

SURENDRANATH CENTENARY SCHOOL
SESSION – 2026-27
ANNUAL PEDAGOGICAL PLAN
CLASS IV

ENGLISH

1. New Grammar Way - 4 (Macmilan Education)
2. Beyond Words - 4 (English Press)

Pedagogies- The learners for Competency Based Education use 21st Century Skills through different pedagogical methods as Role Play, Multi-disciplinary Projects, Multisensory Learning, Art and Sports Integrated Projects, Dictionary Skills, Story Telling, catering Life Skills Values and ICT Technology.

| Month | Chapter | No. of pr. | Topics | Learning Objective | Learning Outcome |
|-----------|---------|------------|------------------------------|---|---|
| April '26 | Lang. | 4 | L-2 Common and Proper Nouns | To help learners: <ul style="list-style-type: none"> • Identify & use various nouns • Identify singular and plural nouns • Use verbs according to nouns and number • The key rules in regard to change singular nouns to plural nouns • Use collective nouns • Read the given text correctly and follow instructions. • Enjoy the text and acquire knowledge about new words | Learners will be able to <ul style="list-style-type: none"> • Differentiate between proper & common nouns • Judge correct use of verbs according to nouns number • Learn the formation of plural nouns including compound nouns • Demonstrate the use of collective nouns • Gain awareness about nature and butterflies' behaviour • Appraise the text and comprehend the questions |
| | L-2 | | | | |
| | L-3 | 5 | L-3 Nouns: Singular & Plural | | |
| | L-5 | 5 | L-5 Collective Nouns | | |
| | Lit | 5 | L-1 A Butterfly Smile | | |
| | L-2 | 5 | L-2 A Paper Bag Called Pappy | | |
| | | (24) | | | |

| | | | | | |
|----------|---|---|--|--|--|
| May '26 | Lang L-6 Paragraph Writing Lit. Poem | 6 2 3 (11) | L-6 Nouns: Gender A Place I Visited L-3 Rainbow Colours | To help learners <ul style="list-style-type: none"> • Access to classify and change the nouns according to their genders • Compose a paragraph visualizing the picture using correct action, words and punctuation marks • Appreciate the poem | Learners will be able to <ul style="list-style-type: none"> • Identify the kinds of gender and ways to change masculine to feminine and vice-versa • Develop Writing Skills • Recite the poem with proper expression and intonation |
| June '24 | Lang. L-8 L-17 Letter Writing Lit. L-4 | 2 2 1 2 5 (12) | L-8 Pronouns L-17 Articles Activity- Play the Basket Game. NCERT -4 (Page no. 107) Letter to friend about his /her birthday celebration L-4 How Friendship Began Among Birds | To help learners <ul style="list-style-type: none"> • List the various personal pronouns & identify their role in a sentence • Learn the difference in the use of Definite & Indefinite articles • Identify common errors in the usage of articles • Format of informal letter • Acquaint with new vocabulary words | Learners will be able to <ul style="list-style-type: none"> • Clear concepts of three persons of pronouns, differentiate between personal and possessive pronouns • Identify definite & indefinite articles & their uses • Use appropriate articles & omission of articles • Write personal letter following the correct format • Appreciate the importance of friendship and cooperation |

| | | | | | |
|------------|--|---|--|--|---|
| July '26 | Lang L-9 L-10 Paragraph Writing Lit L-5 | 6 2 7 2 6 (23) | L-9 Verbs Activity-Word Fun- Page 162 NCERT 4 L-10 Simple Present Tense My Favourite Fairy Tale Character L-5 Dreams and Tales | To help learners- <ul style="list-style-type: none"> • Identify verbs showing actions, state of being and belongings • Learn the various form of verbs in singular and plural nouns • Compose the clues / hints to write a paragraph • Gain knowledge about words related to weaves | Learners will be able to <ul style="list-style-type: none"> • Classify verbs in present, past and past participle form. • Explain the concept of rules of formation of the verbs in simple present tense • Develop confidence and enhance writing skills • Demonstrate interest in art and culture of Assam. |
| August '26 | Lang. L-11 L-12 Letter Writing Lit. L-5 | 6 6 3 6 (21) | L-11 Present Continuous Tense L-12 Simple Past Tense Birthday Celebration of Your Neighbour L-5 Bhoja,s Eagle | To help learners <ul style="list-style-type: none"> • Usage of present/past and present/past participle form of the verbs • Identify past form of verbs • Format of Informal Letter • Infer the use of phrasal verbs | Learners will be able to <ul style="list-style-type: none"> • Change simple present/past to present/past participle • Recognise the rules of formation of verbs in past tense • Identify verbs used in present tense • Enhance communication skills & focus on creative skills • Develop positive behaviour and show empathy towards birds. |

| | | | | | |
|-------------|-------------------|--|---|------------------|--------------------------|
| Sep '26 | Lang | | | To help learners | Learners will be able to |
| | L-13 | 5 | L-13 Simple Future Tense | | |
| | Comprehension | 3 | Comprehension | | |
| | Lit | 4 | L-9 The Little Kite | | |
| | Poem | (12) | | | |
| October '26 | Lang. | 3 | L-15 Subject and Predicate | To help learners | Learners will be able to |
| | L-15 | | L-18 Adjectives and their Types | | |
| | L-18 | 3 | Activity-Word Search(Puzzle) | | |
| | | 1 | NCERT 4-Page-154 | | |
| | Leave Application | 2 | Leave Application | | |
| | Paragraph Writing | 1 | A Memorable Gift | | |
| | L -8 | 4 | L-8 Tenali Raman and the Palaces in the Air | | |
| | 1 | Activity – Word Building NCERT Book-4 Page no.160 | | | |
| | | (15) | | | |

| | | | | | |
|--------------|--|--|--|--|--|
| November '26 | Lang. L-19 L-20 Letter Writing Lit. L-8 Poem | 2 2 1 3 1 (9) | L-19 Degrees of Comparison L-20 Adverbs and Their Types Application to Class Teacher to attend cousin brother's wedding L -8 How the Seasons Got Their Share L-11 Sunday | To help learners <ul style="list-style-type: none"> To learn the rules to change from positive to comparative and superlative degrees of comparison Use adverbs in simple sentences Identify the elements of formal letter Enhance knowledge about various seasons Appreciate the meaning of the poem | Learners will be able to <ul style="list-style-type: none"> Form comparative and superlative degrees of comparison and draw links between them Classify adverbs into manner, time and place Able to write application according to the proper format Appraise the importance of sharing Compare the days of the week with actions of the people |
| December '26 | Lang. L-21 L-22 Lit. L-12 Paragraph Writing | 6 6 6 3 (21) | L-21 Prepositions of Place, Movement and Time L-22 Conjunctions L-12 Why the Sky is Far Away A Friend in Need is a Friend Indeed | To help learners <ul style="list-style-type: none"> Acquaint with the words used as preposition of place, movement and time Identify the words that function as conjunction Differentiate between different conjunctions Discover the importance of nature. Compose the hints to write a paragraph | Learners will be able to <ul style="list-style-type: none"> Choose suitable prepositions in sentences Use linkers correctly in sentence formation Apprehend correct use of various conjunctions Build values like kindness and respect . Use cues to develop a paragraph using correct tense and vocabulary |

| | | | | | |
|-----------------|--|---|---|--|--|
| January '26 | Lang. L-23 L-24 Lit Play Poem Paragraph Writing | 5 6 6 2 1 (20) | L-23 Sentences L-24 Types of Sentences L-14 The Lion King Emotions Save Earth Save Life | To help learners <ul style="list-style-type: none"> • Identify the types of sentences • Use of correct punctuation mark while transforming the kinds of sentences as asked • Acquaint with homographs • Appreciate the poem • Create a paragraph using imaginative skills | Learners will be able to <ul style="list-style-type: none"> • Form well-structured sentences • Differentiate between the types of sentences • Read the lesson aloud and answer simple comprehension questions • Show concerns for different emotions • Develop confidence and enhance writing skills using grammatically correct sentences. |
| February '26 | Lang L-27 Comprehen sion | 7 4 (11) | L-27 Contractions Comprehension | To help learners <ul style="list-style-type: none"> • Use contractions correctly in sentences • Comprehend the answers of the given passage through critical thinking and vocabulary skills | Learners will be able to <ul style="list-style-type: none"> • Identify the contractions in sentences • Enhance reading skills and comprehend the answers confidently |

हिंदी

1. व्याकरण वाटिका4 (मधुबन)
2. पंखुड़ी 4 (बेस्ट वे पब्लिकेशन)

शिक्षण विधि – आलोचनात्मक शिक्षा, अनुभवात्मक शिक्षा, कला समेकित शिक्षा, कहानी वाचन।

| Month | Chapter | No. of pr. | Topics | Learning Objective | Learning Outcome |
|-----------|---------|------------|-----------------------|---|---|
| April '26 | पाठ -1 | 5 | भाषा, लिपि और व्याकरण | शिक्षार्थी के सहायता हेतु: •भाषा की उत्पत्ति, उसके रूप की , विभिन्न राज्यों में बोली जाने वाली भाषाओं की जानकारी देना। | शिक्षार्थी समझने में सक्षम होंगे •भाषा के रूप तथा अलग-अलग भाषाओं की लिपि को जानेंगे। |
| | पाठ -1 | 5 | ध्वज वंदना | •आपसी सहयोग तथा सकारात्मक सोच विकसित करना | •भारत के ज्ञान वैभव एवं अखंडता के बारे में ज्ञान प्राप्त करेंगे। |
| | पाठ -2 | 4 | सच्चा खिलाड़ी | •खेल भावना विकसित करना। | •बच्चे खेल के महत्व को जानेंगे। |
| | निबंध | 4 | आदर्श विद्यार्थी | •निबंध में विराम चिन्ह के प्रयोग को समझाना। | •विराम चिन्ह का प्रयोग करते हुए निबंध स्वयं से लिखने में सक्षम बनेगे । |
| | | (18) | | | |
| May '26 | पाठ -3 | 4 | सत्यवादी तिलक | शिक्षार्थी के सहायता हेतु: •सत्य निष्ठा तथा देश प्रेम विकसित करना। | शिक्षार्थी समझने में सक्षम होंगे •तार्किक चिंतन एवं आलोचनात्मक चिंतन |
| | पाठ 4 | 3 | मेहनत का फल | •परिश्रम का महत्व समझाना | •सौंदर्योत्कारण एवं कला की समझ का ज्ञान होगा। |
| | पाठ - 2 | 2 | वर्णमाला | •स्वर तथा व्यंजन अन्य वर्ण ,आगत वर्ण व संयुक्त व्यंजन के अंतर को समझाना। | •स्वर तथा व्यंजन के अंतर को समझ कर स्वयं अलग-अलग लिखेंगे। |
| | | (09) | | | |

| | | | | | |
|----------|--|--|--|--|--|
| June '26 | पाठ -5 पाठ -3 पत्र | 05 05 04 (14) | हिमालय संज्ञा / लिंग मित्र को रांची घूमने का निमंत्रण देते हुए पत्र लिखिए। | शिक्षार्थी के सहायता हेतु: •बच्चे संवाद शैली से परिचित होंगे। •बच्चे संज्ञा शब्दों की पहचान कर सकेंगे। •पत्र के प्रारूप को समझाना। | शिक्षार्थी समझने में सक्षम होंगे •बच्चे कविता का सस्वर उच्चारण करेंगे। •संज्ञा शब्दों से वाक्य निर्माण स्वयं करेंगे। •प्रारूप को समझ कर पत्र लिखने में सक्षम बनेंगे। |
| July '26 | पाठ -6 पाठ -7 पाठ-4 निबंध पत्र | 04 04 03 03 03 (17) | बुद्धिमान सलाहकार पीयूष का साहस सर्वनाम /वचन परिश्रम का महत्व। अपने पिताजी को नई कक्षा के बारे में बताते हुए पत्र लिखिए। | शिक्षार्थी के सहायता हेतु: •मेहनत, लगन, निष्ठा और ईमानदारी से अपने कार्य में निपुणता हासिल करना सिखाना। •बाल मन की कल्पना एवं मनोविज्ञान की परख करना सिखाना। •सर्वनाम की परिभाषा तथा भेद से परिचित कराना। •वचन परिवर्तन के नियम सीखना। मनुष्यों के जीवन में परिश्रम के महत्व को समझाना। •औपचारिक तथा अनौपचारिक पत्र के अंतर को समझाना। | शिक्षार्थी समझने में सक्षम होंगे •शिक्षार्थी में सकारात्मक सोच एवं समस्या निदान गुणों का विकास होगा। •शिक्षार्थी चुनौतियों का साहस के साथ सामना करेंगे। •सर्वनाम शब्दों से वाक्यनिर्माण करने में सफल बनेंगे। •वचन की पहचान और प्रयोग कर पाएंगे। शिक्षार्थी संकेत बिंदु के माध्यम से निबंध स्वयं लिखने में सक्षम बनेंगे। •औपचारिक तथा अनौपचारिक पत्र के अंतर को समझ कर स्वयं पत्र लिखने में सक्षम बनेंगे। |

| | | | | | |
|---------------|--------|------|--------------------------|---|--|
| August '26 | पाठ-8 | 04 | भारत का दिल: दिल्ली | शिक्षार्थी के सहायता हेतु: •बच्चों को दिल्ली के दर्शनीय स्थल की जानकारी देना। | शिक्षार्थी समझने में सक्षम होंगे •बच्चों पता लगाएंगे कि भारत को दिल्ली का दिल क्यों कहा जाता है? |
| | पाठ 9 | 05 | डॉक्टर कलाम की आत्मकथा | •बच्चों को डॉक्टर कलाम की जीवनी से परिचित कराना। | •बच्चे डॉक्टर कलाम की आत्मकथा से सत्य निष्ठा तथा देश के प्रति समर्पण की भावना सीखेंगे। |
| | पाठ-5 | 05 | विशेषण | •विशेषण की परिभाषा तथा भेद की जानकारी देना | •बच्चे विशेषण के भेद के अनुसार वाक्यों को स्वयं अलग-अलग कर सकेंगे। |
| | निबंध | 02 | मेरा प्रिय त्योहार | शिक्षार्थी को त्योहारों की जानकारी देना। | •त्योहार की जानकारी के बाद स्वयं निबंध लिखने में सक्षम बनेंगे। |
| | | (16) | | | |
| September '26 | पाठ-10 | 03 | त्योहारों का देश है अपना | शिक्षार्थी के सहायता हेतु: •बच्चों को कविता का लय एवं भाव के साथ वाचन करना सीखना। | शिक्षार्थी समझने में सक्षम होंगे •बच्चे भारत में मनाए जाने वाले विभिन्न त्योहारों के बारे में जानकारी इकट्ठा करने में सक्षम बनेंगे। |
| | पाठ-6 | 03 | क्रिया | •बच्चों को क्रिया की पहचान सीखना। | •बच्चे वाक्य में सकर्मक क्रिया तथा अकर्मकक्रिया की पहचान कर सकेंगे |
| | | (06) | | | |
| October '26 | पाठ-11 | 03 | पोंगल की धूम | शिक्षार्थी के सहायता हेतु: •बच्चों को जानकारी देना कि पोंगल पर्व कब और कैसे मनाया जाता है। | शिक्षार्थी समझने में सक्षम होंगे •बच्चे समझने में सक्षम होंगे कि पोंगल पर्व हमें क्या संदेश देता है। |

| | | | | | |
|--------------|--|--|---|--|--|
| | पाठ-12 पाठ – 7 निबंध | 03 02 02 (10) | दादाजी का ज्ञान विराम चिन्ह बढ़ता प्रदूषण | <ul style="list-style-type: none"> •निर्णय क्षमता विकसित करने की सीख देना। •विराम चिन्ह की पहचान सिखाना। •बच्चों को प्रदूषण की समस्या से परिचित कराना। | <ul style="list-style-type: none"> •बुद्धिमानी पूर्वक समस्या का समाधान करने में सक्षम बनेंगे। •बच्चे वाक्य में विराम चिन्ह का प्रयोग करने में सक्षम बनेंगे। •संकेत बिंदु के माध्यम से निबंध स्वयं लिखेंगे। |
| November '26 | पाठ-13 पाठ-14 पाठ-8 निबंध | 04 04 03 03 02 (16) | मंगल पांडे का बलिदान हीरे तथा कोयले का संवाद NCERT Book -IV-Pg No. 10 शब्द भंडार (पर्यायवाची शब्द, विलोम शब्द अनेकार्थक शब्द ,वाक्यांश के लिए एक शब्द) मेरी पहली विमान यात्रा | शिक्षार्थी के सहायता हेतु: <ul style="list-style-type: none"> •भारत के ऐतिहासिक विरासत एवं ज्ञान से रूबरू कराना। •बच्चों को मंगल पांडे की जीवनी से परिचित कराना। •बच्चों में आपसी सहयोग एवं सकारात्मक सोच विकसित करना। •बच्चों को पर्यायवाची शब्द तथा विलोम शब्द का अर्थ समझना। •बच्चों को संकेत बिंदु की सहायता से निबंध लिखना सीखना। | शिक्षार्थी समझने में सक्षम होंगे <ul style="list-style-type: none"> •भारत के महान विभूतियों से परिचित होंगे। •बच्चे संवाद शैली से परिचित होंगे। •बच्चे मंगल पांडे की जीवनी से देश प्रेम तथा त्याग की भावना की सीख लेंगे। •बच्चे पर्यायवाची शब्द से वाक्य निर्माण स्वयं करेंगे। •बच्चे संकेत बिंदु की सहायता से स्वयं निबंध लिखने में सक्षम बनेंगे। |

| | | | | | |
|-----------------|---|---|--|---|---|
| December '26 | <p>पाठ-15</p> <p>पाठ-8</p> <p>पत्र लेखन</p> | <p>03</p> <p>03</p> <p>03</p> <p>(12)</p> | <p>सखी के नाम पत्र NCERT Book -IV-Pg No. 71</p> <p>समश्रुत भिन्नार्थक शब्द /समूहवाची शब्द</p> <p>अपने अनुज को पत्र लिखकर दैनिक व्यायाम करने का महत्व समझाइए।</p> | <p>शिक्षार्थी के सहायता हेतु</p> <ul style="list-style-type: none"> •बच्चों को पत्र का प्रारूप समझना । •बच्चों को श्रुति समभिन्नार्थक शब्द से वाक्य निर्माण करना सीखना। •बच्चों को समूहवाची शब्द का अर्थ समझना। | <p>शिक्षार्थी समझने में सक्षम होंगे</p> <ul style="list-style-type: none"> •बच्चे किसी भी विषय पर स्वयं पत्र लिखेंगे । •बच्चे श्रुति समानार्थक शब्दों का अर्थ स्पष्ट करते हुए स्वयं वाक्य बनाएंगे । |
| January '27 | <p>पाठ-16</p> <p>पाठ-17</p> <p>पाठ-9</p> <p>निबंध</p> | <p>04</p> <p>03</p> <p>03</p> <p>03</p> <p>13</p> | <p>नोबेल पुरस्कार विजेता सी० वी०रामन</p> <p>निराला कंप्यूटर</p> <p>मुहावरे</p> <p>मनोरंजन के साधन</p> | <p>शिक्षार्थी के सहायता हेतु:</p> <ul style="list-style-type: none"> •बच्चों को जानकारी देना कि नोबेल पुरस्कार किन्हे दिया जाता है। •बच्चों को कंप्यूटर के क्या-क्या फायदे हैं? उसकी जानकारी देना। •मुहावरे की पहचान और प्रयोग करना सिखाना। •बच्चों को मनोरंजन के क्या-क्या साधन हैं उसकी जानकारी देना। | <p>शिक्षार्थी समझने में सक्षम होंगे</p> <ul style="list-style-type: none"> •बच्चे जान सकेगे कि सी० वी० रामन को नोबेल पुरस्कार कब और क्यों दिया गया? •संकेत बिंदु के माध्यम से स्वयं निबंध लिखने में सक्षम बनेंगे। |

| | | | | | |
|-----------------|-----------|------|---|---|--|
| February '27 | पाठ-18 | 01 | स्वच्छता रखिए ,स्वस्थ रहिए | शिक्षार्थी के सहायता हेतु: •बच्चों को स्वच्छता के महत्व को समझना। | शिक्षार्थी समझने में सक्षम होंगे •बच्चे अपने आस-पास साफ सफाई रखेंगे। |
| | पाठ-18 | 01 | NCERT Book -IV-Pg No. 56 | | •बच्चे अपने प्रिय जनों को स्वयं चिट्ठी लिखने में सक्षम बनेंगे। |
| | पाठ-10 | 01 | वाक्य | •वाक्य की पहचान व वाक्य प्रयोग को सिखाना। | •वाक्य में विराम चिन्ह का प्रयोग करने में सफल होंगे। |
| | पाठ-11 | 01 | अपठित गद्यांश | | •शब्दों व वाक्य में होने वाली सामान अशुद्धियों का कारण व शोधन कर शुद्ध भाषा बोलेंगे। |
| | पत्र लेखन | 01 | कक्षा की खिड़की का शीशा टूट जाने पर क्षमा मांगते हुए प्रधानाचार्या को पत्र लिखें। | •बच्चों को अपठित गद्यांश के प्रश्नों को हल करना सीखना। •औपचारिक पत्र के महत्व को समझाना। | •बच्चे अपठित गद्यांश के प्रश्नों को स्वयं हल करने में सक्षम बनेंगे। •शिक्षार्थी औपचारिक पत्र के महत्व को समझते हुए स्वयं पत्र लिखने में सक्षम बनेंगे। |
| | | (05) | | | |

MATHEMATICS

1.Junior Maths -IV (Bharti Bhawan)

2.Mental Arithmetic IV

Pedagogies -AIL, role play, subject enrichment, Integration with sports, Hands on activities etc

| Month | Chapter | No. of pr. | Topics | Learning Objective | Learning Outcome |
|---------|---------|------------|---|---|---|
| Apr '26 | L 2 | 2 | <ul style="list-style-type: none">• Hindu Arabic numeral | To enable the learners to- <ul style="list-style-type: none">• Identify Hindu-Arabic numerals• Analyze and represent large numbers using place value chart• Identify and solving problems involving numbers and mathematical operations.• Solve word problems involving finding the difference.• Develop computational skills and proficiency in mental math. | Learners will be able to- <ul style="list-style-type: none">• Read, write answer convert between Roman and Hindu -Arabic numerals.• Analyze place value concept• Compare and order large nos.• Solve simple problems involving numbers with confidence.• Develop mental maths skills and number sense.• Distinguish between subtrahend, minuend. |
| | L3 | 2 | <ul style="list-style-type: none">• Large numbers and place value chart NCERT III Page number 5 | | |
| | L 4 | 5 | <ul style="list-style-type: none">• Computational Thinking- Thousands around us. | | |
| | L5 | 5 | <ul style="list-style-type: none">• Addition NCERT III Page numbers- 37,122,123 Computational Thinking- The cleanest village.• Subtraction Computational Thinking- The cleanest village. | | |
| | | (14) | | | |

| | | | | | |
|----------|---|---|---|---|---|
| Jul '26 | L 17 L 8 L 12 | 2 5 5 6 3 (21) | <ul style="list-style-type: none"> Line segments <p>NCERT III-Page 181 Computational Thinking- Fun with Symmetry</p> <ul style="list-style-type: none"> Factors, Common factors, Multiples Common multiples, Prime and Composite numbers Prime-Factorisation by factor-tree and division method Unitary method | <p>To enable the learners to-</p> <ul style="list-style-type: none"> Design and create art work using the concept of geometry Apply the concept of multiplication and how it relates to multiples. Analyse and compare different ways of finding factors Identify and list all the factors of a given number up to 50. Identify prime and composite numbers. Integrate Maths with day-today life Apply unitary method to solve problems involving ratios and proportions. Calculate unit rates and use them to find unknown values. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> Apply Geometrical concepts in day today life. Use factor tree to find prime factorization of a number. Apply the relationship between factors and prime/composite numbers. Recognize that multiple is always greater than given numbers and factor is always smaller than the given numbers. Solve real life problems.(e.g cost,quantity,distance). Analyze relationship between quantities |
| Aug '26 | L 9 | 5 5 5 5 3 (23) | <ul style="list-style-type: none"> Numerators and Denominator Like and unlike fractions Equivalent fractions Reducing a fraction to its lowest form, Kinds of fraction <p>NCERT III- Page 116</p> | <p>To enable the learners to-</p> <ul style="list-style-type: none"> Develop creative skill through experiential learning Compare different kinds of fractions Enhance communication skill Apply fractions in day-today life. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> Recognize fraction as a part of whole and a group. Identify types of fractions. Perform addition and subtraction of like fractions. Reduce a fraction to its simplest form. Convert mixed fractions into improper fractions and vice versa. |
| Sept '26 | L 10 | 7 (07) | <ul style="list-style-type: none"> Addition and subtraction of fractions. <p>Computational Thinking- Sharing/Measuring</p> | <p>To enable the learners to-</p> <ul style="list-style-type: none"> Apply addition and subtraction of fraction in day today life. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> Solve addition and subtraction of like fractions. Calculate and enhance the mental calculation. |

| | | | | | |
|---------|------|------------------------------------|---|---|---|
| Dec '26 | L17 | 5 5 3 (13) | <ul style="list-style-type: none"> • Open and closed figure Polygons • Quadrilaterals (Square & Rectangle) NCERT III- Page 50 • Computational Thinking: Shapes around us • Circles | To enable the learners to- <ul style="list-style-type: none"> • Develop logical and Mathematical skills through activities. • Identify different curves and polygons. • Draw different kinds of quadrilateral. • Identify different types of circles | Learners will be able to- <ul style="list-style-type: none"> • Apply the basic geometrical concepts. • Identify parallel, perpendicular, and intersecting lines. • Measure and draw line segments. • Identify various types of polygons. • Draw circles of different radii |
| Jan '27 | L 14 | 2 3 3 3 2 3 (16) | <ul style="list-style-type: none"> • Using a.m. and p.m • 24-Hour clock time, • Conversion of time, • Operations on measures of time • Elapsed time • Word problems NCERT III- Page 173 • Computational Thinking- Ticking clocks | To enable the learners to- <ul style="list-style-type: none"> • Enhance critical thinking through analytical reading of calendar. • Identify a particular date and corresponding day on a calendar • Apply concept of time in real life situation. • Develop problem solving skill through word problems. | Learners will be able to- <ul style="list-style-type: none"> • Compare the time in a.m. and p.m. and tell the time in 24-hour clock notation. • Convert time from one unit to the other. • Calculate the elapsed time during an activity. • Add and subtract units of time. |
| Feb '27 | L 20 | 2 4 (6) | <ul style="list-style-type: none"> • Tally marking, • Drawing and • Interpretation of bar graph • Computational Thinking- Data handling | To enable the learners to- <ul style="list-style-type: none"> • Integrate Maths with real life through Experiential learning. • Develop analytical skill through interpretation of data. • Calculate and explain the revised topics | Learners will be able to- <ul style="list-style-type: none"> • Collect the data by performing several activities and represent it by pictograph. • Interpret the information given in bar graph. • Calculate and enhance the mental calculation. |

SCIENCE

1. Focus Science 4 (Ratna Sagar)

Pedagogies- Collaborative learning, Experiential learning, Storytelling, Role play

The annual pedagogical plan integrates competency-based education, emphasizing hands-on experiments, inquiry-based learning, and interactive demonstrations to develop critical thinking and problem-solving skills to foster a deeper understanding of the world but also cultivates a lifelong appreciation for the scientific method and inquiry-driven exploration.

| Month | Chapter | No. of pr. | Topics | Learning Objective | Learning Outcome |
|-----------|---------|-----------------------------|---|--|--|
| April '26 | L 1 | 4 7 3 | <ul style="list-style-type: none"> Parts of a leaf The process of making food in plants Interdependence of plants and animals. NCERT III page 57, 61 | To enable the learners to- <ul style="list-style-type: none"> Identify the basic parts of a leaf. Interpret the role of sunlight, water, air, and nutrients in plant growth. Recognize the role of food chains and food webs in transferring energy. | Learners will be able to- <ul style="list-style-type: none"> Label the parts of a leaf. Explain the process of photosynthesis Describe the flow of energy through different levels in an ecosystem. |
| | L 2 | 5 (19) | <ul style="list-style-type: none"> Terrestrial Plants | <ul style="list-style-type: none"> Recognize the diverse adaptations of terrestrial plants. | <ul style="list-style-type: none"> Compare and contrast the adaptations of plants. |
| May '26 | L 2 | 6 3 (9) | <ul style="list-style-type: none"> Aquatic Plants and Insectivorous Plants NCERT V page 18 <ul style="list-style-type: none"> Grass Family | To enable the learners to- <ul style="list-style-type: none"> List specific adaptations of aquatic plants, insectivorous plants, and plants in the grass family. Explain how the adaptations of plants contribute to their survival and growth in their respective environments. | Learners will be able to- <ul style="list-style-type: none"> Compare and contrast the adaptations of plants. Evaluate the effectiveness of specific adaptations in helping plants thrive in their environments. |
| June '26 | L 3 | 4 4 4 (12) | <ul style="list-style-type: none"> Egg laying animals Animals that give birth to young ones Internal structure of an egg. | To enable the learners to- <ul style="list-style-type: none"> Identify the two types of reproduction. Name examples of oviparous and viviparous animals. Infer the function of each part of the egg in nourishing the developing embryo. | Learners will be able to- <ul style="list-style-type: none"> Differentiate between oviparous and viviparous animals Explain the significance of reproduction in maintaining ecological balance. Create models and diagrams illustrating internal structure of an egg. |

| | | | | | |
|------------|-----|------|---|---|---|
| July '26 | L 3 | 7 | <ul style="list-style-type: none"> • Protection of eggs and care of the young ones | <p>To enable the learners to-</p> <ul style="list-style-type: none"> • Analyze different strategies animals use to protect their eggs and care for their young, such as nest-building, camouflage, and parental care. • List examples of adaptations in animals. • Recall different adaptations in animals and their purposes. • Name the main nutrients found in food, including carbohydrates, proteins, fats, vitamins, and minerals. • Infer the role of each nutrient in promoting health and growth. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> • Show protective behaviors towards their younger ones. • analyze how specific adaptations are suited to particular environments and ecological niches. • Evaluate the significance of adaptations in the survival of animal. • Analyze the consequences of nutrient deficiencies or excesses on health and well-being. • Create a balanced meal plan for a day. |
| | L 4 | 7 | <ul style="list-style-type: none"> • Adaptation to Environment and for Food | | |
| | L 5 | 5 | <ul style="list-style-type: none"> • Adaptation for Protection • Nutrients in food • Balanced diet | | |
| | | (24) | | | |
| August '26 | L 5 | 7 | <ul style="list-style-type: none"> • Digestion of food | <p>To enable the learners to-</p> <ul style="list-style-type: none"> • Recall the main organs involved in the digestion process. • Analyze the importance of digestion in extracting nutrients from food for energy and growth. • Recall various methods of food preservation. • Identify different types of teeth and their function. • Differentiate between temporary and permanent teeth. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> • Analyze the importance of chewing food properly and eating a balanced diet. • Evaluate the effects of unhealthy eating habits. • Evaluate the importance of preserving food. • Classify the different types of teeth and explain the respective functions in the process of digestion. • Implement ways to care for their teeth. |
| | | 4 | <ul style="list-style-type: none"> • Preserving food <p>NCERT IV page 81, 83</p> | | |
| | L 6 | 5 | <ul style="list-style-type: none"> • Parts of a tooth • Types of teeth and care of teeth | | |
| | | (19) | | | |

| | | | | | |
|----------|------------------|--|---|---|---|
| Sept '26 | L 6 L 8 | 4 4 7 6 (21) | <ul style="list-style-type: none"> Types of microbes Uses of microbes States of matter Solute, Solvent and Solution NCERT V page 29 | <p>To enable the learners to-</p> <ul style="list-style-type: none"> List features of different types of microbes. Compare between useful and harmful microbes. Describe the three states of matter and distinguish between solids, liquids and gases. Classify solute, solvent and solution. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> Diagnose and classify harmful and useful microbes in daily life. List the benefits of useful microbes. Classify everyday objects into appropriate state of matter. Analyze the differences between solute and solvent. |
| Oct '26 | L 9 | 4 4 8 (16) | <ul style="list-style-type: none"> Solar system. Layers of Earth Movement of Earth | <p>To enable the learners to-</p> <ul style="list-style-type: none"> Identify and describe the different components of the solar system. List the different layers of the Earth. Differentiate between Rotation and revolution of the Earth and relate change of seasons and day to the movement of the earth. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> Classify and describe the basic characteristics of each planet. Explain the characteristics of different layers of Earth Analyze how the rotation causes day and night, explain role of tilt in Earth's axis in changing seasons. |
| Nov'26 | L 10 L 11 | 5 4 5 4 (18) | <ul style="list-style-type: none"> Sea breeze and Land breeze Evaporation and Condensation Different types of fibres used for making clothes. Care of clothes | <p>To enable the learners to-</p> <ul style="list-style-type: none"> Differentiate between sea breeze and land breeze. List different forms of water vapour in nature. Differentiate between Natural fibres and Synthetic fibres. Identify proper care practices for clothes, including washing, drying, and storage. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> Explain the phenomenon of sea and land breeze. Distinguish between condensation and evaporation and illustrate the steps involved in water cycle. Identify different materials used for making their clothes. Demonstrate ways for proper storage of clothes to prevent damage, and recognize the significance of caring for clothes to maintain their quality. |

| | | | | | |
|---------|-------------------------|--------------------------------------|---|--|--|
| Dec '26 | L12 | 8 4 4 (16) | <ul style="list-style-type: none"> • Force and its effects NCERT VIII page 94 • Forms of energy • Work | <p>To enable the learners to-</p> <ul style="list-style-type: none"> • Define force and identify various types of forces and forms of energy. • Define energy and identify various forms of energy. • Relate between force, work and energy. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> • Explain the concept of force as a push or pull. • Describe different forms of energy. • Recognize examples of force and energy in everyday life and understand their roles in various phenomena and processes. |
| Jan '27 | L 7 L 13 | 3 6 5 4 (18) | <ul style="list-style-type: none"> • Safety at home and road • First Aid • Types of Pollution and their effects • Biodegradable and non biodegradable wastes NCERT III page 159 | <p>To enable the learners to-</p> <ul style="list-style-type: none"> • Create and practice strategies to enhance personal safety in varieties of situations. • Apply First Aid tips in case of need. • Identify and explain threats to the environment. • Describe simple steps individuals can take to protect the environment. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> • Explain the importance of safety rules at various places. • Describe how to give first aid for various types of injuries. • List the elements that make the environment polluted. • Analyse the reasons due to which the environment is in danger. |
| Feb'27 | L 13 | 5 (5) | <ul style="list-style-type: none"> • Preventing Pollution | <p>To enable the learners to-</p> <ul style="list-style-type: none"> • Define and differentiate between the types of pollution. | <p>Learners will be able to-</p> <ul style="list-style-type: none"> • Describe simple steps individuals can take to protect the environment |

SOCIAL SCIENCE

1.Social Studies Success 4 (Goyal Brothers Prakashan)

Pedagogies- Activity Based Learning, Storytelling Approach, Experiential Learning, Inquiry Based Learning

| Month | Chapter | No. of pr. | Topics | Learning Objective | Learning Outcome |
|-----------|---------|------------|--|--|---|
| April '26 | L-1 | 03 | •Location of India | To enable the learners to: •Identify India on a world map and globe. | The learners will be able to: •Locate India on a map or globe correctly. |
| | | 03 | •Neighbouring countries of India | •Identify neighbouring countries of India on a world map. | •List India's neighbouring countries correctly. |
| | | 04 | •Physical Features and Physical Divisions of India | •Identify and list the major physical divisions of India | •Locate and label physical divisions on map of India |
| | L-2 | 03 | •Extent of the Himalayas | •Recognise the directions in which the Himalayas extend. | •Locate the Himalayan range on a map of India. |
| | | 04 | •Importance of the Himalayas | •Explain the importance of the Himalaya in protecting India and supporting life. | •Identify the key results showing the importance of the Himalayas. |
| | | 04 | •Himalayan states and union territories | •Name the Himalayan states and explain how people live in the regions | •Identify the Himalayan states and compare the lifestyles across them |
| | | (21) | | | |

| | | | | | |
|----------|-----|--------------------------|---|--|--|
| May '26 | L-3 | 04 06 (10) | <ul style="list-style-type: none"> •Location and division of Northern plains. •Northern states of India. NCERT(PageNo-137) | <p>To enable the learners to:</p> <ul style="list-style-type: none"> •List and name the important Northern States. •Identify the major Northern states of India and locate their states on the map of India. | <p>The learners will be able to:</p> <ul style="list-style-type: none"> •Differentiate between the three divisions of the plains. •Describe the capitals, festivals, food and famous places of Northern states of India |
| June '26 | L-4 | 05 06 (11) | <ul style="list-style-type: none"> •Thar desert and irrigation system •Life of people in desert and places of tourist attraction. | <p>To enable the learners to:</p> <ul style="list-style-type: none"> •Identify and describe the location, climatic conditions, challenges faced by people and the irrigation system of the Thar desert. •Explain the lifestyle of people in desert regions and identify tourist attractions of the Thar desert | <p>The learners will be able to:</p> <ul style="list-style-type: none"> •Evaluate how the climate of the Thar desert affects human life and need for irrigation. •Name and list the tourist places and describe the life of people in the Thar desert. |
| July '26 | L-5 | 06 07 | <ul style="list-style-type: none"> •Location of Southern Plateau •Life of people in Plateau region States NCERT-Activity-1 (Page No-131) | <p>To enable the learners to:</p> <ul style="list-style-type: none"> •Identify and locate the Southern Plateau on the map of India. •Describe the lifestyle, festivals, food , language dance and art of people in the Southern plateau. | <p>The learners will be able to:</p> <ul style="list-style-type: none"> •Describe the location of the southern plateau. •Name and list the festivals, food, language, dance and art of people in the southern plateau. |

| | | | | | |
|-----------------|------|------------|---|---|---|
| December '26 | L-15 | 08 | •Personal means of Communication | To enable the learners to: •Explain the importance of personal communication in daily life. | The learners will be able to: •List examples of personal communication. |
| | | 08 (16) | •Mass Communication NCERT-Activity-2(PageNo-20) | •Explain the importance of mass communication. | •Compare the different types of mass communication. |
| January '27 | L-18 | 09 | •Central Government and State Government of India | To enable the learners to: •Describe the functions of the central government and state government. | The learners will be able to: •Differentiate between Central and state government. |
| | | 11 (20) | •Judiciary of India | •Explain the functions of the judiciary. | •Identify the different levels of courts. |
| February '27 | L-19 | 04 | •Constitution of India | To enable the learners to: •Define constitution and list its main features. | The learners will be able to: •Explain the importance of the constitution. |
| | | 04 (08) | •Fundamental Rights Duties and Directive Principles | •Identify and list the Fundamental Rights, Duties and Directive principles. | •Distinguish between Fundamental Rights, Duties and Directive Principles. |

COMPUTER SCIENCE

1. Tech Next 4 (Avartan)

Pedagogies- Empowering learners to develop competency through hands-on cooling challenges, collaborative problem-solving activities, promote critical thinking and digital literacy.

| Month | Chapter | No. of pr. | Topics | Learning Objective | Learning Outcome |
|-----------|---------|-------------------------|--|--|---|
| April '26 | L- 1 | 2 2 2 2 (8) | <ul style="list-style-type: none"> Rules for computer lab. Computer Memory Primary Memory and Secondary Memory Storage devices | To enable learners to - <ul style="list-style-type: none"> understand the importance of safety and proper behavior when using technology in lab. learn that a computer uses memory to store and process information. distinguish between temporary and permanent storage recognize different physical devices used to save and transport data. | Learners will be able to - <ul style="list-style-type: none"> follow essential lab rules explain that a computer needs space to "remember" tasks it is currently working on. identify that primary memory is for immediate tasks while secondary memory is for long-term storage. name and identify common storage tools. |
| May '26 | L-2 | 1 2 (4) | <ul style="list-style-type: none"> Windows desktop Files and folders File Explorer | To enable learners to - <ul style="list-style-type: none"> identify the main screen area and its primary icons. understand how information is organized using files (data) and folders (containers). learn how to use the tool designed for browsing and managing files. | Learners will be able to - <ul style="list-style-type: none"> locate the taskbar, start button, and desktop icons to navigate the computer. create a new folder and explain the difference between a saved document and the folder that holds it. open file explorer to find, move, or rename their saved work. |
| June '26 | L-2 | 2 2 (4) | <ul style="list-style-type: none"> Create/open/delete a folder. Rename/restore/copying/moving a folder. | To enable learners to - <ul style="list-style-type: none"> learn the basic life-cycle of a folder for organizing work. distinguish between duplicating a folder (Copy) and changing its location (Move/Cut). | Learners will be able to - <ul style="list-style-type: none"> successfully right-click to create a new folder, double-click to open it, and move it to the recycle bin when it is no longer needed. use the rename function to give a folder a specific title and retrieve a deleted folder from the Recycle Bin. |

| | | | | | |
|----------|-----|-------------------------|--|---|---|
| July '26 | L-3 | 2 2 2 2 (8) | <ul style="list-style-type: none"> Starting MS Word Creating and editing a document Spell check Saving a document. | <p>To enable learners to -</p> <ul style="list-style-type: none"> learn how to locate and open the Microsoft Word application. understand how to start a new file and make changes to text. use built-in tools to identify and fix spelling errors. learn how to store a document so it can be accessed later. | <p>Learners will be able to -</p> <ul style="list-style-type: none"> successfully launch the MS Word program. open a blank document and edit the document Use 'Spelling & Grammar' tool to correct words. navigate to the "File" menu, select "Save," and give their document a unique name. |
| Aug '26 | L-4 | 4 2 2 (8) | <ul style="list-style-type: none"> Font/Paragraph formatting Page layout Header/Footer | <p>To enable learners to -</p> <ul style="list-style-type: none"> learn how to change the appearance of text and the spacing of paragraphs. understand how to change the setup of a page, such as its orientation or margins. learn how to add consistent information, like page numbers or titles, to the top and bottom of every page. | <p>Learners will be able to -</p> <ul style="list-style-type: none"> use the Ribbon to change font styles and adjust text alignment. switch a document from Portrait to Landscape mode and adjust the blank space around the edges of the page. insert a page number in the footer and type their name in the header area. |
| Sept '26 | L-4 | 4 (4) | <ul style="list-style-type: none"> Printing a document. | <p>To enable learners to -</p> <ul style="list-style-type: none"> learn the steps required to send a digital file to a printer. | <p>Learners will be able to -</p> <ul style="list-style-type: none"> use the "Print" command and select the correct printer settings to produce a paper copy of their work. |

| | | | | | |
|---------|-----|--|--|--|--|
| Oct'26 | L-7 | 1 1 2 1 1 (6) | <ul style="list-style-type: none"> • Network • Uses of Internet • Basic terms of Internet • Opening a Web Browser • Opening a Website | <p>To enable learners to -</p> <ul style="list-style-type: none"> • understand that a network is a group of connected computers that share information. • identify common ways people use the internet in daily life. • learn the meaning of essential terms like URL, Website, and World Wide Web. • learn how to locate and start a program used to access the internet. • learn how to navigate to a specific destination on the internet. | <p>Learners will be able to -</p> <ul style="list-style-type: none"> • explain that computers must be linked together to communicate with one another. • list at least three uses of the internet. • correctly identify a web address (URL) and explain what a website is. • find and click the icon for a browser (like Google Chrome or Microsoft Edge) to open it. • type a web address into the address bar and press Enter to load the page. |
| Nov '26 | L-5 | 2 2 1 1 (6) | <ul style="list-style-type: none"> • Starting PowerPoint 2016 • Components of PowerPoint Window • Creating Blank Presentation • Adding Pictures on a slide | <p>To enable learners to -</p> <ul style="list-style-type: none"> • learn how to locate and launch the PowerPoint application. • identify the main parts of the screen, like the Ribbon, Slides pane, and Status bar. • understand how to start a new project from scratch • learn how to insert images to make a slide visual.. | <p>Learners will be able to -</p> <ul style="list-style-type: none"> • find the PowerPoint icon in the Start menu or desktop and open the program. • point to and name the key areas of the PowerPoint interface. • select the "Blank Presentation" option from the initial startup screen. • use the "Insert" tab to add a picture from the computer onto their slide. |

| | | | | | |
|---------|-----|------------------------------|--|--|---|
| Dec '26 | L-5 | 2 1 1 1 1 (6) | <ul style="list-style-type: none"> Working with text on PowerPoint Deleting a Slide Saving a Presentation Viewing a Slide Show Closing and Opening a Presentation | <p>To enable learners to -</p> <ul style="list-style-type: none"> Learn how to insert and format text in a slide. Understand how to remove unwanted content from a presentation. Learn how to store work for future use. Understand how to present finished slides in full-screen mode. Learn how to safely exit and return to a saved project. | <p>Learners will be able to -</p> <ul style="list-style-type: none"> Type into a text box and change the font size or color. Select a slide in the thumbnail pane and use the delete key to remove it. Use the "Save" command to name their file and store it on the computer. Start a presentation from the beginning and navigate through the slides. Close the software and successfully reopen their saved file from a folder. |
| Jan'27 | L-6 | 3 3 (6) | <ul style="list-style-type: none"> Creating a New Project on Scratch Sprite | <p>To enable learners to -</p> <ul style="list-style-type: none"> Learn how to start a new coding file. Understand that a Sprite is an object or character that carries out actions. | <p>Learners will be able to -</p> <ul style="list-style-type: none"> Successfully open the Scratch. Add a new character from the library and move it onto the stage. |
| Feb '27 | L-6 | 4 (4) | <ul style="list-style-type: none"> Changing the appearance of Sprite | <p>To enable learners to -</p> <ul style="list-style-type: none"> Learn how to change a Sprite's look using costumes and color effects. | <p>Learners will be able to -</p> <ul style="list-style-type: none"> Program a Sprite to switch costumes or change colors when clicked |

LIFE SKILL

Ready for Life, Level-4 (Charles Baker Books Ltd.)

Pedagogies- Collaborative learning, Experiential learning, Storytelling, Role play

| Month | Chapter | No. of pr. | Topics | Learning Objective | Learning Outcome |
|---------|---------|------------|-------------------------|---|---|
| Apr '26 | L1 | 4 | I am Self- Aware | To enable the learners to: <ul style="list-style-type: none">• Identify their own strength and weakness.• Turn big dreams into small, doable steps | Learners will be able to: <ul style="list-style-type: none">• Cultivate resilience by normalizing academic and social changes.• Evaluate their strength and weakness. |
| May '26 | L 2 | 2 | I am Emotionally Strong | To enable the learners to: <ul style="list-style-type: none">• Understand primary categories of emotions and specific triggers behind them.• Develop emotional intelligence and foster self-reflection | Learners will be able to: <ul style="list-style-type: none">• Find ways to change negative emotion to positive emotion.• Evaluate emotional justification and understand social responsibility |
| Jun '26 | L 3 | 3 | I understand others | To enable the learners to: <ul style="list-style-type: none">• Master empathetic listening and reframing from giving unsolicited advice.• Identify the ways to empathize with others. | Learners will be able to: <ul style="list-style-type: none">• Analyse the feeling of others.• Develop the ability to read facial expression and body language. |
| Jul '26 | L4 | 4 | I can think | To enable the learners to: <ul style="list-style-type: none">• Enumerate the basic steps of critical thinking.• Analyse systematic problem-solving steps | Learners will be able to: <ul style="list-style-type: none">• Solve issues and explain the consequences of each idea.• Assess their choice and identify improvements |
| Aug '26 | L 5 | 4 | I am creative | To enable the learners to: <ul style="list-style-type: none">• Look at the things differently and generate original ideas.• Apply mind mapping as a creative thinking technique | Learners will be able to: <ul style="list-style-type: none">• Explain creative thinking that helps in discovering new possibilities.• Evaluate their own creative strengths |

| | | | | | |
|---------|------|---|----------------------|--|---|
| Sep '26 | L 6 | 2 | I am problem- solver | <p>To enable the learners to:</p> <ul style="list-style-type: none"> • Reveal the principles of problem solving. • Identify a problem and gather information | <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Brainstorm at least three different options to solve a given problem • List potential positive and negative outcomes for each of their proposed options |
| Oct'26 | L 7 | 2 | I can communicate | <p>To enable the learners to:</p> <ul style="list-style-type: none"> • Recognize and overcome communication blockers. • Inculcate the methods of good communication. | <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Realise the importance of love in communication. • Develop effective verbal and non-verbal communication. |
| Nov '26 | L 8 | 3 | I value relationship | <p>To enable the learners to:</p> <ul style="list-style-type: none"> • Learn the technique for maintaining interpersonal relationship. • Apply various interpersonal skills. | <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Understand techniques for maintaining interpersonal relationship |
| Dec '26 | L 9 | 2 | I am stress-free | <p>To enable the learners to:</p> <ul style="list-style-type: none"> • Acknowledge the ideas of stress and its various factor • Realize various habits of managing stress | <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Describe RCA technique for managing stress. • Evaluate the effectiveness of a stress reduction activity. |
| Jan '26 | L 10 | 3 | I am decision maker | <p>To enable the learners to:</p> <ul style="list-style-type: none"> • Understand and recall 3Cs of a communication. • Read and understand the hypothetical scenario. | <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain decision making in their own words. • Predict the outcomes of an action. |
| Feb '26 | L 10 | 2 | I am decision maker | <p>To enable the learners to:</p> <ul style="list-style-type: none"> • Encourage self-assess honestly and understanding of the 3Cs | <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Identify and describe decision making as process of making choice. |

ART & CRAFT

My World of Art and Craft-4 (Arya BookDepot)

Pedagogies- Art integrated learning, project based learning

| Month | Chapter | No. of pr. | Topics | Learning Objective | Learning Outcome |
|----------|---|------------|---|---|--|
| April'26 | Page no-1 Activity 5.1 Bansuri NCERT create your poster | 9 | Horse | To enable the learners to : <ul style="list-style-type: none">• Draw Animal composition In jungle• Explore the variety of line | Learners will be able to: <ul style="list-style-type: none">• Develop love for animals• Create variety of lines |
| May'26 | Page no-4 Upaan Page-21 | 4 | Snow fall effect | To enable the learners to : <ul style="list-style-type: none">• Apply the technique of the painting composition in snow scenery• Create pattern that can be seen in nature• Explore a variety of line using dash lines, wavy line, curve lines. | Learners will be able to : <ul style="list-style-type: none">• Analyse of colour plan• Differentiate between patterns and shapes• Encourage slow learners to participate at their own pace |
| June'26 | Page no-6 | 4 | An Aquarium Upaan | To enable the learners to : <ul style="list-style-type: none">• Learn to draw the fish and aquarium• Create a picture of water body from imagination | Learners will be able to <ul style="list-style-type: none">• Create differences between fish and aquarium• Create different creatures in the aquarium |
| July'26 | Page no-8 Bansuri NCERT activity 2.4 | 9 | Land scape Colours of time and seasons | To enable the learners to : <ul style="list-style-type: none">• Explore the variety of lines.• Observe and create landscape by pencil• First part plan and draw and outdoor scene you see in your surrounding, | Learners will be able to <ul style="list-style-type: none">• Apply skill in making design and colour process• Relate between geometrical and vertical shapes.• Over all participation in class |
| Aug'26 | Page | 9 | Ship | To enable the learners to : | Learners will be able to |

| | | | | | |
|---------|----------------|---|--|---|---|
| | no-10 | | | <ul style="list-style-type: none"> • Observe the sea port • Utilize accurate color composition and colour technique through drawing the sea port with ship | <ul style="list-style-type: none"> • Collect knowledge about sea port with ship (Scenery composition) • Develop dear creativity for their project related to the subject |
| Sept'26 | Page no-11 | 4 | Children playing with the sand | <p>To enable the learners to :</p> <ul style="list-style-type: none"> • Create pattern that are seen on water life ripples and waves. • To learn sketch pen colour process | <p>Learners will be able to</p> <ul style="list-style-type: none"> • Explore different patterns and shapes used for water. |
| Oct'26 | Page no- 24 | 4 | Try to draw the Decorative design for class room decoration work | <p>To enable the learners to :</p> <ul style="list-style-type: none"> • Draw and design decorative artwork. • Students will appreciate beauty and symmetry in decorative patterns. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify decorative patterns in objects such as clothes, borders, greeting cards, and household items. • Students will apply different colors creatively to make their decorative design attractive. |
| Nov'26 | Page no- 25,26 | 4 | Complete the Rangoli pattern and colour it. | <p>To enable the learners to:</p> <ul style="list-style-type: none"> • create simple decorative patterns using lines, shapes, and motifs. • To develop creativity and imagination through designing decorative artwork. | <p>Learners will be able to:</p> <ul style="list-style-type: none"> • draw simple decorative patterns using lines, shapes, and repeated motifs. • Students will apply different colors creatively to decorate their designs. • Students will demonstrate creativity and imagination while making decorative artwork. |

| | | | | | |
|--------|------------|---|-----------------------------------|---|--|
| Dec'26 | Page no. 2 | 9 | Santa claus | <p>To enable the learners to :</p> <ul style="list-style-type: none"> • Draw Santa Claus with pencil. • Apply pestal colour technique | <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Apply pastel coloring different techniques. • Plan in design any scenery for competition |
| Jan'27 | Page no-16 | 9 | Drawing different types of birdss | <p>To enable the learners to :</p> <ul style="list-style-type: none"> • Do pencil sketching and colouring work in different types of birds • Make another composition of bird picture through different colour. | <p>Learners will be able to :</p> <ul style="list-style-type: none"> • Observe different action of birds. • Develop creative skills |
| Feb'27 | Page no-28 | 4 | Fun with Bangle | <p>Two enable the learners to :</p> <ul style="list-style-type: none"> • Make design with objects • Take Bangle draw intersecting circle with it. • Now colour the circles brightly with different colours | <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Develop knowledge about decorative design. • Try this same activity with different object by Triangular stencil. |

| DANCE | | | | | |
|---|---------|------------|--|---|---|
| Pedagogies- Experiential learning, learning by doing, Cooperative learning, comprehension and performance | | | | | |
| Month | Chapter | No. of pr. | Topics | Learning Objective | Learning Outcome |
| April '26 | | 4 | <ul style="list-style-type: none"> • Aerobics • NCERT (CH-16) ACTIVITY(16-1) <ul style="list-style-type: none"> • UPAAN(PAGE NO-21) Use of Rhythm | To enable learners to <ul style="list-style-type: none"> • Gain a basic knowledge of what aerobics and how it contributes to overall health. • Dance with the rhythm. • Perfect dance with rhythm. | Learners will be able to <ul style="list-style-type: none"> • Identify and use new dance-related vocabulary. • Dance with the rhythm with stamping, claps, snap, jump. • Recognize the correct beats in dance. |
| May '26 | | 2 | <ul style="list-style-type: none"> • Shape of u ft Swalla classical | To enable learners to <ul style="list-style-type: none"> • Memorize the sequence of steps for the dance routine to "Shape of You" ft. "Swalla" | Learners will be able to <ul style="list-style-type: none"> • Recall previously learned dance steps and apply them to the dance routine. |
| June '26 | | 2 | <ul style="list-style-type: none"> • Madhuram Adharma • NCERT(CH-19) ACITIVITY(19.2) <ul style="list-style-type: none"> • UPAAN(PG-22) Use of props | To enable learners to <ul style="list-style-type: none"> • Classify the cultural significance of "Madhuram Adharma" within Indian classical dance. • Use a prop like a dandiya to keep a a beat. | Learners will be able to <ul style="list-style-type: none"> • Recall and replicate the basic steps and movement learned during the lesson. • Dance using a prop like a dandiya to keep a beat. |

| | | | | | |
|---------------|--|---|---|--|--|
| July '26 | | 4 | <ul style="list-style-type: none"> Guru brahma guru Vishnu | <p>To enable learners to</p> <ul style="list-style-type: none"> Apply their understanding of the lyrics to interpret the emotions conveyed in the song. | <p>Learners will be able to</p> <ul style="list-style-type: none"> Demonstrate appropriate facial expressions and gestures that reflect reverence and gratitude towards the Guru. |
| August '26 | | 4 | <ul style="list-style-type: none"> Bharat anokha raag hain NCERT (CH-17) <p>ACTIVITY (17.5)</p> | <p>To enable learners to</p> <ul style="list-style-type: none"> Comprehend the cultural and emotional context associated with Bharat Anokha Raag Hain through discussion and analysis of its lyrics and themes. | <p>Learners will be able to</p> <ul style="list-style-type: none"> Demonstrate an understanding of the cultural and emotional context of Bharat Anokha Raag Hain |
| September '26 | | 3 | <ul style="list-style-type: none"> Rehna hain tere dil main dance UPAAN (PG-22) <p>Movement and place</p> | <p>To enable learners to</p> <ul style="list-style-type: none"> Comprehend the emotions conveyed in the song. Apply basic dance steps to match the rhythm of the song. | <p>Learners will be able to</p> <ul style="list-style-type: none"> Sing along with the song and demonstrate a basic understanding of the rhythm. |
| October '26 | | 2 | <ul style="list-style-type: none"> Dheem ta dare dheem | <p>To enable learners to</p> <ul style="list-style-type: none"> Recall the beats and rhythm pattern of "Dheem Ta Dare Dheem." Watch videos of some classical dances and move like that. | <p>Learners will be able to</p> <ul style="list-style-type: none"> Accurately recall the beats and rhythm pattern of "Dheem Ta Dare Dheem." Copy and dance using different postures. |

| | | | | | |
|-----------------|--|---|--|--|---|
| November '26 | | 3 | <ul style="list-style-type: none"> Shiv Vandana | <p>To enable learners to</p> <ul style="list-style-type: none"> Recall and recite the lyrics of the Shiv Vandana. Remember the basic dance steps and movements taught during the lesson. | <p>Learners will be able to</p> <ul style="list-style-type: none"> Engaged in various cognitive levels, fostering deeper understanding and appreciation of the Shiv Vandana through dance. |
| December '26 | | 3 | <ul style="list-style-type: none"> shubharam o shubharam mangal ghadi ayi | <p>To enable learners to</p> <ul style="list-style-type: none"> Move the for any regional folk song. With coordination to match the rhythm of the music. | <p>Learners will be able to</p> <ul style="list-style-type: none"> Move the body for any regional folk song and enact it with gestures. Adapt the complexity of the choreography and dance steps. |
| January '27 | | 3 | <ul style="list-style-type: none"> Saraswati Vandana | <p>To enable learners to</p> <ul style="list-style-type: none"> Apply their understanding of Saraswati Vandana to create dance movements. Use mudras and dance along with their pair. | <p>Learners will able to</p> <ul style="list-style-type: none"> Compare and contrast different dance styles of Saraswati. Recall learned steps and dance with their pair. |
| February '27 | | 2 | <ul style="list-style-type: none"> Taal s taal remix | <p>To enable learners to</p> <ul style="list-style-type: none"> Recognize the rhythm and beats of the music. Discuss the curtural significance of the song”Taal se Taal se Taal Mila” and its remix version. | <p>Learners will be able to</p> <ul style="list-style-type: none"> Dance techniques Iidentify the rhythm and beats of the music. Comprehend choreographic instructions and sequences. |

MUSIC

Pedagogies- Experiential learning, Learning by doing, art integrated learning and story telling.

| Month | Ch | No. of pr. | Topics | Learning objective | Learning outcome |
|-----------|----|---------------|---|---|--|
| April '26 | | 2 2 (4) | <ul style="list-style-type: none"> Introduction of Music Vaishnav Jan to tene (Bhajan) Ncert (ch-12) Activity (12.1a) Upaan (page no 21) Use of perfect rhythm. | <ul style="list-style-type: none"> To enable learners to demonstrate the actual meaning of music and Bhajan. Understand the perfect beat for the songs. | Learners will be able to <ul style="list-style-type: none"> Interpret the concepts of indian music. Interpret the different beats for different songs. |
| May '26 | | 2 | <ul style="list-style-type: none"> Har taraf har jagah (Prerna Geet) | <ul style="list-style-type: none"> Recognise the power of the almighty God that how he helps us in difficulties. | <ul style="list-style-type: none"> Classify that they must have patience in pathetic situations and have faith on God for change. |
| June '26 | | 2 | <ul style="list-style-type: none"> Sargam and alankar Upaan (page no.21) Use of clap/snap for perfect duration of swars. | <ul style="list-style-type: none"> Acquire base of the Indian classical music that is SARGAM. Origin of sargam. | <ul style="list-style-type: none"> Summarise how to sing sargam and what is its importance in Music. Infer the correct tune and frequency of swars. |
| July '26 | | 4 | <ul style="list-style-type: none"> De di hume azadi (Bapu Geet) | <ul style="list-style-type: none"> Recognise the life story of father of the nation Mahatma Gandhi | <ul style="list-style-type: none"> Demonstrate the Bapu's contributions for India's independence. They will figure out the kindness and simplicity of Mahatma Gandhi. |
| Aug '26 | | 2 2 (4) | <ul style="list-style-type: none"> Kadam-Kadam (Patriotic song) Shyam Teri bansi (Krishna bhajan) | <ul style="list-style-type: none"> Interpret the nationalist sentiments in children's mind. | <ul style="list-style-type: none"> Demonstrate the feeling of patriotism in them. |
| Sep '26 | | 2 | <ul style="list-style-type: none"> Sargam and alankar playing | <ul style="list-style-type: none"> identify swars and sargams playing on instruments like keyboard and harmonium. | <ul style="list-style-type: none"> Extend and boost their potential in understanding the pattern of playing Indian instruments. |
| Oct '26 | | 3 | <ul style="list-style-type: none"> Jai jai bhavani (Mata Bhajan) Upaan (page no.22) Sing the song along with the Instruments. <ul style="list-style-type: none"> Ncert (ch-12) Activity (12.1b) Use of perfect rhythm or beat. | <ul style="list-style-type: none"> Interpret the importance of goddess Durga and the legend of Ramayana. Actual beat for the song. | <ul style="list-style-type: none"> Classify specially reflect the importance of the 10th day of Navratri that is Vijay Dashmi before of them. Recognise the correct beat in songs. |

| | | | | | |
|---------|--|---------------|---|---|---|
| Nov '26 | | 1 3 (4) | <ul style="list-style-type: none"> Humko man ki (Prayer) Sangeet samrat Tansen (Life story) | <ul style="list-style-type: none"> Demonstrate the meaning of the prayer. Discover the life story of Tansen to create students interest in music. | <ul style="list-style-type: none"> Classify their devotion towards the legends of the music. How Tansen had created so many ragas. |
| Dec '26 | | 1 2 (3) | <ul style="list-style-type: none"> Jingle bells (Christmas song) Teri hai zamee (Prerna Geet) | <ul style="list-style-type: none"> Identify lord Jesus and recognise the importance of Christmas celebration. | <ul style="list-style-type: none"> Interpret and acknowledge themselves with the story of Christmas. |
| Jan '27 | | 4 | <ul style="list-style-type: none"> Tabla and its parts. | <ul style="list-style-type: none"> Demonstrate the parts and phrases of tabla. | <ul style="list-style-type: none"> Classify so many things like parts of tabla, phrases, how to play , etc. |
| Feb '27 | | 2 | <ul style="list-style-type: none"> Mata Saraswati (Saraswati Vandana) | <ul style="list-style-type: none"> Interpret the importance of Basant panchami. | <ul style="list-style-type: none"> Demonstrate about goddess Saraswati. |

PHYSICAL EDUCATION

Pedagogies- Experiential learning, Learning by doing, Game based learning.

| Months | Chapter | No. of periods | Topics | Learning Objective | Learning Outcome |
|-----------|---------|----------------|---|--|--|
| April '26 | | 4 | <ul style="list-style-type: none"> Traditional game NCERT – 3 (pg. No. 46) | To enable learners to - <ul style="list-style-type: none"> developing concentration agility, accuracy, cooperation and patience. | Learners will be able to... <ul style="list-style-type: none"> develop social emotional skills such as honesty, accepting, defeat, responsibility and sports man ship. |
| MAY '26 | | 3 | <ul style="list-style-type: none"> Mama cha patra haravla (rumal chor) Upaan – (pg. 27) | To enable learners to – <ul style="list-style-type: none"> encouraged to adopt this activities to suit the unique needs to their students. | Learners will be able to.. <ul style="list-style-type: none"> it provides physical act. and encourage appreciation for cultural diversity by connecting players to traditional games. |
| JUNE '26 | | 3 | <ul style="list-style-type: none"> Chess | To enable learners to - <ul style="list-style-type: none"> increase the mental I.Q level of learners and also help how to focus in education life. (Int. with maths). | Learners will be able to... <ul style="list-style-type: none"> learn the cognitive mental skills. |

| | | | | | |
|----------|--|---|---|---|--|
| JULY '26 | | 4 | <ul style="list-style-type: none"> ● Lemon and spoon race NCERT – 3 (pg. 62) | <p>To enable learners to –</p> <ul style="list-style-type: none"> ● do the activity with useful things which helps to increase physical fitness and enriching concentration, balance, determination and neck muscles strength. | <p>Learners will be able to...</p> <ul style="list-style-type: none"> ● learn confidence, balance and coordination skills. |
| AUG '26 | | 4 | <ul style="list-style-type: none"> ● Ghar pehchano NCERT – 5 (pg. No. 90) | <p>To enable learners to -</p> <ul style="list-style-type: none"> ● it helps visualize and manipulate objects in their minds eye which can enhance problems solving and decision making. | <p>Learners will be able to...</p> <ul style="list-style-type: none"> ● development of anticipation, perception spatial sense and feel of patriotism for our beloved soil. |
| SEPT '26 | | 4 | <ul style="list-style-type: none"> ● Throwing and catching NCERT – 3 (pg. No. 2). | <p>To enable learners to -</p> <ul style="list-style-type: none"> ● to develop throwing and catching ability along with hand eye coordination . | <p>Learners will be able to...</p> <ul style="list-style-type: none"> ● Enhance gross motor skills improve hand eye coordination, better balance, increased strength and flexibility. |
| OCT '26 | | 3 | <ul style="list-style-type: none"> ● Relay race | <p>To enable learners to -</p> <ul style="list-style-type: none"> ● learnt speed, agility, coordination and work as a team to reach timely on the finish line. (Int. with maths) | <p>Learners will be able to...</p> <ul style="list-style-type: none"> ● learn how to run in pair as a team. They learn the collaboration. |
| NOV '26 | | 4 | <ul style="list-style-type: none"> ● Throw ball | <p>To enable learners to -</p> <ul style="list-style-type: none"> ● to develop hand eye coordination, team work and cooperation while throwing, passing and catching the ball in team. (Int. With science). | <p>Learners will be able to...</p> <ul style="list-style-type: none"> ● learn how to play ball handing or throwing ball with phycho motor skills. |
| DEC '26 | | 3 | <ul style="list-style-type: none"> ● Hopscotch NCERT -3 (pg. No. 55) | <p>To enable learners to -</p> <ul style="list-style-type: none"> ● brings traditional childhood feels, balance, eye/hand coordination. | <p>Learners will be able to...</p> <ul style="list-style-type: none"> ● learn the physical skills, balance and coordination. |
| JAN '27 | | 4 | <ul style="list-style-type: none"> ● Kabbadi | <p>To enable learners to -</p> <ul style="list-style-type: none"> ● to develop team work, improve agility, quick reflexes, strategic thinking , enhance concentration presence of mind. | <p>Learners will be able to...</p> <ul style="list-style-type: none"> ● learn work cooperatively with team members and understand the importance of team work. |

| | | | | | |
|---------|--|---|--|---|---|
| FEB '27 | | 4 | <ul style="list-style-type: none">● Tug of war | To enable learners to - <ul style="list-style-type: none">● to improve balance , coordination, endurance and stamina. (Int. with science). | Learners will be able to... <ul style="list-style-type: none">● learn team work, encourages traditional values of honesty, integrity and sportsmanship. |
|---------|--|---|--|---|---|