

**English 1**

**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

## English 2

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

1. The Tales of Abdul Majhi
2. The Secret of the Seasons
3. *Star Song*
4. Rover's Hide and Seek
5. The Surprising Broom
6. *Caterpillar*
7. A Clever Plan Fails
8. The Princess and the Pea
9. *To the Market*

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

10. A Day to Rejoice
11. The Frog Prince
12. *The Birds' Bath*
13. Birbal Wins Again
14. The Boy who couldn't Draw
15. *The Land of Counterpane*
16. The Pencil that Ran Away
17. Pinocchio
18. *The Rooks*

**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.

Compilation of Dictionaries

**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.

**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  
Anuchched likhan- Amader bidyalaya

**Parba- Ditya**

Sahaj Path :- Galpa

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

Sahitya Path :- Galpa

- 1) Pinrer 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
- Abyaya
- Kriya

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

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

- 1) Revision of Swar and Vyanjan .
- 2) Matra –aa ,e ,ee .u ,uu .
- 3) Barakhadi
- 4) Counting -1 --- 30 English to gujarati .
- 5) Pages 2 to 25 from book .

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

- 1) Pages 26 to 40 from book .
- 2) Name of the fruits ,flowers ,vegetables ,animals ,birds ,parts of the body .
- 3) Name of the colours ,shapes , transports .
- 4) Conversation .

## **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.

## **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.



## **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.

**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

## **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

## **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.

### **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.

**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 .                 |

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

Flower Pot  
**Computer Application**

1. Evolution of computers.
2. Types of computers.
3. Using the Calculator.
4. Introduction to Internet.
5. More about Paint.
6. Different Applications of computer.
7. Typing Tutor