

# THE BGES SCHOOL (ICSE)

**12B Heysham Road,**



**Kolkata - 700 020**

## PRIMARY SYLLABUS

**SESSION : 2017 - 2018**



**THE BGES SCHOOL  
12 B, HEYSHAM ROAD  
KOLKATA – 700020**

**NURSERY SYLLABUS**

**SESSION 2017 - 2018**

**Preliminary Activities introduced to develop the following at 3+ Level:**

1. Eye and Hand Coordination.
2. Motor movement.
3. Development of Imaginative Powers.
4. Mental Development.
5. Physical Development.
6. Emotional Development.
7. Social Development
8. Building Block
9. Threading of beads, Flower.
10. Sorting activities.
11. Pairing of objects, pictures
12. Nursery Rhymes (simple and expressive
13. Simple Stories (puppets and flash cards).
14. E.P.L -(Exercise of Practical Life) Activities – to learn social behavior, good manners- Sorry, Thank you, Welcome, Please, Excuse me, etc..
15. Simple G.K – to know about different colours, seasons, animals (babies, homes, cries), shapes, parts of body (through rhymes), simple opposites, names of fruits, vegetables (recognition only), helpers, transports (land, water & air) and festivals. Knowledge of myself – family-classroom, school through concrete items toys, flash cards, charts and worksheets.

**Development of Language Skills:**

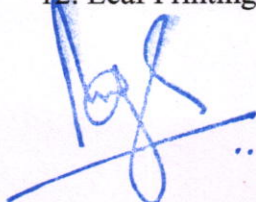
1. Pattern Writing
2. Recognition of A-Z With Pictures
3. Recognition of a-z With Pictures
4. Writing Alphabets & Their Sounds(phonics)

**Development of Simple Numerical Abilities:**

1. Recognition of Numbers 1-50
2. Orals 1-50
3. Writing 1-20

**ART/CRAFT.**

1. Blow Painting
2. Cotton Printing
3. Vegetable Printing
4. Thumb Printing
5. Finger tip Painting
6. Foot Painting
7. Pasting Activities
8. Boat making With Ice-cream Sticks
9. Paper Activities
10. Best Out Of Waste
11. Festival Activities
12. Leaf Printing



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**English I**

**1<sup>ST</sup> Term**

1. Word formation
2. A,AN -fill in the blanks
3. Use of is / are, this /that/these.
4. Identification of objects and naming it.
5. Opposites
6. One and many
7. Rhyming words

**2nd Term**

1. Jumbled sentence.
2. Jumble words
3. Rearranging words in alphabetical order.
4. Simple pronouns in, on, under, behind.
5. Creative writing of just two sentences on Myself , My pet, My mother, My school, My favourite animal in the zoo.

- Writing exercises, which include pattern and cursive writing will be given at regular intervals.
- Work sheet exercises will be done based on the syllabi.



17 NOV 2016



**English II**

**1s<sup>t</sup> Term**

RADIANT WAY PRIMER-PAGES 0-28

1. Pages 0-10-Phonic practice pages 0,2,8,10
2. Picture reading of pages 3,4,5,6,7,9
3. Short question and answers (orally)
4. Spelling drill of the above pages
5. Pages 11-20-Phonic practice of pages 12,16,20
6. Picture reading of pages 11,13,14,15,17,18,19
7. Short question and answers (orally)
8. Spelling drill of the above pages
9. Pages 21-28-Phonic practice of pages 22,26,28
10. Picture reading of pages 21,23,24,25,27
11. Short question and answers(orally)
12. Spelling drill of the above pages
13. Fill in the blanks will also be done of the above page

**2nd Term**

RADIANT WAY PRIMER-PAGES 29-38

1. Phonic practice of the page 30
2. Picture reading of pages 29,31,32,33,34
3. Short question and answers (orally)
4. Spelling drill of the above pages
5. Fill in the blanks will also be done of the above pages
6. Pages 35-38-Picture reading of pages.
7. Short question and answers of the above pages(orally)
8. Spelling drill of the above pages
9. Fill in the blanks will also be done of the above pages.



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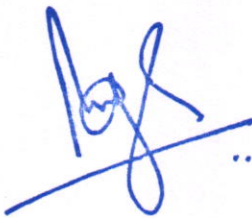
**2<sup>nd</sup> Language - Hindi**

**PRATHAM SATRA**

1. Rekha Gyan,(/-\\) Swaro ka gyan – Ah se Ang.
2. Naveen Rajanigandha Prabeshika – A  
Pathya Pustak se page 5 se 24 Fal, Fool, Sabjiya, Rang, Aakar( moukhik)
3. Sankhya 1 se 10 (chitra ke sath likhwana)
4. Lekhan Kala (Sulekh ka abhyas karwana)  
Kavita – 1. Matar  
2. Koyal  
Moukhik (Bolkar Kavita Yaad Karwana)

**DWITIYA SATRA**

1. Lekhan Kala, Vyanjan Ka gyan ( Ka se Gya tak)
2. Naveen Rajanigandha Prav eshika –A- Pathya Pustak se bibhinnyo patho ko parwaya jayega
3. Page-25 se 41, 44,45,46. Do akshar ke shabdh. Kavita-Pg. 42, 43.
4. Pakshi, Paltu pashu, Jangli pashu, vahan.
5. Sankhya- 11 se 20 chitra sahit likwaya jayega.
6. Sarir ke bibhinnya ango ke naam.



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**Mathematics**

**1<sup>st</sup> Term**

1. Figure (1-100)
2. Words (1-50)
3. Before, after, between.
4. Count and write
5. Greater and smaller
6. Shapes

**2<sup>nd</sup> Term**

1. Figure (101-150)
2. Words (51-100)
3. Before, after between
4. Count and write
5. Addition
6. Subtraction



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**KG SYLLABUS**

**2017-2018**

**EED**

**1<sup>st</sup> Term**

1. Getting to Know Me
2. Colours in My World
3. Shapes Around Me
4. Big and Small
5. My Body

**2<sup>ND</sup> Term**

1. I look after my Baby
2. My Animal Friends
3. My Green Friends
4. Time for Fun



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**G.K.**

**1<sup>st</sup> Term**

1. My Self
2. Colours
3. Shapes
4. Opposites
5. Sense organs (eyes, nose, ears, skin, tongs)

**2nd Term.**

1. Clean and Healthy
2. Animals around us
3. The earth – Knowledge of Hills, mountains and rivers of India.
4. Indoor and outdoor games



17 NOV 2018



Science

**1<sup>st</sup> Term**

1. Plant Life
  - a. Plants our Friends
  - b. Plants have Leaves
  - c. Plant have Flowers
  - d. Plant have Fruits
  - e. Seeds
  - f. Vegetables
  - g. Story of a Plant
2. Animal Life
  - a. Animal our friends
  - b. Animal in the jungle
  - c. Water Animal
  - d. Birds too are Animal
  - e. Insects
  - f. Animal Homes
  - g. Things we get from Animals
  - h. Animal at Play

**2<sup>nd</sup> Term**

1. Our Body
  - a. Clean and Healthy
  - b. We need water
  - c. We need air
  - d. We need house
  - e. Safety on the road
  - f. Safety at home
2. Our Universe
  - a. Up in the sky
  - b. The Weather



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**English I**

**1<sup>st</sup> Term:–**

1. The Sentence
2. Articles
3. Nouns
4. Singular and Plural
5. Tenses
6. Questions

**Oral Work/Activities.**

1. Talk about Myself, My Family, My Toys.
2. Naming familiar Objects in the environment.
3. Puzzles

**2<sup>nd</sup> Term**

7. Tenses
8. Adjectives
9. Sound words: usage.
10. Verbs
11. Prepositions

**Oral Work/Activities.**

1. Talking about pictures
2. Animal stories
3. Oral discussion followed by pupils writing a paragraph on Where I went, what I saw, what I did Where I live.
4. Use of Words to describe animals by showing pictures or by drawing on the black board and also description of objects present in the classroom.

**Teaching Learning points:**

Very young children love to name things (nouns), identify where things are (prepositions) and do things (verbs). This opens up a world of action and forms the first step to language learning. The teaching of grammar should be situational and communicative. Avoid formal rules and definitions in the use of Grammar.. It should be integrated with reading and with written work



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## English II

### 1<sup>st</sup> Term

1. The Twins in Class 1
2. *My Favourite Things*
3. Simba and Jerry
4. Harry Learns a Lesson
5. Careless Tina
6. *Betty at the Party*
7. Masha and the Bear
8. Picnic at Cuckooganj
9. *My New Umbrella*

### 2nd Term

10. The Surprise Gift
11. Cheeku Comes to the Rescue
12. *At the Zoo*
13. Brer Rabbit Wins
14. A Visit to the Circus (play)
15. *My Dog Fred*
16. A Visit to Toy Town
17. Little Red Riding Hood
18. *Mice*

**Note: In Eng 2 Syllabus, words in Italics indicate poems**

#### Teaching Learning points:

The introduction of literature in Prose will be through story telling, and the pupils' attitude towards books and good literature will be based on this foundation.

The next stage will be through reading of stories by the teacher. These stories should appeal to the children and the teacher should read as expressively as possible to make the story alive.

From reading aloud by the teacher, the pupils should be introduced to the silent reading of stories. Children find interest in tales based on History, mythology, legend, mystery and adventure. Folk tales also have appeal.

Teachers should permit plenty of discussion at convenient points. The books and stories should be used for composition exercises. The teacher should be able to enthuse children to want to read for themselves.

The following stories can be read out to the children: e.g. "The three Bears", "The three Little Pigs". *Animal stories* such as the "Bear Rabbit Stories", "The Tortoise and the Hare". etc. *Fairy Tales* such as "Jack and the Bean stalk"; "Red Riding Hood"; "Beauty and the Beast", "The Ugly Duckling."

**Note:** Stories must be selected with great care. There should be no cruelty portrayed, lest sensitive children can be disturbed or others inspired to cruelty. Also avoid undue violence and deceit, especially that which involves step-mother/sister/brothers.



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**Handwriting**

1. It should be distinctive – each letter should have a characteristic of its own.
2. It should be simple with no unnecessary flourishes.
3. Oral discussion followed by pupils writing one or two sentences on: where I went. what I saw , What I did , Where I live.
4. Draw objects and identify them.
5. Name objects seen in a picture and write about them.
6. Filling in missing letters and words.
7. Filling in words in sentences which will be known from the context.
8. Building sentences from substitution tables.
9. Jumbled sentences.

**Spelling and Dictation:**

A rough guideline for selection of words would be the usefulness and productivity of the word selected. How useful is it to the pupil to learn to spell a particular word? How the spelling of a particular word enables the child to spell other similar words determines the productivity of the word.

Some people remember words by the sound, some by the work, while others remember them by writing. Spelling is learnt through the eye, or the ear and is fixed by spoken and written repetition. All these processes must be used to inculcate good spelling habits.

**Play Acting:**

Children in the age group of 5 to 6 like dressing up and like to use dramatic properties. Something, just some symbolic dress is enough, like a train for a nurse, turban and stick for an old man.

Here again the play of children will be undirected, but where possible, group play should be stimulated. The teacher can help by tactfully making suggestions. The next stage may follow easily.



17 NOV 2016



**2<sup>nd</sup> Language - Hindi**

**1st Term**

**LESSONS-**

1. Hamara Pashu, Pakshi
2. Kath Ka Ghora
3. Phal Hi Phal
4. Gagar Ka Halua
5. Sayani Machali

**POEM-**

1. Pakshi Gae Geet
2. Kath Ka Ghora
3. Much Nahi Puch Nahi,

**Language-** Vowels (Swar) , Consonants (Vyanjan) , Vowel Sign Story Telling Swar Varna , Vyanjan Varna Names of Birds Animals, Flower , Fruits , Vegetables, Colours, Counting with Figure, spellings (Ginti) Akshar-Gyan, Matra Gyan Lesson excises, Fills , Write /Wrong , Question –Answer Etc.

**2<sup>nd</sup> TERM**

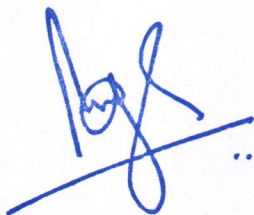
**LESSONS-**

6. Sabjiyo Ki Bhar
7. Mithu Bhavra
8. Dugdug Chita
9. Anek Kho Gayee
10. . Aur Chidia Ur Gayee

**POEM-**

1. Bander Ki Davat
2. Mela
3. Holi Ka Geet

**Language-** Vowels (Swar) , Consonants (Vyanjan) , Vowel Sign Story Telling, Swar Varna , Vyanjan Varna Names of Birds Animals, Flower , Fruits , Vegetables, Colours, Counting with Figure, spellings (Ginti) Akshar-Gyan, Matra Gyan Lesson excises, Fills , Write /Wrong Question –Answer Etc.



17 NOV 2016



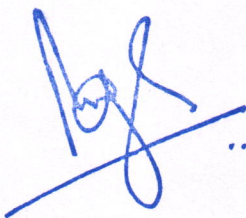
**2<sup>nd</sup> Language – Bengali (NO STUDENTS)**

**1<sup>st</sup> Semester**

- Aa kar jukta matra
- 2 and three letter words spellings with pictures
- AAkar, Ikar,EEkar matra joge words spelling
- Ukar, UUkar,Rekar, likar,Ekar,Oikar joge spellings
- Work Book – 3,4,6,7,8,9,10,11,12,13,14,17,21,25,35
- Numerical and spellings (1-10)
- Sahaj Path: Prose 2<sup>nd</sup> and 3<sup>rd</sup> lessons
- Sahaj Path: Poetry (22-23) Naam tarMotibil
- Name of the Colours and their spellings
- English translation of each word using all matras learnt

**2<sup>nd</sup> Semester**

- Sahaj Path : Prose 3<sup>rd</sup>,4<sup>th</sup>,5<sup>th</sup>,8<sup>th</sup> lessons
- Spellings, Fill in the blanks, short questions and answers
- Sahaj Path: Poetry Eseche Sharat, Kal chilo dal khali
- Work Book – 39,38,37,33,32,29,15



17 NOV 2016



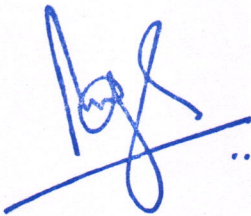
**3<sup>rd</sup> Language – Gujarati**

**1<sup>ST</sup> TERM**

- 1) Swar- Oral and Written
- 2) Vyanjan – Oral and Written
- 3) Conversation
- 4) Poem

**2<sup>ND</sup> TERM**

- 1) Counting –1 to 10 in numbers .English to Gujarati
- 2) Handwriting
- 3) Conversation
- 4) Words with two letters



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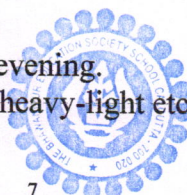
## Mathematics

### 1<sup>st</sup> Term

1. Number names & numerals up to 999
2. Tens & Ones
3. Missing Numbers
4. Place Value & Face Value: Through expanded notation, demonstrate understanding of the place value of a digit in a 2 – digit numeral; can distinguish between place value and face value of the digit.
5. Forward & Backward Counting
6. Ascending & Descending Order: Arranges the whole numbers 0 – 99 in ascending and descending order: demonstrates understanding of ordinals up to 10 (teacher may extend ordinals up to 99).
7. Before, After, In Between Numbers: Identifies the numeral/ numerals before, after or between any numeral/numerals between 10 and 99: can identify the greatest or least from a set of 2 – digit numeral
8. Comparing Numbers: Compares the numbers from 10 to 99 using the signs  $<$  or  $>$  and the sign  $=$ .
9. Additions 1,2& 3 digit numbers with & without carrying. Learns the 1 – digit number pairs whose sum is 10; builds the clayey table for sums up to 10 ; learns that just as  $2 + 5 = 7$ ,  $20 + 50 = 70$ .
10. Ability to Add, Subtract, Multiply, whole numbers.
11. Adds two or three 1 – digit numbers whose sum does not exceed (i) 10 (ii) 20 (iii) 30.
12. Adds two or three 2 – digit numerals without carrying and the sum not exceeding 99. Learns the order property of addition. Adds vertically and horizontally.
13. Adds two or three 2 – digit numbers with carrying from ones to tens provided the sum does not exceed 99.
14. Solves 1 – 2 steps environmental/daily life problems on addition using the skills learnt and can write the number sentence for the problem.

### 2<sup>nd</sup> Term

1. Subtraction- Simple & Borrowing: Can mentally give the result of subtracting a 1 – digit number from 10. Learns that subtracting zero does not change the value of a number, subtracts a 2 – digit number from a larger 2 – digit number without giving or breaking up and learns to do such subtractions mentally; can subtract vertically and horizontally.
2. Learning to express tens in ones; can subtract a 1 – digit or 2 – digit number from a larger 2 – digit number with giving or breaking up.
3. Learning to solve environmental/daily life problems involving the subtract skills learnt. Writes the number sentence. Simple Problem Sums on Addition & Subtraction
4. Multiplication Tables of 1,2,5 &10. Revises the work done in the previous class. Uses joining of equivalent collections and skip counting on the number line to learn multiply two 1 – digit numbers where the product does not exceed 20.
5. Learning to multiply the numbers 1 to 10 by 2 and by 5 and can respond mentally.
6. Learning to multiply 10,20,30 and 40 by 2 and 10 by 5; Learning to understand and demonstrate the order property for multiplication; Learning to multiply a 2 – digit number by (i)2(ii)5 without carrying and with carrying, the product not exceeding 99.
7. Learning to solve 1 – step environmental/daily life problems involving the multiplication skills learnt. Writes the number sentence.
8. Money Recognition of Indian Currency upto Rs 50. Can recognize coins and currency notes of different denominations up to Rs. 50
9. Time- Month, Year, Week, Day, Hour. Time
10. Understands the terms day, night, morning, evening.
11. Length & Weight( basic concept) tall-short, heavy-light etc. Weight (Mass).
12. Learns to use the terms like 'heavy-light';



17 NOV 2018



13. Whole numbers and Numerals: 1 to 9 and Zero. Understanding whole numbers and numerals 1 to 9 and zero; learns 'nine and one more is ten'; the numeral 10; two digit number names and numerals from 10-99; understands that eleven(11) is one ten and one i.e. 1 ten and 1 one etc; arranges the numerals 0 – 99 in ones ( 0 to 9 ), tens (10 – 19) twenties (20 – 29) etc. till nineties (90 – 99) ; matches number names with numerals and collections; uses the number line (ray) from 0 to 9 then 10 to 19 etc. to mark missing numerals and say or write their names; expanded notation (=not to be used)
14. Addition, Subtraction, Multiplication, of Whole Numbers



17 NOV 2016

**Environmental Education**

**1<sup>st</sup> Term**

1. About Myself.
2. Our body: Learning about Personal cleanliness and good habits.
3. How our body parts help us.
4. Clothes.
5. Our Food.
6. Keep Healthy. Cleanliness and Care of the Environment

**2nd Term**

1. What to do and where to do. Environment and Child's Needs
2. Animals and their Homes. Physical features of the local area like flora, fauna, landscape.
3. People who help us.
4. Neighborhood Services.
5. Places of Worship .
6. Good Manners and Habits.
7. Traveling is Fun.
8. Up in the Sky.

**Teaching and Learning points:**

The entire transaction process should be woven around the child's immediate environment with the teacher being perceived as a curriculum constructor. The curriculum for Environmental Education for this class will be transacted through language, mathematics and the Art of Healthy and Productive Living.



17 NOV 2016



**Science**

**1<sup>st</sup> Term**

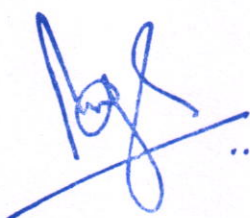
1. Types and Parts of Plants
2. Leaves and Flowers
3. Fruits, Vegetables and Seeds
4. Animals and Insects
5. Fish and Birds
6. How Animals Live

**2<sup>nd</sup> Term**

1. Materials
2. Air and Water
3. Colours – The Rainbow
4. The Weather
5. The earth, sun, moon and stars
6. Light and Shadow
7. Growing Up
8. Keeping Healthy
9. Keeping Safe

**Teaching and Learning points:**

In junior classes, much emphasis is placed on active participation by students in a process of observation and exploration. Plenty of oral communication is essential. Students will be encouraged to talk about what they have actually seen in the world around them. An example will make this clear. If they have seen a spider with a leg broken off, and state that it has seven legs, the teacher has an opportunity to check the statement and ask them to suggest why this is so. Practical experiments can be recorded in a variety of ways-through pictures, in tabular form, through graphs, and in accurate written descriptions.



17 NOV 2016

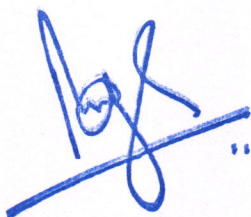


**General Knowledge**  
(Common to all Classes with varying degree of learning objective)

1. SUCCESS SKILL - PERSONALITY DEVELOPMENT
  - The grooming of self-confidence begins with the developing of one communication skills.
  - Just bookish knowledge is not enough
  - To be successful in today's world, we must know how to express what we know.
2. SUCCESS SKILL – LIFE SKILL
  - The relevant knowledge required for everyday existence.
  - To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.
3. SUCCESS SKILL – GENERAL KNOWLEDGE
  - Relevant and useful information for everyday life.
  - Gradation of knowledge according to class.
4. SUCCESS SKILL – CREATIVITY AND THINKING SKILLS
  - Like our bodies, our brain too needs regular exercise.
  - Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

Note :

- Class wise detailed syllabus will be as per the series of the prescribed book. ( The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
  - b) Quiz /Scrap books on different topics
  - c) Projects – Current affairs, Geography, History etc
  - d) Quiz may be conducted by the students on any of the above mentioned subjects.
  - e) Question bank may be compiled.



17 NOV 2016



### Value Education

(Common to all Classes with varying degree of learning objective)

#### Suggestions

- 1) No books to be prescribed, no evaluation.
- 2) Teachers to plan out specific topics for allotted classes \* (same topic from I-IV but different approach).
- 3) Library periods will be utilised for both Value education and library (Every section is divided for library and value education class, on the basis of gender. When the boys go to the library, the girls will be attending value education class and vice versa)
- 4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.
- 5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.
- 6) Awards will be given at the end of the year based on the student's all-round personality development.

#### Suggested Topics

- 1) Discipline
- 2) Honesty
- 3) Health & Hygiene
- 4) Friendship
- 5) Respect towards elders
- 6) To develop healthy competitive spirit.
- 7) To develop a sense of responsibility.
- 8) Etiquette

- These can be channelized into academics for senior students in the following ways-
- The writing skills can be channelised into literary works which involves imagination.
- Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.
- If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.
- All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.



17 NOV 2016



### Art and Craft

**1<sup>st</sup> Term**

- |                         |  |
|-------------------------|--|
| 1. Health And Hygiene   | Keeping the classroom clean .<br>Making Dustbin.                                     |
| 2. Food                 | Making charts on fruits and vegetables.<br>Explanation of the process of Germination |
| 3. Shelter And Clothing | Different types of clothes of different seasons .                                    |

**2<sup>nd</sup> Term**

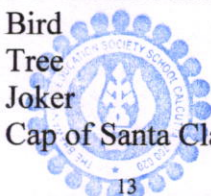
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|--|---|
| 1. Culture And Recreation                  | Card making.                                      |
| 2. Candle making.                          |   |
| 3. Wrapping paper printing.                |   |
| 4. Community Work<br>And<br>Social Service | Hand puppets.<br>Paper bags.<br>Making Envelopes. |

**Teaching and Learning points:**

At this stage it is necessary to provide the materials that will arouse the natural curiosity of the children. Learning by doing is Fun.

The students will be provided clay, scraps of colored paper, chalk, paints, empty tins, brushes, pebbles, beads, water colours to explore their imagination.

Term	Topic	Support Program
1 <sup>st</sup>	Health And Hygiene	Foil Pasting Activity Necktie Pointed Cap Water Bottle
	Food	Paper Activity Lady's Finger Printing Bitter – Gourd Printing Softy
	Shelter And Clothing	Pencil Sharpener Activity Activity Using Pulses Shining Dust Activity Thermocol Activity Fish Hut
2 <sup>nd</sup> Term	Culture And Recreation	Match-Stick Activity Leaf Printing Cotton Printing Ice-Cream Sticks Activity Bird Tree Joker Cap of Santa Claus

17 NOV 2018

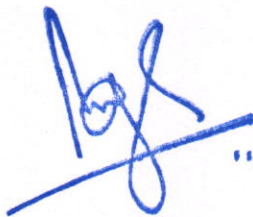
Star

Wrapping paper printing

Leaf Printing  
Thumb Printing

Community Work and  
Social Service

Purse  
Whistle  
Coaster  
Airplane



17 NOV 2016



**Computer Applications**

1. Rules of the computer room
2. How To switch on and shut down the computer
3. Recognition of the parts of the Computer and the function of each part.
4. Places where computer can be found & Uses of Computers
5. Introduction to Windows. Input / Processing / Output Devices
6. Know your keyboard
7. Know your Computer mouse.
8. How to start / Open Paint Brush
  - Use of different tools in the TOOL BOX
  - How to clear pictures?
  - How to exit from paint brush?
9. Notepad and WordPad.



17 NOV 2016

**English I**

**1<sup>st</sup> Term**

1. The Sentence
2. Articles
3. Nouns
4. Singular and Plural
5. Tenses
6. Questions
7. Adverbs

**Creative Writing/ Activities.**

1. Simple picture comprehension.
2. Draw and Describe any
3. Cut and paste pictures on any topic
4. Building sentences.
5. Story Telling.

**2<sup>nd</sup> Term**

8. Tenses
9. Adjectives
10. Sound words: usage.
11. Verbs
12. Prepositions
13. Pronouns
14. Conjunctions

**Creative writing / Activities.**

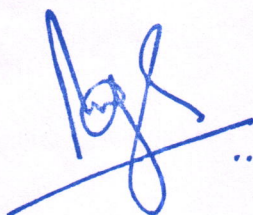
1. Sentences on different topics.
2. Cut and paste picture depicting different kinds of Gender.
3. Short paragraph writing.

**Teaching and Learning experience:**

Very young children love to name things (nouns), identify where things are (prepositions) and do things (verbs). This opens up a world of action and forms the first step to language learning.

The teaching of grammar should be situational and communicative. Formal rules and definitions should be avoided.

There is no place for formal grammar in the primary school. Grammar should be integrated with reading and with written work.



177 NOV 2018

177 NOV 2018



## English II

### 1<sup>st</sup> Term

1. The Twins Get a Surprise
2. Roger Saves the Day
3. *The Calendar Rhyme*
4. Brer Rabbit Has a Good Laugh
5. The Tale of the Sparrow
6. *All Things Bright and Beautiful*
7. Sports Day at School
8. Hansel and Gretel
9. *Castles on the Beach*

### 2<sup>nd</sup> Term

10. Mr. Ant makes a Mistake
11. Hedgie is the Winner
12. *Daffodowndilly*
13. Sam Gets the Part
14. The Foolish Sal
15. *The First Tooth*
16. Little Peachling
17. A Tea Party with a Difference (Play)
18. *The Quarrel*

**Note : In Eng 2 Syllabus ,words in Italics indicate poems**

### Teaching and Learning Notes:

The introduction of literature in Prose will be through story telling, and the pupils' attitude towards books and good literature will be based on this foundation.

The next stage will be through reading of stories by the teacher. These stories should appeal to the children and the teacher should read as expressively as possible to make the story alive.

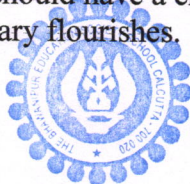

From reading aloud by the teacher, the pupils should be introduced to the silent reading of stories. Children find interest in tales based on History, mythology, legend, mystery and adventure. Folk tales also have appeal.

Teachers should permit plenty of discussion at convenient points. The books and stories should be used for composition exercises. The teacher should be able to enthuse children to want to read for themselves.

Note: Stories must be selected with great care. There should be no cruelty portrayed, lest sensitive children can be disturbed or others inspired to cruelty. Also avoid undue violence and deceit, especially that which involves step-mother/sister/brothers

### Criteria of Good Handwriting

1. It should be distinctive – each letter should have a characteristic of its own.
2. It should be simple with no unnecessary flourishes.



17 NOV 2016



### Written Expression

Oral discussion should be followed by guided written work.

Writing a few sentences about my books; my toys, my teacher. The games I like to play; What I do on a rainy day.

1. How I help my mother / father.
2. Writing short answers to Questions based on pictures.
3. Writing short answers to question based on reading.
4. Building sentences.
5. Writing questions to answers.
6. Vocabulary exercise.
7. Making small words from a single large word e.g. from the word teacher

### Spelling and Dictation

Some people remember words by the sound, some by the work, while others remember them by writing. Spelling is learnt through the eye, or the ear and is fixed by spoken and written repetition. All these processes must be used to inculcate good spelling habits.

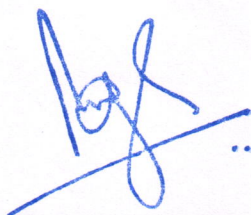
### General ways to help pupils

1. The children's attention should be drawn to the appearance; sound and structure of the words and to irregularities among the words and so help them to acquire a feel for the underlying rules of spelling.
  2. Give children a lot of practice so that good spelling becomes habitual and automatic.
- Suggested stories for various levels

### Play Acting

Children in the age group of 5 to 6 like dressing up and like to use dramatic properties, Something, just some symbolic dress is enough, like a train for a nurse, turban and stick for an old man.

Here again the play of children will be undirected, but where possible, group play will be stimulated. The teacher will help by tactfully making suggestions.



17 NOV 2016



**2<sup>nd</sup> Language - Hindi**

**1st Term**

**LESSONS-**

1. Matru Aur Matri
2. Maturam Ne Khaya Laddu
3. Bada Kasa Banu
4. Tolia Nahaya
5. Suraj Aur Badal

**POEMS-**

1. Aao Sab Mil Ghyan
2. Chidia

**Grammer-** Matra Gayan , Vyakaran, Ling, Vilom Names of Birds, Animals Fruits , Body-Parts , Vachna , Eassy Writing Lesson- Q/A , Make Sentences, Word Meanings, Fills

**2<sup>nd</sup> TERM**

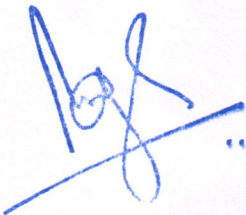
**LESSONS-**

1. Kisne Pakai Kisne Khai
2. Janamdin
3. Chatur Kachua
4. Bakri Ki Hoshiyari
5. Sahasi Shweta

**POEMS-**

1. Gappu Ki Nav
2. Diwali

**Grammer-** Matra Gayan , Vyakaran, Ling, Vilom Names of Birds, Animals, Fruits , Body-Parts , Vachna , Eassy Writing Lesson- Q/A , Make Sentences, Word Meanings, Fills



17 NOV 2016

**2<sup>nd</sup> Language – Bengali (NO STUDENTS)**

**Part- I**

**Sahaj Path – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, path**

**Sahaj path- Poetry: Haat, Aami je roj sakal hale**

**Aamra pari aamra likhi – 8 – 19**

- Juktakswar
- make sentences
- opposite words
- numeric and spellings
- Name of seven days
- Name of months and seasons
- Essay

**Part- II**

**Sahaj Path – Poetry : Ek din rate, Anjana nadi tire**

**Aamra pari aamra likhi - 21- 35**

- Noun
- Adjective
- Gender
- Singular plural
- Essay



17 NOV 2016



3<sup>rd</sup> Language - GUJARATI

1<sup>ST</sup> TERM

- 1) Revision of swar and vyanjan
- 2) Matra ni orakh .a, aa.
- 3) Two and Three letters words
- 4) Introduction of words with pictures
- 5) Poem
- 6) Conversation
- 7) Samanaya Gyan

2<sup>ND</sup> TERM

- 1) Counting 1-20 in English to Gujarati
- 2) Handwriting
- 3) Matra – e , ee thi banta Shabda
- 4) Conversation
- 5) Poem
- 6) Samanaya Gyan



17 NOV 2016



## Mathematics

### 1<sup>st</sup> Term

1. Whole Numbers and Numerals.(unto 4 digit)
2. Ascending and descending order.
3. Place value ,Face value. Through expanded notation, can state the place value of a digit in a 2 – digit numeral; can distinguish between place value and face value of the digit.
4. Comparison: Compare the numbers from 100 to 999 using the signs  $<$  or  $>$  and the sign  $=$  in the case '  $\Delta$  and 1 more  $=$  '.
5. Addition: Revises and builds the cayley table for addition Extends the table to  $20 + 30 = 50$  etc (sum  $\leq 100$ ) and  $200 + 300 = 500$  etc. (sum  $\leq 900$ )
6. Adds two or three 2 – digit and 3 – digit numbers without carrying and the sum not exceeding 999; reads and writes the number name for the sum.
7. Adds two or three 2 – digit and 3 – digit numbers with carrying (i) from ones to tens (ii) tens to hundreds (iii) ones to tens and tens to hundreds, provided the sum does not exceed 999.
8. Solves 1 – 2 step environmental/daily life problems on addition using the skills learnt.
9. Subtraction: Learns to subtract a 3 digit number from a larger 3 – digit number without giving or breaking up or a 2 – digit number from a 3 – digit number without giving or breaking up and can do these subtractions mentally.
10. Learns to express hundreds in tens; can subtract using 2 – digit and 3 – digit numbers with giving or breaking up.
11. Learns to solve environmental/daily life problems involving the subtraction skills learnt.
12. Writes the number sentence.
13. Multiplication : Uses repeated addition to build and learn the multiplication facts with 4,8,3,6,9, and 7 as multipliers and the numbers 1 to 10 as multiplicands using the pattern  $1 \times 2 = 2$ ,  $2 \times 2 = 4$ ,  $3 \times 2 = 6$  etc. and can respond mentally.
14. Build the cayley table:
15. Learns to multiply 10,20 etc. up to 90 and 100, 200, 300 and 400 by a 1 – digit number, product not exceeding 999, can multiply a 2 – digit and a 3 – digit number by a 1 – digit number (i) without carrying (ii) with carrying, the product not exceeding 999; Learns to multiply a 2 – digit number by 20, 30, 40....up to 90 and a 2 – digit number by a 2 – digit number (i) without carrying and (ii) with carrying, product not exceeding 999.
16. To solve 1 – step environmental/ daily life problems involving the multiplication skills learnt. Writes the number sentence.

### 2<sup>nd</sup> Term

1. Multiplication upto 3 digits.
2. Division.:To Use repeated subtraction equal sharing and the multiplication facts of 2, 3, 4, 5, 6, 7, 8, and 9 to divide a 2 – digit number by a 1 – digit number without giving; can divide a 2 – digit and a 3 – digit number by a 1 – digit number the short way without giving; Learn to write hundreds in tens in tens and tens in ones; division by a 2 – digit or 3 - digit number by a 1 – digit number with giving , the short way, without or with remainder; division by a 2 – digit or 3 – digit number by 20, 30, 40, and 50, using repeated subtraction only.
3. To solve 1 – step environmental/daily life problems using the division skills learn in 2.2.12. Writing division sentence.
4. Measurement of time: Ability to use and to solve daily life problems, relating to money, Time and Unites of Length, Mass (weight) Capacity Time:Understanding of the terms Morning, Noon, Evening, Night, bed – time; Ability to read time to the hour and the half – hour
5. Money :Revision work of class 1; can solve simple 1 – step shopping problems in addition, subtraction , multiplication and division working in paise only or rupees only.
6. Weight (Mass) ..



7. Compares masses; Learn to measure mass using a stone or bean bag or sand bag or the stretching of a rubber strip. To recognize and work with the mass units 1kg. 500g. 250g. 100g. 50g. and 10g.
8. Capacity
9. Learn to use non-standard units e.g. cups, glasses, buckets to measure capacity; understands and uses the standard units – liter and milliliter; notes that  $1/2$  liter = 500ml.
10. Geometry.: Recognition and identification of objects having the shape of a cube and a ball, corners, edges and faces and to identify rectangles and squares; To recognize that a ball has one curved face with no edges.



**17 NOV 2016**

**Environmental Education**

**1st Term**

1. Importance of living in a family.
2. Seasons and Clothes we wear in different seasons.
3. Food habits and its Nutritional value..
4. Air around us and causes of air pollution.
5. Water and its uses.
6. Cleanliness for Good Health.

**2nd Term**

1. Our Festivals and its importance.
2. Our Neighborhood.
3. Safety Rules
4. Means of Transport.
5. Plants around us and its uses.
6. Animals are useful to us.



17 NOV 2016



Science

**1<sup>st</sup> Term**

1. Types of plants
2. Uses of plants
3. Fruits, Vegetables and Seeds
4. Animals
5. Birds

**2<sup>nd</sup> Term**

1. Life in water
2. What things are made up of
3. Rocks.
4. Air
5. water
6. Seasons
7. Health & Safety

**Teaching and Learning points:**

In junior classes, much emphasis should be placed on active participation by students in a process of observation and exploration. In Classes I and II, plenty of oral communication is essential. Students should be encouraged to talk about what they have actually seen in the world around them. An example will make this clear. If they have seen a spider with a leg broken off, and state that it has seven legs, the teacher has an opportunity to check the statement and ask them to suggest why this is so. Practical experiments can be recorded in a variety of ways-through pictures, in tabular form, through graphs, and in accurate written descriptions.



17 NOV 2016

### General Knowledge

(Common to all Classes with varying degree of learning objective)

1. SUCCESS SKILL - PERSONALITY DEVELOPMENT

- The grooming of self-confidence begins with the developing of one communication skills.
- Just bookish knowledge is not enough
- To be successful in today's world, we must know how to express what we know.

2. SUCCESS SKILL – LIFE SKILL

- The relevant knowledge required for everyday existence.
- To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.

3. SUCCESS SKILL – GENERAL KNOWLEDGE

- Relevant and useful information for everyday life.
- Gradation of knowledge according to class.

4. SUCCESS SKILL – CREATIVITY AND THINKING SKILLS

- Like our bodies, our brain too needs regular exercise.
- Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

Note :

- Class-wise detailed syllabus will be as per the series of the prescribed book. ( The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
  - b) Quiz /Scrap books on different topics
  - c) Projects – Current affairs, Geography, History etc
  - d) Quiz may be conducted by the students on any of the above mentioned subjects.
  - e) Question bank may be compiled.



17 NOV 2016



**Value Education**  
(Common to all Classes with varying degree of learning objective)

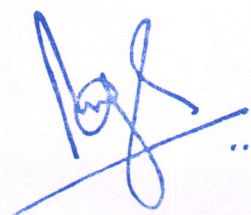
**Suggestions**

- 1) No books to be prescribed, no evaluation.
- 2) Teachers to plan out specific topics for allotted classes \* (same topic from I-IV but different approach).
- 3) Library periods will be utilised for both Value education and library (Every section will be divided for library and value education class, on the basis of gender. When the boys go to the library, the girls will be attending value education class and vice versa)
- 4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.
- 5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.
- 6) Awards will be given at the end of the year based on the student's all-round personality development.

**Suggested Topics**

- 1) Discipline
- 2) Honesty
- 3) Health & Hygiene
- 4) Friendship
- 5) Respect towards elders
- 6) To develop healthy competitive spirit.
- 7) To develop a sense of responsibility.
- 8) Etiquette

- These can be channelized into academics for senior students in the following ways-
- The writing skills can be channelised into literary works which involves imagination.
- Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.
- If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.
- All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.



17 NOV 2016



### Socially Useful Productive Work

**1<sup>st</sup> Term**

- |                       |   |
|-----------------------|---|
| 1. Health & Hygiene   | Keeping the classroom clean. Make dustbins.   |
| 2. Food               | A Chart on different types of pulses. Thumb printing , Match Stick craft, Gift wrapping |
| 3. Shelter & Clothing | Making a handkerchief, Models of Animal houses.   |

**2<sup>nd</sup> Term**

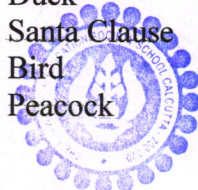
- |  |   |
|--|---|
| 1. Culture & Recreation                  | Card Making, Decoration of Candles, Rangoli.. |
| 2. Community Work<br>&<br>Social Service | Making hand puppets, Paper bags, Envelopes.   |

**Explanatory Notes:**

The Children love to play, to explore, touch and handle objects and materials. This whole-hearted enjoyment of visual and tactile experience is the beginning of art and the making of the child as an artist and a craftsman.

The students will be provided the materials like paint, brush, paper, wax, wrapping paper to rouse their natural curiosity. They will scribble, draw, paint, paste, tear, and cut to make different objects.

Term	Topic	Support Program
1 <sup>st</sup>	Health & Hygiene	Shirt House Snail
	Food	Lady's Finger Printing Bitter – Gourd Printing Softy
	Shelter & Clothing	Cotton Printing Paper Activity Foil Activity Dog Yacht Whale House
2 <sup>nd</sup>	Culture & Recreation	Thumb Printing Leaf Printing Shining Dust Activity Activity of Cotton Pasting Duck Santa Clause Bird Peacock





Community Work &  
Social Service

Ice Cream Stick Activity  
Button Activity  
Thermocol Activity  
Envelop  
Pinwheel  
Box



17 NOV 2016

### Computer Application

1. Types of Computer
2. Starting and shutting down a computer
3. Parts of a computer.
4. Diagram of computer-parts labeled.
5. Comparison between human body and a computer system.
6. Concept of Input, Output and process & Storage Device.
7. Function of keys of keyboard
8. Uses of Computer
9. Starting Paint
10. Saving a drawing
11. Tools in Paint
12. Knowing Windows
13. Desktop
14. Word processing Software
15. Starting Word 2013
16. Typing Master



17 NOV 2016



**English I**

**1<sup>st</sup> Term**

1. The Sentence
2. Articles
3. Nouns
4. Singular and Plural
5. Tenses
6. Questions
7. Adverbs
8. Word Order

**Creative Writing and Activities.**

1. Simple picture composition.
2. Comprehension.
3. Paragraph Writing on any topic.

**2<sup>nd</sup> Term**

8. Punctuation
9. Adjectives
10. Sound words: usage.
11. Verbs
12. Prepositions
13. Pronouns
14. Conjunctions
15. Interjections

**Creative Writing and Activities:**

1. Visit to any place of interest.
2. Comprehension
3. Drawing on any Topic and writing a paragraph on it.

**Teaching and Learning points.**

The teaching of grammar should be situational and communicative. Avoid formal rules and definitions. There is no place for formal grammar in the primary school. Grammar should be integrated with reading and with written work



17 NOV 2016

## English II

### 1<sup>st</sup> Term

1. The Frog Prince
2. The Secret of the Seasons
3. *To the Market*
4. The Tales of Abdul Majhi
5. Rover's Hide- and- Seek
6. *The Bird's Bath*
7. The Boy Who Could Not Draw
8. Birbal Wins Again
9. *Who Likes the Rain?*

### 2<sup>nd</sup> Term

10. The Musicians of Bremen
11. The Pencil that Ran Away
12. *Don't Give Up*
13. The World of Ants
14. Ziah and the Chief
15. *The Land of Counterpane*
16. Dal Delight (Play)
17. Pinocchio
18. *Which Loved Best?*

**Note : In Eng 2, syllabus Words in Italics indicate poems**

### Teaching and Learning Points

Children find interest in tales based on History, mythology, legend, mystery and adventure. Stories of adventure appeal to their imagination, hence stories of heroes, myths, fables and sagas will be read out to the class. Animal stories on books or CD'S will be read or shown. The books and stories will be used for composition exercises. The teacher will encourage the children to read for themselves.

### Literature in Poetry

Poetry essentially an expression of emotion and the chief aim of poetry at the primary stage is to encourage pupils to appreciate and enjoy poems.

Poems should not be clinically dissected for word-by-word meanings and line-by-line explanation. It is non-academic to insist that pupils memorize poems. The teacher will recite well from memory so she can be a model for the children to imitate.

### Handwriting

1. It should be distinctive – each letter should have a characteristic of its own.
2. It should be simple with no unnecessary flourishes.
3. Letters and words should be evenly spaced, neither too far apart nor crowded together.
4. There should be uniformity in size of letters, spacing, alignment and direction of slant.
5. The script should be such that it can be executed at a reasonable speed. It should not be laboured. It must however be emphasized that speed should not be aimed for in the earlier stages of writing. It should be kept in mind as a goal to be achieved by older pupils.



**Guided Written Work After Some Oral Discussion**

1. Writing sentences on why I like fruit, why I like ice cream, what happened on my way to school.
2. Drawing a picture and telling a story.
3. Writing short descriptions (3 – 4 sentences) about persons, objects.
4. Writing negative sentences from positive ones.

**Spelling and Dictation**

1. Direct the children's attention to the appearance, sound and structure of the words and to irregularities among the words and so help them to acquire a feel for the underlying rules of spelling.
2. Give children a lot of practice so that good spelling becomes habitual and automatic.
3. Help pupils develop strategies for discovering correct spelling when they are in doubt. Help them in the correct use of the dictionary for this purpose.
4. Effective teaching of spelling must be geared to individual needs. Each child will have different needs and teaching spelling to a class as a whole or from word lists may not always be a satisfactory answer to individual problems. The pupil needs to practice those words which he himself spells incorrectly.



17 NOV 2016



2<sup>nd</sup> Language - Hindi

**1<sup>ST</sup> TERM:**

PROSE:

1. Rajendra Babu
2. Indradhanush Aur Boonde
3. Chappalon ka Chakkar
4. Wah Kaun Tha
5. Pustak Mela

POEM:

1. Savera
2. Hum Aage Badte Jayange

GRAMMAR:

Bhasha, Bhasha Lipi, Varnamala, Swar Vyanjan, Sanyukta Varna, Matra, Sanga Ke Bhed, Sangya Ki Paribhasha.

Joining Sentences, Picture Reading, Story Telling, Comparisons to be done to explain the lessons. Textual Exercises like Fill in the blanks, Q&A, Make Sentences, Word Meanings to be done.

**2<sup>ND</sup> TERM:**

PROSE:

1. Mushak Seth
2. Tyohaar Ka Anand
3. Pyar Ki Bhasha
4. Gharabhar Buddhi
5. Jheelon Ki Nagri

POEM:

1. Bhole Bhaale Baadal
2. Desh Mera Yah

GRAMMAR:

Ling, Vachan, Sarvanaam, Kriya, Visheshan, Vilom Shabd, Prayavachi, Anek Shabdon Ke Liye Shabd, Nibandh.

Joining Sentences, Picture Reading, Story Telling, Comparisons to be done to explain the lessons. Textual Exercises like Fill in the blanks, Q&A, Make Sentences, Word Meanings to be done.



17 NOV 2016



2<sup>nd</sup> Language – Bengali

**Parba – Pratham**

Sahaj Path :- Galpa

- 1) Indurer bhoj  
Kabita
- 1) Sarthak janam
- 2) Swadhinatar such
- 3) Majar desh

Sahitya Path :- Galpa

- 1) Gopaler buddhi
- 2) Tuntuni ar biraler katha
- 3) Abdul majhir galpa

Kabita path :-

- 1) Prajapati
- 2) Talgachh

Byakaran :- Pad, panch pad, bishesya, bisheshon, sarbanam, dwani o barnamala  
Anuchchhed likhan- Amader bidyalaya

**Parba- Ditya**

Sahaj Path :- Galpa

- 1) Sisir kuyasha megh o bristhi
- 2) Lobher saaja  
Kabita
- 1) Samabyathi

Sahitya Path :- Galpa

- 1) Pinprer buddhi
- 2) Abak jalpan
- 3) Bandhu

Kabita

- 1) Sabar ami chhatra
- 2) Palkir gan

Byakaran :-

- Bodh pariskha – Hitopadesher galpa, Pakano
- Lekhar madhye biram
- Sadhu bhasha o chalit bhasha
- Apyaya
- Kriya



17 NOV 2016

3<sup>rd</sup> Language - GUJARATI

1<sup>ST</sup> TERM

- 1) Revision of swar and vyanjan
- 2) Barakhadi
- 3) Matra ni orakh U to Anga na Shabda
- 4) Two and Three letters words
- 5) Introduction of words with pictures
- 6) Poem
- 7) Conversation
- 8) Samanaya Gyan

2<sup>ND</sup> TERM

- 1) Counting 1-30 in English to Gujarati
- 2) Handwriting
- 3) Matra ni orakh U to Anga na Shabad
- 4) Conversation
- 5) Poem
- 6) Samanaya Gyan



17 NOV 2016



**Mathematics**

**1<sup>st</sup> Term**

1. Number names and numerals (upto-99,999) introduced to 10,000 and then 5 – digit numerals; counts and reads in ten – thousands, thousands, hundreds, tens, and ones and matches number name and numeral; becomes familiar with expanded notation of 5 – digit numerals
2. Expanded form and short form of numbers.
3. Place value and face value. Through expanded notation can state the place value of a digit in a numeral from 10 to 99,999; can distinguish between the place value and face value of the digit.
4. Ascending and descending order & forward and backward counting. Arranges 3 – digit, 4 – digit and 5 – digit numerals, given in periods of 10, in ascending and descending order and gives the number names.
5. Before, after, in-between numbers. Identifies the numeral/numerals before, after or between any numeral/numerals between 1000 – 99999; can identify the greatest or least from a set of 4 – digit or 5 – digit numerals.
6. Greatest and least numbers, comparing numbers. Compares the numbers from  $<$  or  $>$  and the sign  $=$ .
7. Even and odd numbers. Demonstrates understanding of even and odd numbers, using patterns
8. Addition-
  - (a) Upto 5-digit numbers in 2 or 3 lines, with and without carrying.
  - (b) Problem sums on addition.
9. Subtraction-
  - (a) Upto 5-digit numbers with and without borrowing.
  - (b) Problem sums on subtraction.
10. Tables 1 -- 15
11. Multiplication-
  - (a) 2/3/4-digit multiplied by 1 or 2 digit numbers.
  - (b) Problem sums on multiplication.
12. Division-
  - (a) 2/3/4-digit numbers divided by 1/2 digit numbers.
  - (b) Problem sums on division.

**2<sup>nd</sup> Term**

1. Fractions-equivalent fractions, comparing fractions, basic ending and descending order. Fractions
2. Demonstrates understanding of the fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$  as parts of a whole region or a whole collection using diagrams paper folding, partitioning. Learns to solve daily life problems involving the fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ .
3. Metric measures- Length Learns to use a centimetre ruler and understands the need for the units metre and kilo metre; Learns to convert kilo meters to meters to centimeters; Learns to express meters in kilometers and meters and express centimeters in meters and centimeters; Learns to compare, add and subtract, lengths in mixed units namely km – m, m – cm.
4. Weight, (Mass) Learns to measure in kg and g; Learns to convert kg to g and g to kg, kg and g to g and g to kg and g; Learns to add and subtract in kg and g without carrying and giving and solve daily life problems using what has been learnt.
5. Capacity -Understand the relation between l ml and Learns to use l and ml in conversion, addition, subtraction, problems and such problems in daily life.
6. Time. Learns to read the time in (i) 5 – minute intervals (ii) The exact minute; Learns to read the time in 3 ways and solve daily life problems on time involving addition and subtraction in minutes, hour and hour – minutes; Learns to name the days of the week and months of the year in sequence
7. Roman Numerals
8. Money-Indian currency- addition, subtraction & problem sums.
9. Learns to solve problems involving multiplication and division, using the skills learnt.
10. Learns to solve daily life problems involving 2 of the 4 basic operations and where the sum, product or dividend does not exceed 1000 and the multiplier or divisor is a 1 – digit number or 10, 20 ....50 and there is no carrying, giving or remainder.

**17 NOV 2016**



**History**

**1<sup>st</sup> Term**

1. History-A record of the past
2. Egypt-Land of the Pharaohs
3. Indus Valley Civilization
4. The Ramayana
5. The Buddha

**2<sup>nd</sup> Term**

1. Ashoka
2. The Mahabharata I
3. The Mahabharata II
4. Alexander the great

**Teaching and Learning points.**

Changing Lifestyles – past/present - Finding out by interviewing parents/grand parents/older people. Results may be tabulated, for comparison, if possible.

Concept of Time – Time line exercises to sequence events taking place over:

1. A span of one year.
2. A decade – the child's life.
3. Over a longer span – e.g. dates of birth of family members
4. Our Country - The People

An introduction to the wide variety of cultures, - life – styles in India – rural/urban/tribal; in different States – language, clothes, food, housing suited to needs, local materials used, common occupations, crafts, some festivals, folklore.'

The State in which the student lives may be studied and compared with four other States from different parts of India – noting similarities and differences....using a variety of classroom techniques.

What do Indians share in common; a national anthem ( to be learnt ), national flag and symbol bird, animal, currency etc.

Achievers: brief stories/ /anecdotes about Indians who made a mark in various spheres.



17 NOV 2016



**Geography**

**1<sup>st</sup> Term**

1. Learning about Directions
2. Our Universe
3. Our Earth- The Blue Planet
4. Our Earth- The Globe and the Atlas
5. Seasons
6. Continents and Oceans
7. Our Country - The Land
8. Physical features
  - Understanding the meaning of these terms; hill, mountain, peak, valley, mountain rang, valley, plateau/tableland plain, desert, peninsula, stream, river, tributary, mouth of river lake, fresh and salt water, ocean / sea.
  - Locating and naming these physical features on a map of India.
9. Weather and climate
  - What is weather?
  - What is climate?
10. Learning about your own City – important places, their history (anecdotes associated with them), industries. occupations of people in your city.
11. Learning about your State – its people, their occupations, physical features, natural resources and industries, transport etc.

**2<sup>nd</sup> Term**

1. Mountains ,Valleys & Plateaus
2. Plains & Deserts
3. Rivers
4. Some more Geographical forms
5. The Restless Earth
6. Volcanoes

**Mapping**

- (a) Drawing a map of the classroom ( not to scale)-revision.
- (b) Drawing a floor plan – showing classrooms.

Learning to read a simple map of an area – e.g. market place.

Looking at things from above and drawing different views of simple objects.

Drawing a small area as a map – not to scale – the use of a key.

- (a) Introducing the map of India as seen on TV or in newspapers etc.
- (b) Finding the different States of India on a map. (atlas).
- (a) Learning the principle directions – E, W, N, S.
- (b) Locating states/countries in relation to each other in terms of these directions.



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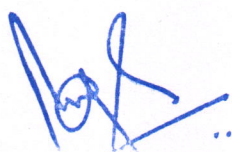
**Environmental Education**

**1<sup>ST</sup> Term**

1. Family
2. Caring For others
3. Shelter
4. Food
5. Water
6. Travel
7. Means of Communication

**2<sup>nd</sup> Term**

1. The world of Plants
2. The World of Animals
3. Living and Non-Living Thing
4. Natural Resources
5. Soil
6. The Universe
7. Our Body



17 NOV 2016



Science

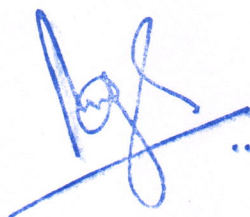
**1<sup>st</sup> Term**

1. Life.
2. Parts of a plant.
3. What plants produce.
4. Animals.
5. Insects.

**2<sup>nd</sup> Term**

1. Birds.
2. The human body.
3. Safety.
4. The earth.
5. Wind and air.
6. Pollution.

Finding out may also take place through a process of asking questions. Children need to think about who would be the best person to ask. Information from books and the Internet is another possibility. It is important when involving students in project work to show them how to sort out the information collected, select what is relevant and present it in an interesting way using their own words. Mere reproduction of several pages of information does not constitute a “good” project. Other skills that are important are sequencing, classifying and looking for patterns, and linking cause and effect. Classifying is an essential skill in all areas of academics. Starting from simple sorting into two groups based on a single criterion, it should progress into dividing a given set into several groups at the same time. Application of concepts learnt to new situations is also part of learning science. Thus it is important to provide opportunities and simple questions where children can do this at their own level



17 NOV 2018

**General Knowledge**  
**(Common to all Classes with varying degree of learning objective)**

**1. SUCCESS SKILL - PERSONALITY DEVELOPMENT**

- The grooming of self-confidence begins with the developing of one communication skills.
- Just bookish knowledge is not enough
- To be successful in today's world, we must know how to express what we know.

**2. SUCCESS SKILL – LIFE SKILL**

- The relevant knowledge required for everyday existence.
- To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.

**3. SUCCESS SKILL – GENERAL KNOWLEDGE**

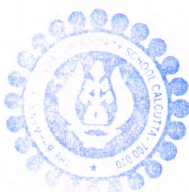
- Relevant and useful information for everyday life.
- Gradation of knowledge according to class.

**4. SUCCESS SKILL – CREATIVITY AND THINKING SKILLS**

- Like our bodies, our brain too needs regular exercise.
- Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

Note :

- Class-wise detailed syllabus will be as per the series of the prescribed book. ( The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
  - b) Quiz /Scrap books on different topics
  - c) Projects – Current affairs, Geography, History etc
  - d) Quiz may be conducted by the students on any of the above mentioned subjects.
  - e) Question bank may be compiled.



17 NOV 2016



**Value Education**  
(Common to all Classes with varying degree of learning objective)

**Suggestions**

- 1) No books to be prescribed, no evaluation.
- 2) Teachers to plan out specific topics for allotted classes \* (same topic from I-IV but different approach).
- 3) Library periods will be utilised for both Value education and library (Every section will be divided for library and value education class, on the basis of gender. When the boys go to the library, the girls will be attending value education class and vice versa)
- 4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.
- 5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.
- 6) Awards will be given at the end of the year based on the student's all-round personality development.

**Suggested Topics**

- 1) Discipline
  - 2) Honesty
  - 3) Health & Hygiene
  - 4) Friendship
  - 5) Respect towards elders
  - 6) To develop healthy competitive spirit.
  - 7) To develop a sense of responsibility.
  - 8) Etiquette
- These can be channelized into academics for senior students in the following ways-
    - The writing skills can be channelised into literary works which involves imagination.
    - Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.
    - If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.
    - All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.



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**Socially Useful Productive Work / Art & Craft**

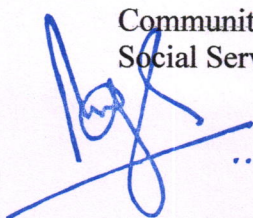
**1<sup>st</sup> Term**

- |                         |   |
|-------------------------|---|
| 1. Health And Hygiene   | Making Charts on cleanliness.<br>Make dustbins .                                |
| 2. Food                 | Make charts on different types of food of different states.<br>Make fruit chat. |
| 3. Shelter And Clothing | Display of different kinds of materials.  |

**2<sup>nd</sup> Term**

- |  |   |
|--|---|
| 1. Culture And Recreation                | Pot painting.<br>Candle making .<br>Wrapping paper printing . |
| 2. Community Work<br>&<br>Social Service | Hand Puppets .<br>Paper Bags .<br>Envelopes .                 |

Term	Topic	Support Program
1 <sup>st</sup> Term	Health And Hygiene	Candy Box House Fly
	Food	Lady's Finger Printing Knife Activity Pulses Activity Craft Activity
	Shelter And Clothing	Paper Craft Foil Activity Match Stick Activity Thumb Printing Parrot Fox Face Boat Crab Dog Rabbit
2 <sup>nd</sup> Term	Culture And Recreation	Button Activity Craft Activity Cotton Printing Pencil Sharpener Activity Snake Leaf Doll
	Community Work & Social Service	Cotton Pasting Leaf Printing Flower Pot




17 NOV 2016



**Computer Applications**

1. Evolution of computers.
2. Operating System
3. Types of Operating System
4. Desktop and Icons
5. Paint
  - Moving and copying objects
  - Rotate/Flip a Drawing
  - Skew a drawing
  - Set Drawing as a desktop
  - Zoom in and out
6. Basic KTurtle Commands
7. Editing Text in Word
8. Formatting text in Word
9. Tux Paint
10. Typing Tutor



17 NOV 2018

**English 1**

**1<sup>st</sup> Term**

1. The Sentence
2. Articles
3. Nouns
4. Singular and Plural
5. Tenses
6. Questions
7. Subject and Predicate
8. Word Order
9. Countable and Uncountable Nouns
10. Gender

**Creative Writing / Activities.**

1. Simple Comprehension passage.
2. Creative writing – An Autobiography.
3. Narrative Composition on Experience or an incident.
4. Paragraph writing.

**2<sup>nd</sup> Term**

11. Punctuation
12. Adjectives
13. Sound words: usage.
14. Verbs
15. Prepositions
16. Pronouns
17. Conjunctions
18. Interjections
19. Possessives
20. Adverbs

**Creative Writing / Activities.**

1. Introduction to simple Informal letter writing.
2. Comprehension.
3. Descriptive composition..

**Writing Practice**

By this time the children will have obtained some skill and fluency in writing, but nevertheless oral work should still form an essential prelude to written work. Children can be given more definite work.

**Descriptive**

1. Describe an event in school e.g. speech day, sports day, concert, parent's day etc.
2. Describe the football kit (clothes) of the school team.
3. Describe the well known character e.g. Santa Claus, Rama, Ravana etc.

**Narrative**

1. An exciting match.
2. What happened when mother was sick.
3. An incident during the holidays.



17 NOV 2016



**CLASS 4 SYLLABUS**

**2017-2018**

4. Re-tell a story narrated by the teacher.

**Exposition**

1. How to fly a kite.
2. How to make toast.
3. How to make a sandwich.
4. How to clean shoes.

**Letter Writing**

1. Invitation to a friend for tea/birthday party.
2. Thank you letter for a present.
3. Invite your parents for the school sports.
4. A letter of apology to the teacher for something you have done wrong



17 NOV 2016

**English II**

**1<sup>st</sup> Term**

1. Tom Whitewashes The fence
2. Father Wolf
3. *How the Little Kite Learned to Fly*
4. Mozart the Wonder Boy
5. Tenali Raman
6. *The Mountain and the Squirrel*
7. The Selfish Giant
8. Robin Hood and His Band of Merry Men
9. *Rain in Summer*

**2<sup>nd</sup> Term**

10. How the Tiger Got His Stripes
11. The Mysterious Sea World
12. *My Playmate*
13. How the Agouti Lost its Tail
14. The Welcome Visitor
15. *The Dentist and the Crocodile*
16. A Fair Start
17. All in Favour
18. *A Tragic Story*

**Note : In Eng 2 Syllabus Words in Italics indicate poems**

**Teaching and Learning points.**

**Criteria of Good Handwriting**

1. The handwriting should be distinctive – each letter should have a characteristic of its own.
2. Writing should be simple with no unnecessary flourishes.
3. Letters and words should be evenly spaced, neither too far apart nor crowded together.
4. There should be uniformity in size of letters, spacing, alignment and direction of slant.

**Spellings**

1. The children will be directed to pay attention to the appearance, sound and structure of the words and to irregularities among the words and so help them to acquire a feel for the underlying rules of spelling.
2. Children will be given a lot of practice so that good spelling becomes habitual and automatic.
3. Help pupils develop strategies for discovering correct spelling when they are in doubt. Help them in the correct use of the dictionary for this purpose.
4. Effective teaching of spelling must be geared to individual needs. Each child will have different needs and teaching spelling to a class as a whole or from word lists may not always be a satisfactory answer to individual problems. The pupil needs to practice those words which he himself spells incorrectly.

**Compilation of Dictionaries.**

One way of creating an interest in spelling is to encourage pupils to compile their own dictionaries. The dictionary of each pupil will consist of words which he has used in writing work, or which he has miss-spelt. It should also include words which have aroused his interest and which he has come across in reading and which he would like to use.



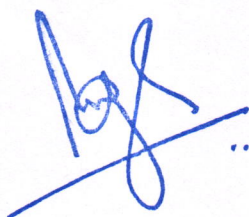
17 NOV 2016



**CLASS 4 SYLLABUS**

**2017-2018**

Teachers can help their pupils to increase the vocabulary in their dictionaries by going through written work carefully and compiling lists of words, which are most commonly used in the class. To this may be added lists of words which are commonly misspelt.



17 NOV 2016

**2<sup>nd</sup> Language - Hindi**

**1<sup>ST</sup> TERM**

LESSONS-

1. Aazadi Ki Raah Par
2. Tenali Ram
3. Kazaki
4. Jugnu Ka Prakesh

Poems

1. Ek Kiran
2. Paikur Ke Pankh

Grammer

Bhasha, Bhasha Lipi, Varnamala, Swar Vyanjan, Sanga Ke Paribhasha, Sanga Ke Bhed , Story Telling, Lesson- Q/A , Make Sentences, Word Meanings, Fills.

**2<sup>nd</sup> TERM**

LESSONS-

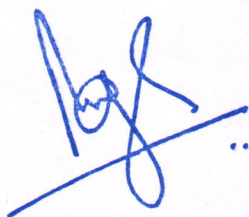
1. Charakya Aur Chandragupta
2. Tumhara Mitra Computer
3. Kajiranga Abhyaranaya
4. Krantikari Ki Beti

Poems

1. Lahron Ka Geet
2. Wah Desh Kaun Sa Hai

Grammer-

Vachan, Sarvanaam, Kriya, Visheshan, Prayavachi, Shabd-Vilom, Nibhand. Story Telling, Lesson- Q/A , Make Sentences, Word Meanings, Fills.



17 NOV 2018



2<sup>nd</sup> Language - Bengali

**Parba – Pratham**

Sahaj path :- Galpa  
1) Tal nabami  
Kabita

- 1) Chal chal chal
- 2) Atmatran
- 3) Ahavan

Sahitya path – Galpa  
1) Ati budhdhir parinati  
2) Vivekanander Balyajeeban

Bakyaran :-

- Linga
- Bipareet sabda
- Bakya bariye lekha

**Parba – Ditya**

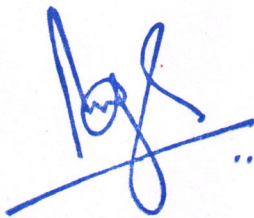
Sahaj Path - Galpa

- 1) Paji pitar  
Kabita
- 3) Sukh

Sahitya Path Galpa  
1) Banglar bagh  
2) Ban bhojan  
Kavita  
1) Pujor sanai  
2) Ati Kishorer chhara

Byakaran :-

- Anuchchhed likhan- Durga puja, jal o manush, gachh o manush
- Bagdhara
- Chithi lekha
- Nibandha rachana



17 NOV 2016

**3<sup>RD</sup> Language - GUJARATI**

**1<sup>ST</sup> TERM**

- 1) Reision of Swar and Vyanjan
- 2) Barakhadi
- 3) Revision of all the Matras
- 4) Two and Three letters words
- 5) Introduction of words with pictures
- 6) Poem
- 7) Conversation
- 8) Samanaya Gyan

**2<sup>ND</sup> TERM**

- 1) Counting 1-50 in English to Gujarati
- 2) Handwriting
- 3) JodaAkshar
- 4) Conversation
- 5) Poem
- 6) Samanaya Gyan
- 7) Short Question & Answer



17 NOV 2016



## Mathematics

### 1<sup>st</sup> Term

1. Numerals and number names Understanding whole numbers and numerals.
2. Review – 0 to 99,9999. Introduced to 6 – digit numerals ( 100000 – 999999), named in hundred – thousands and in lakhs; will learn to read and expand 6 – digit numerals and match numerals with number name in two ways and vice versa.
3. Learning Place value and face value through expanded notation, Learn to state the place value of a digit in a numeral from 10 – 999999; distinguish between the place value and face value of the digit. Identifies the numeral/numerals before, after or between any numeral/ numerals between 10000 and 999999; can identify the greatest or least from a set of 5 – digit or 6 – digit numerals
4. Expanded form and short form
5. Ordering and comparison Arranges 6 – digit numerals given in periods of 10, in ascending and descending order and gives the number names in two ways. Compares the number from 100000 to 999999 using the sign  $<$  or  $>$  and the sign  $=$ .
6. Successor and predecessor
7. Addition Adds two or three 6 – digit numbers without carrying and the sum not exceeding 999999; reads and writes the number name for the sum.
8. Adds two or three 6 – digit numbers with carrying provided the sum does not exceed 999999.
9. Solves 1 – 2 step environmental/daily life problems on addition using the skills learnt.
10. Subtraction- Can subtract using 6 – digit numbers without giving or breaking up.
11. Learns to subtract using up to 6 – digit number with giving or breaking up.
12. Learns to solve environmental/daily life problems involving the subtraction skills learnt.
13. Writes the number sentence.
14. Learns to solve environmental/daily life problems involving the addition or subtraction skills learnt.
15. Writes the number life problems sentence.
16. Learns to solve environmental/daily involving both addition and subtraction using the skills learnt.
17. Tables: 1-- 20
18. Multiplication: Understand the various terms used in multiplication namely environmental/daily life problems involving multiple, multiplier, multiplicand, product. Learns to multiply by a 2 – digit or 3 – digit number without carrying, product not succeeding 999999.
19. Learns to multiply by 2 – digit and 3 – digit numbers without and with carrying, the product not exceeding 999999.
20. Learns to solve 1 step environmental/daily life problems involving the multiplication skills learnt in 2.4.9. and 2.4.10. Writes the number sentence.
21. Division (including problem sums) - Learns to divide using 1 – digit divisors without or with giving, the short way, and without or with remainder, the dividend not exceeding 99999.
22. Understands and uses the meaning of the terms divisor, dividend, quotient and remainder. Learns to divide by 2 – digit and 3 – digit divisor without and with giving and without and with remainder. Understand and can use the terms: odd, even, prime, composite, multiple and factor; can develop the factor tree, can find primes (up to 100) and composites.
23. Learns to solve 1 – step environmental/daily life problems using the division skills learnt.
24. Writes a division sentence.
25. Learns to solve 2 – step problems involving multiplication and division using the skills learnt.
26. Learns to solve 2 – step problems within the limits set out for class 3, except that the multiplier or divisor may be extended to a 2 – digit number  $\leq 90$
27. Odd and even numbers
28. Prime and composite numbers
29. Test of divisibility (2, 3, 5, 10)
30. Multiples and factors ..



17 NOV 2018



**2<sup>nd</sup> Term**

1. Prime factorization
2. L.C.M. and H.C.F.
3. Fractions- Fractions Demonstrates understanding of proper fraction (with denominator  $\leq 20$ ) as  $\equiv$  parts of a region or collection using diagrams and partitioning, can find a proper fractional number of a collection i.e.  $\frac{1}{4}$  of 20, demonstrates the ability to match proper fractions with points on the number line; demonstrates understanding of equivalent fractions of a given proper fraction (Denominator  $\leq 20$ ); Learns to reduce a fraction to its 'lowest terms'.
4. Learns to compare two proper fractions with denominators  $\leq 10$ .
5. Demonstrates the ability to add and subtract proper fractions with like denominators, sum less than 1; can add and subtract proper fraction with unlike denominator, including unit fractions, sum  $< 1$ .
6. Learns to multiply a proper fraction including a unit fraction by a whole number using concrete situations and the number line (repeated addition), leading to an awareness of improper fractions and mixed numbers.
7. Learns to solve daily life problems involving comparing, adding, subtracting fractions and multiplying a fraction by a whole number.
8. Decimals - Learns to express proper fractions with denominator 10 as a decimal of one decimal place proper fractions with denominator 100 as a decimal to two places.
9. Uses money and the metric units of measure to demonstrate understanding of decimals up to 2 decimal places.
10. Unitary method
11. Metric measures
12. Measurement of time
13. Geometry –Line, Line segment, ray (definitions)
14. Area & Perimeter- Area
15. Learns to calculate area in  $\text{cm}^2$  (sq.cm),  $\text{m}^2$  (sq.m) and  $\text{km}^2$  (sq. km). figures being rectangular or square regions.
16. Roman Numerals .



17 NOV 2016



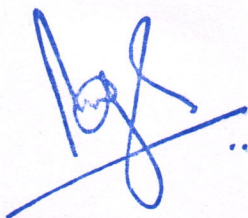
## History

### 1<sup>st</sup> Term

1. Muhammad the Prophet.
2. King Harsha.
3. Babur The First Mughal Emperor.

### 2<sup>nd</sup> Term

1. Guru Nanak
2. Jesus Christ The Saviour.
3. Marco Polo
4. Joan of Arc The Girl who saved France.



17 NOV 2016

## Geography

### 1<sup>st</sup> Term

1. India – Physical Features .
2. India - Location And Neighbouring Countries .
3. The Great Himalayas.- Location, Description And Life Style.
4. The Great Northern Plain-Location,Description ,Climateand Life Style.
5. The Great Indian Desert-Thar Desert- Location,Description ,Climateand Life Style
6. The Vast Indian Plateau –Location ,Description ,Climate And Rivers And Cities.
7. The Coastal Plain -Description And Dissimilarities Between Eastern And Western Coasts.

### 2<sup>nd</sup> Term

1. The Island Region Andaman and Nicobar Islands & lakshadeep islands. Location Description, Climate and Life Style
2. The Hill States
3. The Northern States 1&2
4. The Dry Western States
5. The Western Coastal Plains and Parts Of The Deccan Plateau.

### Teaching & Learning Points

Map pointing will be done in all the chapters. Finding the States of India, their capitals and some important cities on the Map will arouse their interest and learning will be more meaningful.

Looking at the physical features of India on a map and locating hills/ranges, rivers, and water bodies on the map will enhance learning.

Looking at other data on maps of India – e.g. Rainfall, soils, minerals and other resources, transport routes will be done.



17 NOV 2016



**Environmental Education**

**1<sup>ST</sup> Term**

1. Sources of Water.
2. Water pollution.
3. Means of checking water pollution.
4. Shelter-Importance of Shelter. Different types of Houses.
5. Plant Life. Parts of a plant. How plants help us.
6. Soil. Importance of soil. Soil Conservation.

**2nd Term**

1. Safety and First Aid. Safety at home, School, parks, on roads.
2. How we can keep our Environment clean. Chipko movement.
3. Public property. Agencies of community service.
4. Importance of communication .Means of communication. Modern Technology involved.
5. Transport. Importance of transport. Different means of transport..How transport causes air pollution.



17 NOV 2016

**Science**

**1<sup>st</sup> Term**

1. Living Things. Characteristics of Living Things. Difference between Living and Non Living.
2. Plant Life. Desert plants, Hill Plants Water Plants. Photosynthesis.
3. Importance of Food chain.
4. Animal Life. Terrestrial, Arboreal, Aquatic & Aerial.
5. Adaptation in animals.
6. Rock Soil and minerals.

**2<sup>nd</sup> Term**

1. Air, Water and Weather. Experiments on Evaporation and condensation. How it affects our weather.
2. Our Universe. Solar system. Earth.-Why life is possible on Earth?
3. Earths Rotation. Revolution and seasons.
4. Human body- Balance Diet. ,Classification of Food,
5. Dental Care.



17 NOV 2016



### Value Education

(Common to all Classes with varying degree of learning objective)

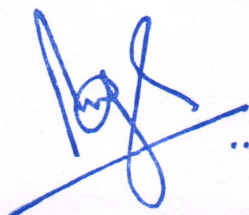
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- 1) No books to be prescribed, no evaluation.
- 2) Teachers to plan out specific topics for allotted classes \* (same topic from I-IV but different approach).
- 3) Library periods will be utilised for both Value education and library (Every section will be divided for library and value education class, on the basis of gender. When the boys go to the library, the girls will be attending value education class and vice versa)
- 4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.
- 5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.
- 6) Awards will be given at the end of the year based on the student's all-round personality development.

#### Suggested Topics

- 1) Discipline
- 2) Honesty
- 3) Health & Hygiene
- 4) Friendship
- 5) Respect towards elders
- 6) To develop healthy competitive spirit.
- 7) To develop a sense of responsibility.
- 8) Etiquette

- These can be channelized into academics for senior students in the following ways-
- The writing skills can be channelised into literary works which involves imagination.
- Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.
- If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.
- All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.



17 NOV 2018



**Socially Useful Productive Work /Art& Craft**

**1st Term**

- |                       |   |
|-----------------------|---|
| 1. Health & Hygiene   | Making charts on cleanliness.             |
| 2. Food               | Make fruit chat.                          |
|                       | Making Charts on different types of food. |
| 3. Shelter & Clothing | Model of a house.                         |

**2<sup>nd</sup> Term**

- |                                      |   |
|--------------------------------------|---|
| 1. Culture & Recreation              | Pot painting<br>Candle making<br>Wrapping paper printing    |
| 2. Community Work&<br>Social Service | Making Ice sticks puppets<br>Paper bags<br>Making Envelopes |

<b>Term</b>	<b>Topic</b>	<b>Support Program</b>
1 <sup>st</sup> Term	Health & Hygiene	Sprays painting Match Stick activity Shinning Dust activity Viking Headgear
	Food	Activity using pulses Pencil Sharpner Activity Paper Collage Dog Face Caterpillar Seal
	Shelter & Clothing	Cotton Printing Foil activity Yacht Elephant Rhinoceros Gold Fish
2 <sup>nd</sup> Term	Culture & Recreation	Button activity Craft Activity Activity Knife Printing Ball Peacock Clown
	Community Work & Social Service	Cotton Pasting Activity Ice-Cream stick activity Rocket



17 NOV 2016

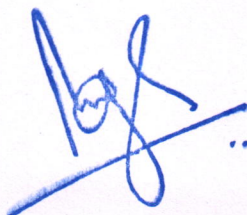


**General Knowledge**  
(Common to all Classes with varying degree of learning objective)

1. SUCCESS SKILL - PERSONALITY DEVELOPMENT
  - The grooming of self-confidence begins with the developing of one communication skills.
  - Just bookish knowledge is not enough
  - To be successful in today's world, we must know how to express what we know.
2. SUCCESS SKILL – LIFE SKILL
  - The relevant knowledge required for everyday existence.
  - To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.
3. SUCCESS SKILL – GENERAL KNOWLEDGE
  - Relevant and useful information for everyday life.
  - Gradation of knowledge according to class.
4. SUCCESS SKILL – CREATIVITY AND THINKING SKILLS
  - Like our bodies, our brain too needs regular exercise.
  - Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

Note :


- Classwise detailed syllabus will be as per the series of the prescribed book. ( The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
  - b) Quiz /Scrap books on different topics
  - c) Projects – Current affairs, Geography, History etc
  - d) Quiz may be conducted by the students on any of the above mentioned subjects.
  - e) Question bank may be compiled.



17 NOV 2016

**Computer Applications**

1. Computer in different areas.
2. Exploring Windows.
3. Wallpaper and screen saver.
4. Working with files and folders.
5. Introduction to Microsoft Word.
6. Creating word document.
7. Printing word document.
8. Editing and Formatting Documents.
9. Creating Tables in Word.
10. Introduction to PowerPoint.
11. Creating slides.
12. Saving files.
13. Typing Master



17 NOV 2016