- Learn to represent part of whole as a fraction and orders simple fractions
- Collects, represents and interpret simple data from her/his context and uses it in everyday life.
- Identify and extend simple patterns in shapes and numbers

### Class IV

Conceptual Area	Pedagogical Processes	Learning Indicators
<p><b>SHAPES AND SPATIAL UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Identifies centre, radius and diameter of a circle</li> <li>• Tiles geometrical shapes using one or two shapes</li> <li>• Explores intuitively the area and perimeter of simple shapes.</li> <li>• Make 4,5 or 6 faced</li> </ul>	<p>Utilising child’s experiences of drawing a circle by using a rope, with fixing one end and moving the other keeping the rope stretched. The children who do not have such experiences can be involved in groups with others and activities of drawing circular boundary can be performed in the play ground. Draw child’s attention to the cases when one end is not fixed and/or the rope is not kept stretched</p> <p>Taking empty chalk boxes and cutting</p>	<ul style="list-style-type: none"> <li>• Shows understanding of terms related to circle like centre, radius, diameter and boundary of the circle.</li> <li>• Attempts to calculate perimeter and area of different shapes available in surroundings (farms, parks etc) for different purposes.</li> <li>• Makes different shapes with the help of easily available material e.g. match sticks, ice cream sticks etc.</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>cubes from a given net</p> <ul style="list-style-type: none"> <li>• Explores intuitively the reflection through inkblots, paper cutting and paper folding</li> <li>• Draws intuitively the plan, elevation and side view of simple objects.</li> </ul>	<p>their one face, two faces etc. Now asking children to cut open the same to make a plan 2-D (flat )shapes . Let the children explore the flat shapes that can make a 6. 5 or 4 faced cubes. Later on the children should be encouraged to draw aa appropriate net on a paper sheet.</p> <p>Organizing activities in the classroom where children make different designs by using liquid colors or ink and paper sheets. The activities can also be conducted by getting a fine thread wet in a color and making beautiful designs by putting the thread on a paper and folding it.</p> <p>Asking children to look a solid shape from different positions and drawing the way it looks from the top, side, front etc.</p>	<ul style="list-style-type: none"> <li>• Explores symmetry in figures formed by ink/color blots on a paper</li> <li>• Draws different views of an object as it looks from top, sides and front.</li> </ul>
<p><b>Numbers and Operations</b></p> <ul style="list-style-type: none"> <li>• Writes multiplication tables up to 10 and appreciates place, value role.</li> <li>• Multiplies two or three digit numbers</li> <li>• Divides a given number by another given number</li> </ul>	<p>Provide opportunities to children to write down addition facts of a numbers repeated given number of times like 2,3,4,5,6.. 10 each added five times will form multiplication table of five.</p> <p>Conduct activities with children to explore the multiplication facts through patterns and skip counting. Do not force children to rote memorize/cram multiplication tables</p> <p>Encourage child to develop her algorithms for multiplication of numbers and</p>	<ul style="list-style-type: none"> <li>• Forms tables of multiplication facts up to 10X10</li> <li>• Creatively draws tables of relatively higher number (say 7) using tables of smaller numbers (say 2 &amp; 5) and also of two digit numbers by using the expanded form of the number</li> <li>• Explores different ways of multiplying two or three digit numbers (eg. using individual digits, place value concept for multiplier etc.)</li> <li>• Demonstrates understanding of division by dividing a given number by another number in</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
<ul style="list-style-type: none"> <li>• Frames word problems and solves using number operations</li> <li>• Applies four operations to daily life situations.</li> </ul>	<p>facilitate to decide her best algorithm</p> <p>Providing opportunities to children to try out different ways of multiplication, for example to multiply 257 by 34 some child may develop a strategy to first multiply hundreds by 34 and then tens and ones. Some other child may decide to first multiply ones 34 times and then tens and hundreds</p> <p>Extending the idea of division of numbers in variety of ways like using equal distribution, as inverse process of multiplication.</p> <p>Facilitating children to develop their own algorithms for dividing numbers and then to decide the best one. Activities for equal distribution of some amount of money formed by notes of Rs. 1000, 100, 10 and 1 to some number of persons will help in development of algorithms for division of numbers.</p> <p>Creating and exploring situations from child's daily life to apply number operations in solving problems.</p>	<p>a variety of ways, such as by grouping, repeated subtraction, using multiplication facts etc.</p> <ul style="list-style-type: none"> <li>• Attempts to develop a word problem using her own experiences. And solving it by using various operations</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>Money</b></p> <ul style="list-style-type: none"> <li>• Converts rupees to paisa and vice versa</li> <li>• Adds and subtracts using</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>	<ul style="list-style-type: none"> <li>• Find rupees for given number of paisa and pais for given number of rupees</li> <li>• Shows understanding of finding total amount required or balance given in a transaction</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>column addition and subtraction</p> <ul style="list-style-type: none"> <li>• Uses four fundamental operations in day to day transactions</li> </ul>	<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> <p>Let children have discussion with the shopkeepers/hawkers etc. to know how do they make quick calculations for transaction</p>	<ul style="list-style-type: none"> <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>• Estimates lengths and distances in meters and centimeters</li> </ul>	<p>Conducting activities related to measuring lengths of different objects by using a meter scale or a tape.</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>• Attempts to calculate length of particular objects (a rod, a piece of cloth etc) and finds total length of two or more objects</li> <li>• Estimates distance between two places (school to home, own home to friend's home</li> </ul>
<p><b>4.2 Measurement: Weight/mass</b></p> <ul style="list-style-type: none"> <li>• Weighs objects using balance and standard units</li> <li>• Determines sums and differences of weights</li> </ul>	<p>Initiating discussion on weights of different objects like weight of children in the class in order to explore various ways of measuring weight and having idea of its units.</p> <p>Using child's exposure of listening to standard unit of weight like kilogram and gram to relate them. Conduct activities related to observing empty pouches/boxes where weights in grams and kilograms are marked</p>	<ul style="list-style-type: none"> <li>• Attempts to estimate weight of an object and then verifies it with balance and standard units of weight (grams, kilograms etc)</li> <li>• Tries to differentiate between the heavy and light weight objects and calculates the total weight of two different objects (addition) and difference in their weights (subtraction) where out of some given amount some amount is consumed, what left?</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
	<p>Involving children in estimating weights of different objects and to reach to the conclusion that bigger objects are to measured in kilograms and smaller in grams.</p> <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</p>	
<p><b>4.3 Measurement: Volume</b></p> <ul style="list-style-type: none"> <li>• Measures volumes of liquids with the help of container marked with the standard units</li> <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 milliliter</p> <p>Conducting activities to fill a given container 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>Involving children in comparison of</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>• Makes one liter by adding several quantities expressed in milliliters</li> <li>• Devises her ways to differentiate between more and less volumes of liquids and calculates difference in volumes.</li> <li>• Applies her understanding of addition to find total weight of two or more objects</li> <li>• Estimates volume of a solid object by informal measurement intuitively.</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
	<p>volume/capacity of two objects and finding the difference by subtraction and the total volume by addition</p>	
<p><b>4.4 Measurement: Time</b></p> <ul style="list-style-type: none"> <li>• Computes number of weeks and days in a year, and correlates number of days in a year with number of days in each month.</li> <li>• Reads clock time in hours and minutes and expresses time in am and pm</li> <li>• finds the time intervals in simple cases by using forward counting and using addition and subtraction</li> </ul>	<p>Putting children in situation where they have to read a calander to find different days corresponding to dates</p> <p>Let children explore their own ways of finding number of days between two dates and to decide the methods of finding numbers of days in a month of a year.</p> <p>Utilizing child’s experiences gained outside class and with in class having exposure to read clock in hours and minutes. Let the child learn the ways of reading different types of clocks with the help of other children</p> <p>Providing exposure to find the time lapsed in two events by forward counting and 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.</p>	<ul style="list-style-type: none"> <li>• Attempts to showcase the concept of week, month and year on the basis of number of days and uses this understanding to compute number of weeks in a year</li> <li>• Shows interest in reading the clock time nearest to hours and minutes and expresses the time using the terms ‘a.m.’ and ‘p.m.’</li> <li>• Explores ways (mental addition and subtraction) of finding time intervals between different familiar events and computes number of days between two dates.</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> <li>• Draws inferences with the help of teacher</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</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>



Conceptual Area	Pedagogical Processes	Learning Indicators
	<p>various pictures/diagrams from newspapers and magazines. Help them draw out meaningful inferences out of the data given.</p>	
<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>• Identifies patterns in multiplication and division : multiples of 9</li> <li>• Multiplies and divides by 10, 100 etc by using the patterns</li> <li>• Identifies geometrical patterns based on symmetry.</li> </ul>	<p>Providing opportunities to children to explore patterns in designs and geometrical shapes available in their vicinity and to find ways of extending them creatively</p> <p>Asking children to explore patterns in numbers and multiplication facts like in multiples of 9 the sum of digits is also multiple of nine, table is formed by writing 9, 8, 7, 6.....0 in ones place and 0, 1, 2, .....9 in tens place respectively</p> <p>Ask children to explore similar patterns in multiplication facts of other numbers.</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>	<ul style="list-style-type: none"> <li>• Identifies patterns in multiples of 9 and extends them to find more facts</li> <li>• Engages herself in understanding specific pattern of numbers in a series and extends it</li> <li>• Evolves patterns on sarees, clothes and tiles and extends them.</li> </ul>

# EVS

At The End of Class IV

## 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 IV these learning indicators are same, however, the progression of learning from classes III 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:

Observes and explores environmental

objects, plants, animals, shelters **simple phenomenon in the surroundings**. For e.g., *“identifies variations in plants (leaves, flowers), animals (bird's beak, claws, feather, and nests) mode of transports, and variation in seasons, give examples of each”*.

Collects and reports her observations on the collected materials/ information through various ways :

*E.g., “reports information about variety of leaves, flowers, various modes of transport and report with peers/elders through **orally as well as written form**, drawings”*.

*Shares and reports variations in seasons, day night variations orally as well as in written form.*

Draws simple designs, drawings patterns that have been **seen by her or on her own**

*E.g., “thumb or creative printing from various materials, rangolis using various patterns of her choice”. And label them*

Engages and participates in discussions on the themes related to her day to day life.

o *E.g., “discusses on common topics such as spoilage of wastage of food causes of noise and water pollution need for bridges and level crossing, how to resolve dispute in games”*.

Listens to others on the themes related to day to day life *such as peer experiences related to food items eaten in the family, ways of cooking in the family, source of water in the locality.*

Shares experiences or gives her own views in group or individually and accept feedback given by others on her work.

*E.g., "sharing experiences related to visited place (mela, festival, historical place) verbally or in written form, giving her own views/ opinion on the problem related to water in her day to day life, problems for using plastics".*

Reflects on others work/ views/ opinion in group or asked by teacher individually in the class. *E.g., "giving feedback to peer on written work/ drawing, giving opinion on ways to reducing wastage of water, reducing use of plastic".*

Expresses one's feelings/ ideas through various ways orally/ written /gestures i.e. *she could orally express feelings what help she could do for elders, differently abled. She could creatively express in written form if she were police what work I could do*

Use appropriate language, gestures to show care, respect for others.

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

Expresses her feelings/ideas on any event/ situation/objects through creative expressions by using locally available material.

Creates designs by using variety of material by using fallen dry leaves, flowers, clay and pebbles, etc.

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"*

Makes one own guesses and formulates her own reasoning's on any seen event/phenomenon in day to day life. *E.g., "how much water is required to cook the rice for four people; how much food will be*

*required for 2 day journey by train for her family".*

Seeing relationships of self with others. *E.g., "she explains the relationships of family members with self and also relationships among themselves. She can depict this by drawing family tree".(more than two generations)*

Using evidences/ information to make simple predictions with the support of elders/ on her own. *For example using information about mode of transport she could predict fuel consumption in different vehicles.*

Identifies objects, plants, animals, food items based on their observable features in the surroundings

Differentiates/ discriminates environmental objects, animals, plants, food items based on their observable features.

Engages actively and sorts/ group objects, plants, animals based on two common features at a time.

*E.g., " groups animal's pictures having beak and claws in one group and animals who do not have these features in other category".*

Compares objects, plants, animals, mode of transport, food items, shelters of animals based on their similarities and differences as per their observable features. *E.g., " compares various mode of transport having common features i.e. having 4 wheels, driven by petrol, driven and observes differences in them such as size of wheels (small, big), sounds of vehicles".*

Expresses curiosity on observations on the new objects/ event/ phenomenon (not only of immediate surroundings but by seeing other ways i.e. T.V, films, newspapers)

Asks questions/ frame questions of higher order (not only of what, & where level but want to know why and how level) to know the answer. *.E.g. "why do we preserve winters (some) vegetables, for summers , why*

*do we need to keep preserved food items in sun. Why do some areas in the locality/colony only get regular water supply”*

Expresses her creativity through various ways *E.g.* “*asking questions, framing questions in class activities, creates new work etc*”

Reflects critically on various issues related to social/cultural aspects to child’s life. *E.g.* *gender discrimination in the family, school, neighborhood visit to Ojha’s, Bhagats for treatment*

Accepts feedback given by peers/ elders on one’s own work/ view and gives feedback to others objectively.

a). Describes situation/ event/ phenomenon in her own language in a sequential manner as seen by her *E.g.* “*changes seen in sprouting of seeds, changes seen in various seasons*”.

b). Summarize information and opinion about a selected problem or issues *E.g.*, “*What difficulties if there would be no bridge to cross over?*”.

Predicts/ identifies probable reasons of any situation/event/phenomenon seen by her *E.g.*, “*predicting/ identifying why six month old child cannot eat, why some old people cannot eat hard things, why river gets spoilt*”;

*Making a guess of how far s/he can roll a ball along the ground and then measuring how far it actually goes.*”

*Thinking of three different ways to go from the classroom to the principal’s room. Which do s/he think is the longest /shortest route?*”

Makes simple inferences on any event/ situation / phenomenon seen by her *E.g.*, “*all*

*things cannot dissolve in water, sugar/salt dissolves fast in warm water than the cold water, River’s water pollutes due to cleaning utensils, clothes, bathing animals, throwing garbage in water or near water*”.

#### **Learning Indicators: IV**

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

Conducts simple hands-on-activities in group situation *E.g.* “*dissolves sugar, salt, sand, wood shavings in water and share results.* ”

Demonstrates that water takes shape of the container *E.g.*, “. demonstrates by using different shape vessels

Reflects sensitivity towards the needs of differently- abled children, and learns to express feelings in different ways

Expresses concern for equality and for justice for disadvantaged group of society, and gives her own opinion

Describe in detail how to show respect for the environment and avoid wastage of material and suggest ways to reduce wastage for reuse of material. *E.g.*, “*recycle*”; “*clean up school premises*”.

Shows no biases in behavior

*E.g.* “*sitting, eating, working, sharing with all irrespective of traditional and cultural biases*”.

Engages and cooperates in group work calmly.” *E.g.*, “*collage work, Mural etc.*”

Accepts responsibility to lead the group for certain expected tasks, undertaken in the classroom. *E.g.*, “*making a to -do list,*”; “*staying on a given task*”.

Shows respect for other children and adults *E.g.*, “*taking turns ; letting others to finish an activity or asks to join them*”

Follow rules and understand the reasoning behind that. *E.g.*, “*listening to others without interrupting.*”

Work with others and appreciate contributions of others in class activities. *E.g.* “*work in cooperative group to design a flower garden for their school*”

# 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 रू प्रतिदिन फाइन लगेगा। **अगर आपका चेक बैंक से किसी कारण से वापिस आता है तो 500 रू 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