



**BGS Vijnatham School**

॥ विद्या - ज्ञान विज्ञान तन्त्रज्ञान सहितम् ॥

# ANNUAL CURRICULUM PLAN

**STEP - III**



# ANNUAL CURRICULUM PLAN (2023-24)

STEP: III

SUBJECT: English

BOOK/S: 21<sup>st</sup> Century English Coursebook

Burlington English Grammar

Fitzroy Reader

Writing Skills

Months: April – May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Burlington Reader</b> Chapter 1: New Friends (Pg 15 - 24 ) Chapter 2: Kaka and Munni (Pg 25 - 36) Poem: Paper Boats <b>Burlington Grammar:</b> Chapter 1: Alphabetical Order (Pg 7 – 9) Chapter 2: Articles (a/an/the) (Pg 10 – 13) Chapter 3: Nouns (Pg 14 – 17) <b>Fitzroy Reader:</b> Story 31: 'Kate and the Rake' Story 32: 'The Boat' <b>Creative Writing</b> Sentence Making, Completing a Poster Picture Composition	<ul style="list-style-type: none"> <li>Identify the characters, main idea, details and sequency the story.</li> <li>Read and write sound words.</li> <li>Make sentences with the new sound words.</li> <li>To frame sentences making use of concepts to frame correct sentences.</li> <li>Identify nouns, use them to name the characters and describe the picture.</li> </ul>	<ul style="list-style-type: none"> <li>To analyze the information in timelines and make inferences from the informational text</li> <li>To use the sound words in their speech.</li> <li>To express their thoughts using simple sentences.</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>Spot the differences: Plural Nouns</li> <li>Guess the animal</li> <li>Talk about the favourite animal</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>E-Modules</li> <li>SEAB –</li> <li>Ex 1: Alphabetical Order</li> <li>Ex 2: Articles</li> <li>Ex : Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Perform role play/ skit in English with appropriate expressions</li> <li>Vocabulary enhancement</li> <li>Express thoughts and put them in a sequence to explain it effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Skills (Story Reading)</li> <li>Listening Skills (Audio Story)</li> <li>Speaking Skills (Role Play and Talk about favourite animal)</li> <li>Writing skills (Picture Composition)</li> <li>Comprehension skills (Analyzing the Character, Q&amp;A)</li> <li>Communication Skills (Role Play and Talk about favourite animal)</li> <li>Vocabulary (Dictation)</li> </ul>

**Months: July – August**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Burlington Reader</b> Chapter 3: Shikari's Cycling Adventure (Pg 41 - 52) Chapter 4: Amogh's Picnic (Pg 53 - 62) Poem: Little While Lily  <b>Burlington Grammar</b> Chapter 4: Subject Pronouns (Pg 18 – 23) Chapter 5: Prepositions of Place (Pg 24-27) Chapter 6: Plural Nouns (Pg 28 – 33) Chapter 7: have / has (Pg 34 – 37) Chapter 10: Object Pronouns (Pg 49 – 52) Chapter 11: Modal Verbs (Pg 53 – 56) Chapter 13: Countable and Uncountable Nouns (Pg 63 – 67)  <b>Creative Writing</b> Writing a Poem Writing Steps Picture Composition	<ul style="list-style-type: none"> <li>To be able to understand day-to-day life.</li> <li>Infer the theme through the text.</li> <li>Use nouns in a contextual and integrated manner to frame grammatically correct sentences, both in speech and writing.</li> <li>To be able to rhyme words</li> </ul>	<ul style="list-style-type: none"> <li>To use their critical / thinking ability to read between the lines and go beyond the text.</li> <li>Use linkers to indicate connections between Words and sentences such as 'then', 'after that', etc</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Twist the tale - writes 5-6 sentences to change the ending of the story</li> <li>Building a word chain</li> <li>Jam Session</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>E – Modules</li> <li>SEAB</li> </ul> Ex 14: Pronoun (Subject and Object Pronouns) Ex 20: Preposition of Place Ex 9: Nouns (Plural Nouns, Countable and Uncountable Nouns) Ex 26: Picture Composition	<ul style="list-style-type: none"> <li>Connect ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences</li> <li>To be able to describe their favourite sports person</li> <li>To be able to express their emotions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Skills (Story Reading)</li> <li>Listening Skills</li> <li>Speaking Skills (JAM Session)</li> <li>Writing skills (Writing a Poem and Writing Steps)</li> <li>Comprehension skills (Inferencing, RTC, MCQs)</li> <li>Communication Skills (JAM Session)</li> <li>Vocabulary (Dictation)</li> </ul>

**Months: September - October**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p><b>Burlington Reader</b> Chapter 5: Trojan Horse (Pg: 67 - 76) Chapter 6: Why the Jellyfish Has No Shell (Pg: 77 – 87) Poem: In the Times of Corona</p> <p><b>Burlington Grammar</b> Chapter 8: Possessive Adjectives (Pg 38 – 42) Chapter 9: Present Simple (Pg 43 – 48) Chapter 14: Quantifiers (Pg 68 – 71) Chapters 16 &amp; 17: Past Simple (Pg 75 – 84) Chapter 19: Future Simple (Pg 89 – 94)</p> <p><b>Creative Writing:</b> Writing a Paragraph Writing a Description</p>	<ul style="list-style-type: none"> <li>• To identify the cause and effect of emotion in life.</li> <li>• To be able to understand the problem in the story and identify the solution.</li> <li>• Understand the rules of grammar through a variety of situations and contexts focusing on verbs and tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• To raise questions based on their reading.</li> <li>• Think critically and try to provide suggestions/ solutions to the problems.</li> <li>• To be able to identify and make use of proper verbs And tenses to frame sentences.</li> <li>• Understand their emotional journey and be able to express and write it using descriptive writing skills.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Share things you did during the weekend</li> <li>• Season Talk</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• E-module</li> <li>• SEAB:</li> </ul> <p>Ex 12: Adjectives Ex 3: Simple Present Tense Ex 4: Simple Past Tense Ex 5: Simple Future Ex 21: Quantifiers Ex 25: Paragraph Writing</p>	<ul style="list-style-type: none"> <li>• Empathize with the people around us</li> <li>• Identify the needs of the people and try to find solutions.</li> <li>• Analyze the emotions and express or describe true feelings in a paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Skills (Story Reading)</li> <li>• Listening Skills (Listening Comprehension)</li> <li>• Speaking Skills (Season Talk)</li> <li>• Writing skills (Writing a Paragraph)</li> <li>• Comprehension skills (Comprehension Questions, RTC, MCQs)</li> <li>• Communication Skills (Group Discussions)</li> <li>• Vocabulary (Group Discussion, Dictation)</li> </ul>

**Months: November - December**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Burlington Reader</b> Chapter 7: The Adventures of Tom Sawyer (Pg 93 – 102) Poem: Some One  <b>Burlington Grammar</b> Chapters 12 & 18: Present Continuous Chapter 20: Modal Verbs Chapter 25: Preposition of Time Chapter 26: Punctuation Chapter 27: Subject and Predicate  <b>Creative Writing</b> Completing a Dialogue Designing a poster Paragraph Writing	<ul style="list-style-type: none"> <li>• To identify the differences in personality and able to accept opinion of an individual.</li> <li>• To understand the author's purpose to inform.</li> <li>• To be able to identify different parts of speech for special words and use them in a sentence.</li> <li>• To be able to identify a sentence and a question.</li> <li>• To be able to identify the important information and design a poster using appropriate pictorial representation.</li> <li>• To express their opinions through a dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• To raise an opinion on the basis of their likes or dislikes.</li> <li>• To assess the difference between facts and opinion.</li> <li>• To be able to write a sentence with proper punctuation.</li> <li>• Design posters for events with important and relevant information.</li> <li>• Use pictures appropriate to the theme.</li> </ul>	Activities: <ul style="list-style-type: none"> <li>• Designing a poster</li> <li>• Meet my Mate</li> </ul> Resources: <ul style="list-style-type: none"> <li>• E – module</li> <li>• SEAB</li> </ul> Ex 6: Present Continuous Tense Ex 7: Past Continuous Tense Ex 8: Future Continuous Tense Ex 20: Preposition of Time Ex 18: Subject Predicate Ex 15: Punctuation Ex 25: Paragraph Writing	<ul style="list-style-type: none"> <li>• To understand and respect the difference of opinion.</li> <li>• To design an attractive poster for an event</li> <li>• Able to form their opinions for a particular situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Skills (Story Reading)</li> <li>• Listening Skills (Audio Stories)</li> <li>• Speaking Skills (Meet my Mate)</li> <li>• Writing skills (Comprehension questions, Paragraph Writing)</li> <li>• Comprehension skills (Comprehension Questions, RTC, MCQs)</li> <li>• Communication Skills (Group Discussions)</li> <li>• Vocabulary (Group Discussion, Dictation)</li> </ul>

**Months: January – March**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p><b>Burlington Reader</b> Chapter 8: Robin Hood (Pg 103 – 114)</p> <p><b>Burlington Grammar</b> Chapter 21: Adjectives Chapter 22: Adjectives: Comparatives and Superlatives Chapter 23: Adverbs Chapter 24: Reflexive Pronouns</p> <p><b>Creative Writing</b> Informal Letter Writing Story Writing</p>	<ul style="list-style-type: none"> <li>• To be able to understand the phases of life and make priorities.</li> <li>• To be able to understand the importance of kindness.</li> <li>• To be able to use grammar concepts in writing skills</li> <li>• Understand the elements of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to understand different situations and take wise decisions.</li> <li>• To understand the importance of honesty in life and make suitable priorities in life.</li> <li>• Will understand the difference between facts and opinion.</li> <li>• To be able to write a story.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Debate</li> <li>• Talk Show</li> <li>• Role Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• E-modules</li> <li>• SEAB:</li> </ul> <p>Ex 12: Adjectives (Comparative and Superlative Adjective) Ex 19: Adverbs Ex 14: Pronouns (Reflexive Pronouns) Ex 24: Unseen Comprehension</p>	<ul style="list-style-type: none"> <li>• To be able to form opinions with supporting facts and evidence.</li> <li>• Will be able to convince other people with their supporting points of view.</li> <li>• Able to identify the elements of the story.</li> <li>• Able to understand the difference between fictional and non-fictional writing.</li> <li>• Able to write a short story.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Skills (Story Reading)</li> <li>• Listening Skills (Talk Show)</li> <li>• Speaking Skills (Debate, Talk Show, Role - Play)</li> <li>• Writing skills (Comprehension questions, Story Writing)</li> <li>• Comprehension skills (Comprehension Questions, RTC, MCQs, Group Discussion)</li> <li>• Communication Skills (Debate, Talk Show)</li> <li>• Vocabulary (Debate, Talk Show, Dictation)</li> </ul>

वार्षिक पाठ्यक्रम योजना (2023-24)

कक्षा : III

विषय : हिन्दी

पुस्तक: वल्लरी, सुरभिका  
माह: अप्रैल-मई

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी:</p> <p>पाठ-1- एक किरण आई छाई (कविता) (पृष्ठ सं० 9-15)</p> <p>पाठ-2- धन्यवाद माँ (संवाद) (पृष्ठ सं० 16-21)</p> <p>पाठ-3- सेठ का इलाज (कहानी) (पृष्ठ सं० 22-27)</p> <p>पाठ-4- सूरज का रथ (कविता) (पृष्ठ सं० 28-32)</p> <p>सुरभिका:</p> <p>पाठ-1- भाषा (पृष्ठ सं० 5- 9)</p> <p>पाठ-2- वर्ण (पृष्ठ सं० 10- 15)</p> <p>पाठ-3- संज्ञा (पृष्ठ सं० 16-19)</p> <p>पाठ-4- लिंग (पृष्ठ सं० 20-25)</p> <p>पाठ-5- वचन (पृष्ठ सं० 26-32)</p> <p>रचनात्मक लेखन: वाक्य प्रयोग, चित्र-वर्णन</p> <p>प्रसिद्ध सचित्र भारतीय पौराणिक कथाएँ</p> <p>पाठ 1 से पाठ 3 (पृष्ठ सं० 4-13)</p>	<ul style="list-style-type: none"> <li>●सूरज के रंग,रूप व आकार को पहचानना।</li> <li>●कविता एवं पाठ को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनना।</li> <li>●संज्ञा, लिंग, वचन को पहचानना।</li> <li>●किसी गलती के लिए आपकी माँ ने डाँटाआपको कैसा लगा? बताइए।</li> </ul>	<ul style="list-style-type: none"> <li>● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>● जब बादल न हों तब आकाश कितने रंग बदलता है, इसका अनुभव करके कक्षा में सुनाइए।</li> <li>● यदि सपने में तुम्हें अपनी साइकिल बातें करती हुई सुनाई दे तो वह क्या बातचीत हो सकती है? पाँच-छः पंक्तियाँ लिखिए।</li> </ul>	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> <li>● कक्षा अभिनय</li> <li>● माँ के लिए धन्यवाद कार्ड बनाना।</li> <li>● प्रातः काल के प्रकृतिक दृश्य का चित्र बनाकर रंग भरना।</li> </ul> <p>संसाधन</p> <ul style="list-style-type: none"> <li>● SEAB</li> </ul> <p>भाषा,वर्ण,संज्ञा, लिंग,वचन</p> <ul style="list-style-type: none"> <li>● रचनात्मक कार्यपुस्तिका</li> </ul> <p>पाठ 1 और 2 श्रवण कौशल चित्र पठन</p>	<ul style="list-style-type: none"> <li>●उचित हाव-भाव के साथ कक्षा अभिनय करना।</li> <li>●शब्द कोश बढ़ाना</li> <li>●अपने विचारों को सबके समक्ष रखना।</li> <li>●अपने रोजमर्रा के सारे कार्य स्वयं करने तथा अपने माता-पिता के दैनिक कार्यों में हाथ बटाने की आदत डालना।</li> </ul>	<ul style="list-style-type: none"> <li>● पठन कौशल (पत्रिका), प्रसिद्ध सचित्र भारतीय पौराणिक कथाएँ</li> <li>● श्रवण कौशल (UT-1)</li> <li>● वाचन कौशल (कक्षा अभिनय)</li> <li>● लेखन कौशल (चित्र वर्णन)</li> <li>● अभिव्यक्ति कौशल (पात्रों का विश्लेषण, प्रश्नोत्तर)</li> <li>● शब्द कोश (श्रुतलेख)</li> </ul>



पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-5- मैं हूँ नीम (आत्मकथा) (पृष्ठ सं० 35-40) पाठ-6- चमेली (कहानी) (पृष्ठ सं० 41-47) पाठ-7- कौआ और कोयल (कविता) (पृष्ठ सं० 48-53) पाठ-8- तू सेर तो मैं सवा सेर (चित्र-कथा) (पृष्ठ सं० 54-59)</p> <p>सुरभिका: पाठ-6- सर्वनाम (पृष्ठ सं० 33- 36) पाठ-7- विशेषण (पृष्ठ सं० 37- 41) पाठ-8- क्रिया (पृष्ठ सं० 42-47) पाठ-9- पर्यायवाची शब्द (पृष्ठ सं० 48-52) पाठ-23- अनुच्छेद लेखन (पृष्ठ सं० 106-109)</p> <p>रचनात्मक लेखन: अनुच्छेद लेखन अपठित गद्यान्श</p> <p>प्रसिद्ध सचित्र भारतीय पौराणिक कथाएँ</p> <p>पाठ 4,5, or 6 (पृष्ठ सं० 18-28)</p>	<ul style="list-style-type: none"> <li>नीम के पेड़ का एक-एक अंग कितना लाभकारी है, के विषय में रोचक जानकारी को समझना।</li> <li>यदि हिम्मत और लगन से काम किया जाए तो किसी भी चीज़ को प्राप्त किया जा सकता है, विषय को समझना।</li> <li>सर्वनाम, क्रिया, विशेषण को पहचानना।</li> <li>कौए और कोयल के बारे में जानकारी (रंग-रूप, आवाज़, बोली, आकार, अंडे आदि) इकठ्ठा करना।</li> </ul>	<ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>ऐसे जानवर जिन्हें हम पालते हैं, उनसे काम लेते हैं, ऐसा करना कितना सही है या गलत इस विषय पर अपने विचार बताइए।</li> <li>“गुणकारी नीम का पेड़” विषय पर दस पंक्तियाँ लिखिए।</li> <li>“सच्चा सुख हमें ईमानदारी और परिश्रम से ही मिल सकता है, बेईमानी से नहीं,” विषय पर एक अनुच्छेद लिखिए।</li> </ul>	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> <li>ऐसी कौन-सी चीज़ है, जो नमक की तरह पानी में घुल जाती है या रुई की तरह पानी में रखने पर भारी हो जाती है। गतिविधि द्वारा पता लगायेंगे।</li> <li>पेड़ों (आम, नीम, तुलसी, पीपल, बरगद आदि) के चित्र दिखाकर उनके बारे में एक-एक लाभ बताना।</li> </ul> <p>संसाधन</p> <ul style="list-style-type: none"> <li>लाइब्रेरी (पंचतंत्र की कहानी)</li> <li>SEAB सर्वनाम, विशेषण, क्रिया, पर्यायवाची शब्द</li> <li>रचनात्मक कार्यपुस्तिका</li> </ul> <p>पाठ 3 विधि के सोपान</p>	<ul style="list-style-type: none"> <li>उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना।</li> <li>शब्द कोष बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना।</li> </ul>	<ul style="list-style-type: none"> <li>पठन कौशल (समाचार पत्र का पठन), प्रसिद्ध सचित्र भारतीय पौराणिक कथाएँ</li> <li>श्रवण कौशल (एक दूसरे के विचारों को सुनना)</li> <li>वाचन कौशल (कहानी/कविता को समझते हुए उसमें अपनी बात/कहानी जोड़ना)</li> <li>लेखन कौशल (सुनी/देखी बातों को अपने तरीके से, अपनी भाषा में लिखना)</li> <li>अभिव्यक्ति कौशल (प्रश्नोत्तर, बहुविकल्पीय प्रश्न)</li> <li>शब्द कोष (श्रुतलेख, पर्यायवाची शब्द एवं शब्दार्थ)</li> </ul>



पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-9- बरगद की बात (कहानी) (पृष्ठ सं० 60-64) पाठ-10- जंगल में मंगल (कविता) (पृष्ठ सं० 65-70) पाठ-11- जमाल का कमाल (कहानी) (पृष्ठ सं० 71-76)</p> <p>सुरभिका: पाठ-10- विलोम शब्द (पृष्ठ सं० 53- 55) पाठ-11- अनेक शब्दों के लिए एक शब्द (पृष्ठ सं० 56- 59) पाठ-12- गिनती (पृष्ठ सं० 66-68) पाठ-22- पत्र-लेखन (पृष्ठ सं० 101-105)</p> <p>रचनात्मक लेखन: पत्र-लेखन अनुच्छेद लेखन</p> <p>प्रसिद्ध सचित्र भारतीय पौराणिक कथाएँ</p> <p>पाठ 7,8,or 9 पृष्ठ सं० (32 -40)</p>	<ul style="list-style-type: none"> <li>● बरगद के पेड़ का हमारे जीवन में क्या महत्व है, के विषय को समझना।</li> <li>● नीम, तुलसी, पीपल, आँवला, बरगद आदि अन्य पवित्र व औषधीय पौधों के विषय में जानकारी एकत्रित करना।</li> <li>● अनेक शब्दों के लिए एक शब्द, विलोम शब्द आदि व्याकरण को समझना।</li> </ul>	<ul style="list-style-type: none"> <li>● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>● किसी मित्र/सहेली के उस जन्मदिन के विषय पर अनुच्छेद लिखिए, जो तुम्हें सबसे ज़्यादा अच्छा या अलग लगा हो।</li> <li>● अपने भ्रमण के अनुभव को अनुच्छेद/पंक्तियों के रूप में लिखना।</li> <li>● सच्चे मित्र की पहचान कैसे कर सकते हैं" विषय पर चर्चा।</li> </ul>	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> <li>● पक्षियों के चित्र पुरानी पुस्तकों/ पत्रिकाओं अथवा नेट पर जाकर इकट्ठे करके स्कैप-बुक पर चिपकाइए।</li> <li>● पेड़ों (आम, नीम, तुलसी, पीपल, बरगद आदि) के चित्र दिखाकर उनके बारे में एक-एक लाभ बताना।</li> </ul> <p>संसाधन</p> <ul style="list-style-type: none"> <li>● SEAB विलोम शब्द, अनेक शब्दों के लिए एक शब्द, गिनती, पत्र-लेखन।</li> <li>● रचनात्मक कार्यपुस्तिका पाठ-4 वार्तालाप</li> </ul>	<ul style="list-style-type: none"> <li>● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>● लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं।</li> <li>● अपने विचारों को सबके समक्ष रखना।</li> <li>● शब्द कोश बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना।</li> </ul>	<ul style="list-style-type: none"> <li>● पठन कौशल (श्याम पट्ट/ बोर्ड पर लिखे वाक्यों का पठन), प्रसिद्ध सचित्र भारतीय पौराणिक कथाएँ</li> <li>● श्रवण कौशल (विडियो द्वारा पशु-पक्षियों की आवाज़ को सुनकर पहचानना)</li> <li>● वाचन कौशल (पशु-पक्षियों की आवाज़ पहचानकर उनके बारे में बोलना)</li> <li>● लेखन कौशल (अनुच्छेद लेखन, पत्र-लेखन)</li> <li>● अभिव्यक्ति कौशल (प्रश्नोत्तर, किसने किससे कहा)</li> <li>● शब्द कोश (श्रुतलेख, विलोम शब्द, वाक्यांश)</li> </ul>

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-12- तितली और भँवरा (कहानी) (पृष्ठ सं० 78-84) पाठ-13- चिंकू कुत्ता नहीं है (नाटक) (पृष्ठ सं० 85-92) पाठ-14- पेड़ हमारी ज़िंदगी (कविता) (पृष्ठ सं० 93-98)</p> <p>सुरभिका: पाठ-13- दिन और महीने (पृष्ठ सं० 74- 76) पाठ-14- ध्वनियाँ (पृष्ठ सं० 77- 79) पाठ-15- वर्तनी-शुद्धि (पृष्ठ सं० 80-83) पाठ-16- मुहावरे (पृष्ठ सं० 84-89)</p> <p>रचनात्मक लेखन: पत्र-लेखन</p> <p>प्रसिद्ध सचित्र भारतीय पौराणिक कथाएँ</p> <p>पाठ 10,11,or 12 (पृष्ठ सं० 45-56)</p>	<ul style="list-style-type: none"> <li>कोई भी प्राणी या काम छोटा या बड़ा नहीं होता और भलाई का काम व दूसरों को प्रसन्न करना ही सबसे अच्छा जीवन है समझना।</li> <li>मुहावरे को पहचानना।</li> <li>पशु-पक्षियों, प्रकृति आदि के बारे में और अधिक जानने की इच्छा पैदा करने व उनके प्रति संवेदना का विकास।</li> <li>किसी एक पौधे को स्वयं लगाने का अनुभव कराना।</li> </ul>	<ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>“हमें जैसा जीवन मिला है उसी से खुश रहना चाहिए” यह बात कहाँ तक सही है, विषय पर चर्चा।</li> <li>“पेड़ों का हमारे जीवन में क्या महत्व है” विषय पर दस पंक्तियाँ लिखिए।</li> <li>“पेड़-पौधों के संरक्षण के लिए क्या-क्या कर सकते हैं पर परिचर्चा”।</li> </ul>	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> <li>कक्षा अभिनय।</li> <li>आपके दादा जी ने आपको एक सुंदर-सा खिलौना उपहार में दिया, आपका चचेरा भाई उस खिलौने को देखकर रोने लगा और उसे लेने की ज़िद करने लगा। ऐसी स्थिति में आप क्या करेंगे? के विषय में अलग अलग लोगों से जानकारी एकत्रित करना।</li> <li>समूह बनाकर बच्चों के नाम के वर्ण से मुहावरे बताना।</li> </ul> <p>संसाधन</p> <ul style="list-style-type: none"> <li>SEAB वर्तनी-शुद्धि</li> <li>रचनात्मक कार्यपुस्तिका</li> </ul> <p>पाठ 5और6 ई-मेल /पत्र लेखन अनुच्छेद लेखन।</p>	<ul style="list-style-type: none"> <li>उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे-पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना।</li> <li>शब्द कोश बढ़ाते हुए शब्दों/ मुहावरे को समझकर उनका अर्थ सुनिश्चित करना।</li> </ul>	<ul style="list-style-type: none"> <li>पठन कौशल (दिन और महीने का पठन), प्रसिद्ध सचित्र भारतीय पौराणिक कथाएँ</li> <li>श्रवण कौशल (वीडियो द्वारा मुहावरे व ध्वनियाँ सुनना)</li> <li>वाचन कौशल (कक्षा अभिनय)</li> <li>लेखन कौशल (वाक्य-प्रयोग, पत्र-लेखन)</li> <li>अभिव्यक्ति कौशल (प्रश्नोत्तर, मुहावरे, पात्रों का विश्लेषण)</li> <li>शब्द कोश (दिन और महीनों के नाम, मुहावरे, वर्तनी-शुद्धि)</li> </ul>

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-15- सबसे कीमती (कहानी) (पृष्ठ सं० 99-106) पाठ-16- जहाँ चाह वहाँ रह (प्रेरक-प्रसंग) (पृष्ठ सं० 107-111)</p> <p>सुरभिका: पाठ-18- शब्द-चित्र (पृष्ठ सं० 92) पाठ-19- वाक्य-पूर्ति (पृष्ठ सं० 93) पाठ-20- अपठित गद्यान्श (पृष्ठ सं० 94-96)</p> <p>रचनात्मक लेखन: अनुच्छेद लेखन पत्र-लेखन</p> <p>प्रसिद्ध सचित्र भारतीय पौराणिक कथाएँ</p> <p>पाठ 13 or 14 (पृष्ठ सं० 62-67)</p>	<ul style="list-style-type: none"> <li>● प्रत्येक वस्तु (छोटी, बड़ी, कीमती, साधारण, स्वस्थ शरीर आदि) का महत्व और उपयोगिता समझाना।</li> <li>● यदि हिम्मत और लगन से काम किया जाए तो किसी भी चीज़ को प्राप्त किया जा सकता है, विषय को समझना।</li> <li>● संयुक्त व्यंजन , अनुस्वार , अनुनासिक, शुद्ध-वर्तनी एवं मात्राओं को पहचानना।</li> </ul>	<ul style="list-style-type: none"> <li>● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>● “संसार की प्रत्येक वस्तु का महत्व” विषय पर अनुच्छेद लेखन।</li> <li>● “ऐसे बहुत से लेखक, खिलाड़ी आदि हुए हैं जो दिव्यांग थे लेकिन अपनी लगन और हिम्मत से बड़ी-बड़ी सफलताएँ पाईं। ऐसे दिव्यांग के बारे में जानकारी प्राप्त कीजिए और कक्षा में उनके बारे में चर्चा कीजिए।</li> </ul>	<p>गतिविधियाँ कक्षा अभिनय। संसाधन</p> <ul style="list-style-type: none"> <li>● लाइब्रेरी (पंचतंत्र-सबसे अनमोल)</li> <li>● SEAB</li> </ul> <p>अनुच्छेद लेखन, अपठित गद्यान्श</p> <ul style="list-style-type: none"> <li>● रचनात्मक कार्यपुस्तिका</li> </ul> <p>पाठ 7और8 नारा लेखन, अपनी मातृभाषा में</p> <p>अभ्यास प्रश्न-1 अभ्यास प्रश्न -2</p>	<ul style="list-style-type: none"> <li>● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>● लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे-पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना।</li> </ul> <p>शब्द कोष बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना।</p>	<ul style="list-style-type: none"> <li>● पठन कौशल (समाचार पत्र/ पत्रिका का पठन), प्रसिद्ध सचित्र भारतीय पौराणिक कथाएँ</li> <li>● श्रवण कौशल (वीडियो द्वारा नुक्कड़ नाटक सुनना)</li> <li>● वाचन कौशल (संसार की सबसे कीमती वस्तु क्या हो सकती है, पर परिचर्चा करना)</li> <li>● लेखन कौशल (पत्र-लेखन/शब्द-चित्र)</li> <li>● अभिव्यक्ति कौशल (प्रश्नोत्तर, मूल्य आधारित प्रश्न)</li> <li>● शब्द कोष (श्रुतलेख, समानार्थी शब्द, वाक्य-पूर्ति)</li> </ul>

# ANNUAL CURRICULUM PLAN (2023-24)

## STEP: III

### SUBJECT: Maths

Books: WOW Maths

WOW Mental Maths

Month: April -May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>WOW! Maths</b> Ch.1: Rewind  Ch.2: Addition up to 10  <b>WOW! Mental Maths</b> Pg no.( 7-19 )	<ul style="list-style-type: none"> <li>Identify the Numbers.</li> <li>Before, after and between the numbers.</li> <li>Biggest and smallest number.</li> <li>Adding zero gives the same number.</li> <li>Number bond</li> <li>Addition of 1.</li> </ul>	<ul style="list-style-type: none"> <li>Add the numbers using symbol '+' on vertical lines.</li> <li>Should be able to tell before &amp; after without a number line.</li> <li>Add 3digits without using notebook.</li> <li>Adding zero to a number gives the number itself.</li> <li>Writes the numerals for one to twenty.</li> <li>Able to arrange the number in ascending and descending order</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Game- big &amp; small number</li> <li>Colour fun- before &amp; after</li> <li>Making a line in ascending &amp; descending order.</li> <li>Pair making number bond game</li> <li>Table tool kit</li> <li>Use sticky notes to make 10.</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>E-Modules</li> <li>Manipulatives – dice, pencil, crayons etc</li> <li>SEAB –</li> </ul> Ex1:Rewind Ex 2: Number Bonds Ex-3: Numbers 1-10	<ul style="list-style-type: none"> <li>Write number names and counts objects up to 20, concretely, pictorially and symbolically</li> <li>Compares numbers up to 20.</li> <li>Applies addition of numbers 1 to 10 in daily life.</li> <li>Addition facts up to 10 by using concrete objects. E.g to find <math>3+2</math>, counts 2 steps forward from 3 onwards and concludes that <math>3+2=5</math></li> <li>Identifies before &amp; after without using a number line.</li> <li>solve number bond addition upto 10</li> <li>The child will comprehend that adding zero gives the same no.</li> </ul>	<ul style="list-style-type: none"> <li>Fill in the blanks</li> <li>Oral addition</li> <li>Before and after worksheet</li> <li>Concept clarity (adding zero &amp; one )</li> </ul>

**Months: July – August**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>WOW! Maths</b> Ch.3: Subtraction up to 10  <b>WOW! Mental Maths</b> Pg No(12-28)  <b>WOW!Maths</b>  Ch.4: Numbers 11 to 20  <b>WOW! Mental Maths:</b>  Pg No (28-32)	<ul style="list-style-type: none"> <li>• Subtraction upto 10</li> <li>• Addition and subtraction till 20.</li> <li>• Grouping of Tens and once.</li> <li>• Word problems. Subtracting.</li> </ul>	<ul style="list-style-type: none"> <li>• Should be able to add and subtract upto 20 verbally.</li> <li>• Grouping of tens and once.</li> <li>• Subtracting zero gives the same number</li> <li>• Subtracting 1 from a number, the answer is the number that comes just before it</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Game- roll the 2-dice and add the numbers similarly roll the dice and subtract small number from big number.</li> <li>• Table tool</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• Manipulatives – dice, pencil, crayons etc.</li> <li>• SEAB –</li> </ul> Ex-4: Addition and Subtraction upto 10 Ex-5: Numbers 11 to 20	<ul style="list-style-type: none"> <li>• Solve word problems.</li> <li>• Grouping of tens and once and identify the numbers.</li> <li>• Subtracts numbers using 1 to10. E.g the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude <math>9-3=6</math></li> <li>• Solves day to day problems related to addition &amp; subtraction of numbers up to 20</li> <li>• The child will comprehend that subtracting zero gives the same number.</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> <li>• Oral subtraction</li> <li>• Addition and subtraction till 20</li> </ul>

**Months: September - October**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>WOW! Maths</b>  Ch.5: Numbers up to 20 - 100  Ch.6: Addition and Subtraction with in 100	<ul style="list-style-type: none"> <li>• Bigger and smaller numbers.</li> <li>• Ascending and descending order till 50.</li> <li>• Grouping of Tens and once till 100.</li> <li>• Read number names till 100.</li> <li>• Before, after and between till 100.</li> <li>• Identify the biggest and smallest number.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to arrange the number in ascending and descending order.</li> <li>• Grouping of tens and once till 100.</li> <li>• Write the before, after and between.</li> <li>• Skip counting of 2,5</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Skip counting using Table tool kit.</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• Manipulatives – dice, pencil, crayons, vegetables etc.</li> </ul> <b>SEAB –</b> Ex 6: Addition and Subtraction upto 20 Ex 7: Numbers 21-100	<ul style="list-style-type: none"> <li>• Uses place value in writing and comparing two digit numbers</li> <li>• Grouping of tens and once and identify the numbers</li> <li>• Do skip counting of 2, 5 and 10.</li> <li>• Recognizes numbers up to 99 and writes numerals</li> <li>• Uses place value in writing and comparing two digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> <li>• Ascending and descending order worksheet</li> <li>• Grouping of tens and once</li> </ul>

Months: November – December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Living Maths</b> Ch.7: Multiplication  Ch.8: Shapes and patterns  Ch.9: Measurement  Ch-10:Time  <b>WOW! Mental Maths</b> Pg No. (38-41)	<ul style="list-style-type: none"> <li>Carry forward</li> <li>Borrowing.</li> <li>Tables</li> <li>Identifying the shapes and patterns</li> <li>Using body parts we can measure length (Finger,hands pan,cubit and pace</li> <li>Sequencing the activities done during different times in a day.</li> <li>Problem sums</li> </ul>	<ul style="list-style-type: none"> <li>When we do borrowing and when we do carry forward.</li> <li>What is repeated addition (multiplication)</li> <li>How to see time in a watch.</li> <li>Sequencing the activities done during different times in a day.</li> <li>Tables of 1 to 5</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Add 2 digit numbers up to 99 by using addition facts up to 9</li> <li>Time- Make the daily routine chart showing time of taking bathing, breakfast, lunch etc</li> <li>Calendar board</li> <li>During which time of the year, which festival is celebrated</li> <li>Grouping activity using manipulative.</li> <li>Assemble time telling puzzles</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>E-Modules</li> <li>Manipulatives</li> <li>SEAB –</li> <li>Ex 7: Numbers 21-100</li> <li>Ex 8:Multiplication</li> <li>Ex 9:Shapes and Patterns</li> <li>Ex10: Measurement</li> <li>Ex11:Time</li> </ul>	<ul style="list-style-type: none"> <li>Solves simple daily life problems/situations based on addition and subtraction of two digit numbers upto 100</li> <li>Child will be able to do addition using carry over and subtraction using borrowing</li> <li>Constructs and uses the multiplication facts (tables) of 1,2, 3, 4 and 5 in daily life situation</li> <li>Understanding the weight, length and capacity</li> <li>Sequences the events occurring according to their duration in terms of hours/days, for example ,does a child remain in school for longer period than at home ?</li> <li>Able to tell the time.</li> </ul>	<ul style="list-style-type: none"> <li>Tables (dogging table)</li> <li>Addition and subtraction sums (Carry over and borrowing)</li> </ul>



**Months: January - February**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Wow! Maths</b> Ch.11: Money  Ch.12: Data Handling  <b>WOW! Mental Maths</b> Pg no- 42	<ul style="list-style-type: none"> <li>Understand the Indian currency.</li> <li>How to read a data.</li> </ul>	<ul style="list-style-type: none"> <li>How to pay money for purchases and to calculate balance.</li> <li>How to solve big data and obtain information out of it.</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Collect wrappers of biscuits, chocolates, empty bottle of coke and activity to read the price and pick up coins/notes for which the said object can be bought</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>E-Modules</li> <li>Manipulatives</li> <li>SEAB –</li> </ul> Ex 11: Money Ex 12: Data Handling	<ul style="list-style-type: none"> <li>Able to do handle petty cash &amp; do shopping.</li> <li>Represents an amount up to Rs. 100 using 3-4 notes and coins</li> <li>Identifies the values of currency notes up to 100 and performs addition and subtraction operations</li> <li>How to understand a picture data and get information out of it.</li> <li>Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more)</li> </ul>	<ul style="list-style-type: none"> <li>Data reading (Fill in the blanks)</li> <li>Money handling ( shopping day)</li> </ul>

# ANNUAL CURRICULUM PLAN (2023-24)

## STEP: III

### SUBJECT: SCIENCE

Books: Wow Science

Months: April-May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1: Classifying Things (pg.7-14)	<ul style="list-style-type: none"> <li>●To define classification</li> <li>●To classify things in different ways</li> <li>●To categorize things using tables and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>● Importance of classification</li> <li>● How to classify things in daily life</li> <li>● Importance of using tables and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>● Activity: I wonder (page no. 13)</li> <li>● Nature Walk</li> <li>● Sorting activity to show classification</li> <li>● Draw mind maps/concept maps</li> <li>● SEAB assignment</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the concept of classification</li> <li>● Categorize different objects according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>○ Worksheets</li> <li>○ Mind map</li> <li>○ Dictation</li> <li>○ MCQ/One word answers</li> <li>○ Short answer type questions</li> </ul>
Chapter 2: Living and non-living things (pg.15-25)	<ul style="list-style-type: none"> <li>●To characterize the living and non-living things</li> <li>●To describe the diversity of things as living and non-living things</li> </ul>	<ul style="list-style-type: none"> <li>● Identification of living and non-living things</li> <li>● Comparing plants with other organisms like animals and human beings</li> </ul>	<ul style="list-style-type: none"> <li>● Show and tell activity</li> <li>● Activity: I wonder (Page no. 20)</li> <li>● Mind map</li> <li>● Science Kit</li> <li>● SEAB assignment</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Classify living things and non living things</li> <li>● Understand different characteristics of living things.</li> </ul>	<ul style="list-style-type: none"> <li>○ Worksheets</li> <li>○ Dictation</li> <li>○ Activity</li> <li>○ MCQ/One word answers</li> <li>○ Short answer type questions</li> </ul>
Chapter 3: Plants (pg.26-36)	<ul style="list-style-type: none"> <li>●To recall the different parts of a plant</li> <li>●To understand different characteristics of plants</li> <li>●Differentiate between flowering and non-flowering plants</li> </ul>	<ul style="list-style-type: none"> <li>● Identification of parts of the plant</li> <li>● Identifies simple features of flowers, roots and fruits in immediate surroundings</li> </ul>	<ul style="list-style-type: none"> <li>● Activity: Create with leaves</li> <li>● I wonder (Page no. 35)</li> <li>● Science Kit</li> <li>● Paste pictures of different plants.</li> <li>● SEAB assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Identify simple observable features (e.g. shape, color, texture, aroma) of leaves, trunk and bark of plants as well as animals in immediate surroundings</li> </ul>	<ul style="list-style-type: none"> <li>○ Worksheets</li> <li>○ Dictation</li> <li>○ Diagrams</li> <li>○ MCQ/One word answers</li> <li>○ Short answer type questions</li> </ul>

## Months: July-August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter4: Animals (pg.37-47)	<ul style="list-style-type: none"> <li>To classify animals according to their habitat, body covering and eating habits</li> <li>To recall and identify different structures in animals which help them to adapt</li> </ul>	<ul style="list-style-type: none"> <li>Identification of animals according to habitat</li> <li>Importance of body coverings and other features of animals</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> <li>Activity: I wonder (page no.46)</li> <li>Paste pictures of animals with different body coverings</li> <li>Science Kit</li> <li>SEAB assignment</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and classify animals according to their different characteristics</li> <li>Understand the vocabulary related to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Project work</li> <li>Objective type questions</li> <li>One-word answers</li> <li>Short answer type question</li> </ul>
Chapter 5: Matter (pg. 49-56)	<ul style="list-style-type: none"> <li>To understand the concept of matter</li> <li>To differentiate between solid, liquid and gasses</li> <li>To recognize the properties of each state of matter</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge about reversible and irreversible changes from day-to-day life</li> <li>Application of conversion of different states of matter</li> </ul>	<ul style="list-style-type: none"> <li>Science Kit</li> <li>To show states of matter using beads</li> <li>Activity: I wonder (Page no.55)</li> <li>Mind map</li> <li>SEAB assignment</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Paraphrase the concept of matter and its states</li> <li>Classify the states of matter according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Mind map</li> <li>Dictation</li> <li>Project work</li> <li>Objective type questions</li> <li>One-word answers</li> <li>Short answer type question</li> </ul>
Chapter 6: Water (pg. 57-66)	<ul style="list-style-type: none"> <li>To analyze and understand the conversion in states of matter</li> <li>To Understand the water cycle</li> <li>To recognize different forms of water</li> </ul>	<ul style="list-style-type: none"> <li>Water is a precious resource</li> <li>How to Conserve water resources</li> </ul>	<ul style="list-style-type: none"> <li>Science Kit</li> <li>Diagrams</li> <li>Activity: I wonder (page no.65)</li> <li>To show evaporation using cotton cloth piece</li> <li>SEAB assignment</li> </ul>	<ul style="list-style-type: none"> <li>Establish relation between cause and effect. (e.g. evaporation, condensation, dissolution, absorption)</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> <li>Diagrams</li> <li>Dictation</li> <li>Objective type questions</li> <li>One-word answers</li> <li>Short answer type question</li> </ul>

**Months: September-October**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 7: Human body system (pg.68-77)	<ul style="list-style-type: none"> <li>●To recall the understanding of different organs</li> <li>●To explain the organ system in an organism</li> <li>●To relate the function and organs of an organ system</li> <li>●To understand the relationship of all the organ system with the organism</li> </ul>	<ul style="list-style-type: none"> <li>● Know about what to eat, what not to eat</li> <li>●Knowledge about our body parts and how they work</li> <li>●Explain about the formation of organ systems and important organs</li> </ul>	<ul style="list-style-type: none"> <li>● Activity: I wonder (Page no. 76)</li> <li>●Science Kit</li> <li>●Diagrams</li> <li>● Mind map</li> <li>●Building block : Skeletal system(Page no: 71)</li> <li>●SEAB assignment</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>●Identify organs with organ system</li> <li>●Explain the functions and structure of organ system</li> <li>●Understand how an organism functions</li> </ul>	<ul style="list-style-type: none"> <li>○ Worksheets</li> <li>○ Dictation</li> <li>○ Project work</li> <li>○ Objective type questions</li> <li>○ One-word answers</li> <li>○ Short answer type questions</li> </ul>
Chapter 8: Plant body system (pg. 78-87)	<ul style="list-style-type: none"> <li>●To understand the different parts of a plant</li> <li>●To evaluate the functions of each part of a plant</li> <li>●To understand the process of photosynthesis</li> <li>●To demonstrate and describe the process of germination</li> <li>●To classify the types of roots</li> </ul>	<ul style="list-style-type: none"> <li>●Relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; etc.</li> <li>●Difference between plant body and human body system</li> </ul>	<ul style="list-style-type: none"> <li>● Diagrams</li> <li>● Mind map</li> <li>● Activity: I wonder (Page no. 86)</li> <li>● Science Kit</li> <li>● SEAB assignment</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Contrast between plant body system and human body system</li> <li>●Interpret how different parts of plants work</li> <li>●Apply the grasped knowledge in daily life situations related to plant growth</li> </ul>	<ul style="list-style-type: none"> <li>○ Worksheets</li> <li>○ Dictation</li> <li>○ Diagrams</li> <li>○ Objective type questions</li> <li>○ One-word answers</li> <li>○ Short answer type questions</li> </ul>

**Months: November- December**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 9: Magnet and Force (pg. 89-97)	<ul style="list-style-type: none"> <li>● To understand concept of force and its effects</li> <li>● To explain different types of forces like magnetic force , frictional force and magnetic force</li> <li>● To compare magnetic and non-magnetic materials</li> </ul>	<ul style="list-style-type: none"> <li>● How forces affect us</li> <li>● Identification of magnetic and non-magnetic materials</li> <li>● How magnets can be used to segregate magnetic and non magnetic materials</li> </ul>	<ul style="list-style-type: none"> <li>● Activity: I wonder(Page no. 96)</li> <li>● Science Kit</li> <li>● Mind map</li> <li>● To demonstrate electrostatic force and frictional force.</li> <li>● SEAB assignment</li> </ul>	<p>Students will be able to :</p> <ul style="list-style-type: none"> <li>● Understand the mechanism of how things work</li> <li>● Apply the concept of force to solve daily life problems</li> </ul>	<ul style="list-style-type: none"> <li>○ Worksheets</li> <li>○ Dictation</li> <li>○ Objective type questions</li> <li>○ One-word answers</li> <li>○ Short answer type questions</li> </ul>
Chapter 10: Measurement (pg. 98-106)	<ul style="list-style-type: none"> <li>● To describe physical quantities</li> <li>● To demonstrate the importance of measurement</li> <li>● To understand measurement and SI units</li> <li>● To illustrate the measurement of length, time, volume and their units</li> </ul>	<ul style="list-style-type: none"> <li>● How to do simple calculations in daily life</li> <li>● Knowledge about weighing machines</li> <li>● Application of estimation</li> </ul>	<ul style="list-style-type: none"> <li>● Activity: I wonder(Page no. 105)</li> <li>● Project: Model of clock(Page no. 108)</li> <li>● Science Kit</li> <li>● SEAB assignment</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Describe the properties, estimates quantities.</li> <li>● Understands the unit conversion</li> </ul>	<ul style="list-style-type: none"> <li>○ Worksheets</li> <li>○ Dictation</li> <li>○ Calculations</li> <li>○ Objective type questions</li> <li>○ One-word answers</li> <li>○ Short answer type questions</li> </ul>
Chapter 11: Our Environment (pg. 107-116)	<ul style="list-style-type: none"> <li>● To identify the living organisms with their surroundings</li> <li>● To describe the causes of different types of pollution</li> <li>● To define and understand interdependence among organisms</li> </ul>	<ul style="list-style-type: none"> <li>● Importance of plants and wildlife and how to save them</li> <li>● How to save our environment</li> <li>● Opting for measures to reduce pollution</li> <li>● Understanding of food chain</li> </ul>	<ul style="list-style-type: none"> <li>● Activity: I wonder(Page no. 115)</li> <li>● Debate: positive and negative effects of plastic</li> <li>● Science Kit</li> <li>● SEAB assignment</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Recognize the importance of environment</li> <li>● Explain the causes of pollution</li> <li>● Explain the vocabulary related to the science topics</li> </ul>	<ul style="list-style-type: none"> <li>○ Worksheets</li> <li>○ Dictation</li> <li>○ Objective type questions</li> <li>○ One-word answers</li> <li>○ Short answer type questions</li> </ul>

**Months: January-March**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 12: Energy (pg. 118- 124)	<ul style="list-style-type: none"> <li>To recognize the concept of energy</li> <li>To understand the importance of energy in our daily life</li> <li>To classify different forms of energy</li> <li>To describe the sources of energy</li> </ul>	<ul style="list-style-type: none"> <li>What are the types of energy that can be obtained by sun?</li> <li>How solar energy is useful to us.</li> <li>How we get energy</li> </ul>	<ul style="list-style-type: none"> <li>Activity: I wonder(Page no. 123)</li> <li>Mind map</li> <li>Science Kit</li> <li>SEAB assignment</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Create scientific attitude</li> <li>Understand about natural phenomenon and natural resources</li> <li>Identify different sources of energy</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Project work</li> <li>Objective type questions</li> <li>One-word answers</li> <li>Short answer type questions</li> </ul>
Chapter 13: Light (pg.125-132)	<ul style="list-style-type: none"> <li>To demonstrate that light travels along a straight line, Reflection of light, Shadows, Real and Virtual images</li> <li>To recognize the sources of light</li> <li>To investigate if different materials allow light to pass through them</li> </ul>	<ul style="list-style-type: none"> <li>Light help us to see things</li> <li>Natural resource of light</li> <li>Artificial sources of light</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate the reflection of light using CD</li> <li>Science Kit</li> <li>Mind map</li> <li>SEAB assignment</li> </ul>	<ul style="list-style-type: none"> <li>Explain the different materials (transparent, opaque, translucent)</li> <li>Describe the phenomenon of reflection of light and its application</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Project work</li> <li>Objective type questions</li> <li>One-word answers</li> <li>Short answer type questions</li> </ul>
Chapter 14: Sound (pg.133-138)	<ul style="list-style-type: none"> <li>To understand how sounds are produced</li> <li>To analyze how we hear sounds</li> <li>To create awareness related to noise pollution</li> </ul>	<ul style="list-style-type: none"> <li>Identification of pleasant and unpleasant sounds</li> <li>How sounds are useful to us</li> </ul>	<ul style="list-style-type: none"> <li>To determine that sound travels in vibrations</li> <li>Activity: I wonder(Page no. 137)</li> <li>Science Kit</li> <li>SEAB assignment</li> </ul>	<ul style="list-style-type: none"> <li>Outline the types of sounds</li> <li>Understands that vibrations produce sounds</li> <li>Explain the hazards of noise pollution</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Activity</li> <li>Objective type questions</li> <li>One-word answers</li> <li>Short answer type questions</li> </ul>

# ANNUAL CURRICULUM PLAN (2023-24)

## STEP: III

### SUBJECT: SOCIAL STUDIES

BOOK/S: CASCADE

Month: APRIL-MAY

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 1. Living Together</p> <ul style="list-style-type: none"> <li>• We are Different</li> <li>• Accepting Differences</li> <li>• Different Families</li> <li>• Gender Roles</li> </ul> <p>L2. The Universe</p> <ul style="list-style-type: none"> <li>• Solar System</li> <li>• Planets</li> <li>• Stars</li> <li>• Satellites</li> <li>• Comets and Asteroids</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that we all are different.</li> <li>• To understand the idea of accepting differences.</li> <li>• To understand the idea of gender equality.</li> </ul> <ul style="list-style-type: none"> <li>• To list the heavenly bodies.</li> <li>• Know about the movements of planets.</li> <li>• To distinguish between planets and stars.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that differences between people are normal, and we should learn to accept them.</li> </ul> <p>To understand that</p> <ul style="list-style-type: none"> <li>• Sun is the head of the solar system.</li> <li>• The Sun is at the center and all planets move around it.</li> </ul> <p>The Sun is made up of hot gases.</p>	<p>L 1 Activity:</p> <ul style="list-style-type: none"> <li>• I am Unique (My hand print and my finger print are different from my friend)</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul> <p>L2 Activity:</p> <p>Create your own mnemonic.</p> <p>Draw our Solar System</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul> <p>The Solar System (SST Lab)</p>	<ul style="list-style-type: none"> <li>• Identifies relationship with and among family members in extended family.</li> <li>• To learn to accept differences.</li> <li>• Respect diversity.</li> </ul> <ul style="list-style-type: none"> <li>• Enhance Spatial Intelligence.</li> <li>• Understand the role of the universe in our life.</li> </ul>	<ul style="list-style-type: none"> <li>• Name the following</li> <li>• Correct the wrong statements</li> <li>• Question and Answer (Short)</li> </ul> <ul style="list-style-type: none"> <li>• Name the following</li> <li>• Correct the wrong statements</li> <li>• Question and Answer (Short and Long)</li> <li>• Definitions</li> <li>• Diagram</li> </ul>



Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 3. Our Planet Earth</p> <ul style="list-style-type: none"> <li>➤ The Shape of the Earth</li> <li>➤ Life on the Earth <ul style="list-style-type: none"> <li>• Water</li> <li>• Temperature</li> <li>• The Blue Planet</li> <li>• Continents</li> <li>• Oceans</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To recognize the shape of the Earth.</li> <li>• Explain why life is possible on the Earth?</li> </ul>	<p>To understand that</p> <ul style="list-style-type: none"> <li>• Life on Earth exists because it has air, water and the right temperature.</li> <li>• The large oceans keep the temperatures on Earth stable, which is necessary to maintain life.</li> </ul>	<p>L 3 Activity:</p> <ul style="list-style-type: none"> <li>• Locate all the Continents and Oceans on a world map.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> <li>• Student's Planetarium (SST Lab)</li> </ul>	<ul style="list-style-type: none"> <li>• To locate continents and oceans on the world map</li> <li>• To understand the importance of continents and oceans and the need to preserve our natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Correct the wrong statements</li> <li>• MCQ</li> <li>• Map Work</li> <li>• Answer the following questions</li> </ul>
<p>L 4. Air Around Us</p> <ul style="list-style-type: none"> <li>➤ Atmosphere <ul style="list-style-type: none"> <li>• Importance of the Atmosphere</li> </ul> </li> <li>➤ Air Pollution <ul style="list-style-type: none"> <li>• Preventing Air Pollution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To define atmosphere.</li> <li>• To understand the importance of the atmosphere</li> <li>• To identify the preventive measures that need to be taken to fight against air pollution.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that to live a healthy life, we must keep our environment clean.</li> </ul>	<p>L 4Activity:</p> <p>Slogan writing.</p> <p>Resource:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes factors contributing to pollution in their surroundings and lists measures to prevent it.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Mind Maps</li> <li>• Definitions</li> <li>• Answer the following questions.</li> </ul>

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 5 Water on the Earth</p> <ul style="list-style-type: none"> <li>• Importance of Water</li> <li>• Forms of Water</li> <li>• Water Cycle</li> <li>• Sources of Water</li> <li>• Water Pollution</li> <li>• Preventing Water Pollution</li> <li>• Save Water</li> </ul> <p>L 6. Travel and Communicate Transport</p> <ul style="list-style-type: none"> <li>• Land Transport</li> <li>• Water Transport</li> <li>• Air Transport Communication</li> <li>• Means of Communication</li> <li>• Personal and Mass Communication</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the importance of water.</li> <li>• Name the different forms of water.</li> <li>• Identify different sources of water.</li> <li>• List various method of purifying water.</li> </ul> <ul style="list-style-type: none"> <li>• Differentiate between the modes of transport in India-land, water and air.</li> <li>• Identify the major forms of communication in India.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that all living things need water to live. We need water just like food and air to survive.</li> </ul> <p>To understand that</p> <ul style="list-style-type: none"> <li>• Vehicles are not used to for travelling, it's also used for transportation.</li> <li>• Communication means sharing our thoughts, feeling, and information with others.</li> </ul>	<p>L 5 Activity: Poster making 'Save water' Resource:</p> <ul style="list-style-type: none"> <li>• Groundwater (SST Lab)</li> <li>• An Irrigation Dam</li> <li>• (SST Lab)</li> <li>• E-Modules</li> <li>• SEAB</li> </ul> <p>L 6 Activity:</p> <ul style="list-style-type: none"> <li>• Research Find out the name of some newspapers available in your city.</li> <li>• Field Visit: Visit a nearby post office and find out the cost of a postcard, an inland letter.</li> </ul> <p>Resource:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul>	<p>Importance of judicious use of natural resources such as water.</p> <ul style="list-style-type: none"> <li>• Understand the sequence of evolution of transport and the importance of wheel in transportation</li> <li>• Realize the importance of communication.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Name the following</li> <li>• Mind Map</li> <li>• Answer the following questions</li> <li>• Definitions</li> <li>• Activity</li> </ul> <ul style="list-style-type: none"> <li>• Name the following</li> <li>• Correct the wrong statements</li> <li>• Mind Maps</li> <li>• Question and Answer (Short and Long)</li> <li>• Definitions</li> </ul>

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>L 7 Finding Places</b> <ul style="list-style-type: none"> <li>Directions</li> <li>Sketch</li> <li>Maps</li> <li>Globe</li> </ul>	<ul style="list-style-type: none"> <li>To find the direction using compass.</li> <li>Name the cardinal directions and sub directions.</li> <li>Discuss what are sketches?</li> <li>Differentiate between a map and a globe.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a compass is an instrument used to find directions. It has a needle that always points to the North.</li> </ul>	<b>L 7 Activity:</b> <ul style="list-style-type: none"> <li>Draw a compass</li> <li>Draw directions and intermediate directions</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>E-Modules</li> <li>SEAB</li> <li>Compass - Direction</li> </ul>	<ul style="list-style-type: none"> <li>Identifies directions, location of objects/ place in simple maps (of home/ classroom/ school) using signs/symbols/ verbally.</li> </ul>	<ul style="list-style-type: none"> <li>Correct the wrong statements</li> <li>Mind Maps</li> <li>Question and Answer (Short and Long)</li> <li>Definitions</li> </ul>
<b>L 8 India: Physical</b> <p>➤ Physical Divisions of India</p> <ul style="list-style-type: none"> <li>The Northern Mountains</li> <li>The Northern Plains</li> <li>The Deccan Plateau</li> <li>The Great Indian Desert</li> <li>Coastal Plains</li> <li>The Islands</li> </ul>	<ul style="list-style-type: none"> <li>To identify and list the different Indian landforms.</li> <li>To know where each landform is located in India.</li> <li>To describe the features of landforms.</li> </ul>	<p>To understand that</p> <ul style="list-style-type: none"> <li>India is a beautiful country with varied landforms.</li> <li>India is called as a land of diversity.</li> </ul>	<b>L 8 Activity:</b> <ul style="list-style-type: none"> <li>Map work</li> </ul> <p>On the outline map of India, mark the following: States and capitals, Union Territory, Physical divisions of India.</p> <b>Resources:</b> <p>Map of India E-Modules SEAB</p>	<ul style="list-style-type: none"> <li>To locate physical features of India such as– mountains, plateaus, plains, rivers, desert on the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>Map Skills</li> <li>Name the following</li> <li>Question and answer (Short and Long)</li> <li>Definitions</li> </ul>

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 9 India: Political</p> <ul style="list-style-type: none"> <li>➤ Our neighboring countries</li> <li>➤ Political Divisions of India</li> <li>➤ Government in India</li> </ul>	<ul style="list-style-type: none"> <li>• To name the neighboring countries of India.</li> <li>• List the names of Indian states and union territories.</li> <li>• Define what is a government and why do we need it at different levels?</li> </ul>	<ul style="list-style-type: none"> <li>• To know that India and its neighbors covers a large portion of Asia and these countries together are known as subcontinent.</li> <li>• To understand the basic role of government in running a country.</li> </ul>	<p>L 9 Activity:</p> <ul style="list-style-type: none"> <li>• Map work</li> </ul> <p>On the outline map of India, mark the following: States and capitals, Union Territory, Neighboring countries of India.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Map of India (Physical and Political)</li> <li>• E-Modules</li> <li>• SEAB</li> </ul>	<ul style="list-style-type: none"> <li>• Explore maps for locating States/UTs of India and its neighboring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Map Skills</li> <li>• Objective questions</li> <li>• Question and Answer (Short and Long)</li> </ul>
<p>L 10 Metro Cities of India -I</p> <ul style="list-style-type: none"> <li>➤ Delhi <ul style="list-style-type: none"> <li>• Places of Interest</li> </ul> </li> <li>➤ Mumbai <ul style="list-style-type: none"> <li>• Places to Visit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To identify the capital of India.</li> <li>• Describe the life in Mumbai.</li> <li>• List the major tourist attraction and historical monuments of Delhi and Mumbai.</li> </ul>	<p>To understand that</p> <ul style="list-style-type: none"> <li>• A metropolitan city is the largest, busiest and most important city in a country.</li> <li>• Delhi is also called the National Capital Territory (NCT).</li> </ul>	<p>L 10 Activity:</p> <p>Write at least 5 ways to protect monuments of India. PPT about Indian monuments</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that topography affect climate in different cities.</li> <li>• Delhi has an extreme type of climate.</li> <li>• Mumbai has a wet and dry climate, as it is located along the Arabian Sea.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct the wrong statements.</li> <li>• Objective questions.</li> <li>• Question and Answer (Short and Long)</li> </ul>

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 11 Metro Cities of India II</p> <ul style="list-style-type: none"> <li>➤ Kolkata <ul style="list-style-type: none"> <li>• Places of Interest</li> </ul> </li> <li>➤ Chennai <ul style="list-style-type: none"> <li>• Places to Visit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand the climate and life of Kolkata and Chennai.</li> <li>• Learn about the historical importance of Kolkata and Chennai.</li> <li>• To identify the major tourist attractions of Kolkata and Chennai.</li> </ul>	<p>To know that</p> <ul style="list-style-type: none"> <li>• The Kolkata was the first capital of British India and has the oldest river port of India.</li> <li>• Chennai is an old city, the British built Fort St. George their first building in India.</li> </ul>	<p>L II Activity: Research Based List the names of famous personalities (at least 5) from Kolkata and Chennai in the field of sports, Literature, Science, Music. Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that topography affect climate in different cities</li> </ul>	<ul style="list-style-type: none"> <li>• Objective questions</li> <li>• Question and Answer (Short and Long)</li> <li>• Quiz</li> </ul>
<p>L 12 More Indian Cities</p> <ul style="list-style-type: none"> <li>➤ Bengaluru</li> <li>➤ Chandigarh</li> <li>➤ Guwahati</li> <li>➤ Hyderabad</li> <li>➤ Jaipur</li> <li>➤ Lucknow</li> <li>Ahmedabad</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about more Indian cities.</li> <li>• To understand the cultural diversities of these cities.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that, India is a large country and each state and city has a distinct culture with different types of food and different kinds of clothes.</li> </ul>	<p>L 12 Group Activity: Research Based In Hindi we say 'Namaskar' to greet our elders. Find out how to greet our elders in other languages. Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul>	<p>Describe the implications of India's w.r.t art, music and dance.</p>	<ul style="list-style-type: none"> <li>• Objective question</li> <li>• Question and Answer (Short and Long)</li> <li>• MCQ</li> <li>• Presentation</li> </ul>

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 13 Culture of India</p> <ul style="list-style-type: none"> <li>➤ Food</li> <li>➤ Clothing</li> <li>➤ Music and Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Able to differentiate between the food habits of different states of India.</li> <li>• Discuss about the various food grains that are produced and consumed in India.</li> <li>• To Identify the different occupations of India.</li> </ul>	<p>To understand that</p> <ul style="list-style-type: none"> <li>• India is a diverse country.</li> <li>• Varied food items are found in different regions.</li> <li>• India has a rich heritage of music and dance.</li> </ul>	<p>L 13 Group Activity Make a collage of different types food, clothing, music and dance form of India. Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to live together in a diverse society.</li> <li>• Understanding the importance of respecting and accepting the diversity in people.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Objective questions</li> <li>• Quiz</li> </ul>
<p>L 14 Occupations in India</p> <ul style="list-style-type: none"> <li>➤ From Grain to Flour</li> <li>➤ From Fiber to Cloth</li> <li>➤ Arts and Crafts of India</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how we get flour from agriculture.</li> <li>• Know about the arts and crafts of India</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that most of the products that we use in our daily lives are made with raw materials grown by the farmers. Industries are the places where raw materials are processed to make the final goods or finished products.</li> </ul>	<p>L 14 Group Activity:</p> <ul style="list-style-type: none"> <li>• Collect different types of grains, put them in small packets. Paste it on chart paper and label the grains.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul>	<ul style="list-style-type: none"> <li>• Identify factors responsible for opportunities of different occupations undertaken in rural and urban areas</li> </ul>	<ul style="list-style-type: none"> <li>• Question and Answer (Short and Long)</li> <li>• MCQ</li> <li>• Activities</li> <li>• Objective questions</li> </ul>

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 15 Understanding the Past</p> <ul style="list-style-type: none"> <li>➤ Past, Present and Future</li> <li>➤ What is History?</li> <li>➤ Sources of History</li> <li>➤ Timelines</li> </ul>	<ul style="list-style-type: none"> <li>To define History.</li> <li>List the various sources of History.</li> </ul>	<p>To understand that</p> <ul style="list-style-type: none"> <li>The study of history prepares us for the future.</li> <li>Objects used by people who lived long ago are called sources of history.</li> </ul>	<p>L 15 Activity Coin Inscriptions Create your own seal using clay. Egyptian inscriptions.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>E-Modules</li> <li>SEAB</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concept of past, present, and future by creating timelines based on narratives.</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Definitions</li> <li>Answer the following questions</li> </ul>
<p>L 16 Early Humans</p> <ul style="list-style-type: none"> <li>➤ Hunter-gathers</li> <li>➤ Shelter and Clothing</li> <li>➤ Tools</li> <li>➤ Language and Art</li> <li>➤ From Hunter – Gathers to Shelters</li> <li>➤ Discovery of Fire</li> <li>➤ Invention of Wheel</li> </ul>	<ul style="list-style-type: none"> <li>Discuss about the life of the early humans.</li> <li>Know about the shelter, clothing and the tools used by the early humans</li> <li>To understand how hunter gathers became settlers</li> <li>To know how fire and wheels were discovered.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the life of early humans.</li> </ul>	<p>L 16 Activity:</p> <ul style="list-style-type: none"> <li>Paint the pot</li> <li>Draw the tools of early men.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>E-Modules</li> <li>SEAB</li> </ul>	<ul style="list-style-type: none"> <li>Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.</li> <li>To appreciate the human struggle of survival from early human to a modern human.</li> </ul>	<ul style="list-style-type: none"> <li>Name the following</li> <li>Mind map</li> <li>Short notes</li> <li>Question and Answer (Short and Long)</li> </ul>



# ANNUAL CURRICULUM PLAN (2022-23)

## STEP: III

### SUBJECT: COMPUTER

Book: Wow Compu-Bytes

Months: April – May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1: Introduction to Computer	<b>Chapter 1: Introduction to Computer:</b> Features of computers; Understand the IPO cycle; know how a computer works; Explain different types of computers	<b>Chapter 1: Introduction to Computer:</b> <ul style="list-style-type: none"> <li>Who is the father of computers?</li> <li>Types of computers</li> </ul>	Lab Activity  Group discussion  Project work  Online links	IT skills  Teamwork & cooperation Logical thinking	Worksheets  Brain Teaser  Quiz  Notebook work
Chapter 2 : Use of computers in different fields	<b>Chapter 2: Use of computers in different fields</b> Explain different fields where computers are used; list the various uses of computers.	<b>Chapter 2: Use of computers in different fields</b> <ul style="list-style-type: none"> <li>Use of computer in our daily life.</li> <li>Tell students that computer is a versatile machine that can be used for doing many things.</li> <li>The use of computers in different departments of the school.</li> </ul>			

## Months: July - August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 3: Computer Hardware and Software	<b>Chapter 3: Computer Hardware and Software</b> Define computer hardware and software; Give examples of computer hardware; understand the need of software; distinguish between hardware and software.	<b>Chapter 3: Computer Hardware and Software</b> <ul style="list-style-type: none"> <li>• Different components of computer to introduce computer hardware.</li> <li>• Uses of software when installed in computer. Role of an operating system.</li> </ul>	Lab Activity  Group discussion  Project work	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Brain Teaser  Quiz  Notebook work
Chapter 4: The Operating System- Windows 10	<b>Chapter 4: The Operating System- Windows 10</b> Understand the role of an operating system; list different operating systems; recognize and locate the components of windows 10 desktop; view and arrange icons of desktop; change back ground picture of the desktop.	<b>Chapter 4: Enhancing a presentation</b> <ul style="list-style-type: none"> <li>• Operating system and its basic functions.</li> <li>• To make them understand different features of operating system.</li> <li>• Change the background of the desktop.</li> </ul>			

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 5: Drawing tools in paint	<b>Chapter 5: Drawing tools in paint</b>  Launch paint program; use different tools in paint; save and open a saved drawing; open new canvas; exit the paint program.	<b>Chapter 5: Drawing tools in paint</b> <ul style="list-style-type: none"> <li>How to open and use MS paint.</li> <li>Identify various drawing tools and practice projects from the book.</li> </ul>	Lab Activity  Group discussion  Project work  Online Links	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Brain Teasers  Quiz  Notebook work
Chapter 6: Stepwise Thinking	<b>Chapter 6: Stepwise Thinking</b> To understand the importance of listing steps to perform an activity.	<b>Chapter 6: Stepwise Thinking</b> <ul style="list-style-type: none"> <li>Steps to Turn ON and Turn OFF a computer, fan, mobile and other gadgets.</li> </ul>	Lab Activity		Worksheets  Brain Teasers  Quiz

**Months: November – December**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	<b>Knowledge/ Content Based</b>	<b>Application/ Aptitude Based</b>		<b>Skill Based</b>	
Chapter 7: Play with Turtle - Logo	<b>Chapter 7: Play with Turtle - Logo</b> About the LOGO; LOGO interface; Use of basic LOGO primitives.	<b>Chapter 7: Play with Turtle - Logo</b> Discuss the tasks that can be done with LOGO. Write simple programs to draw shapes in LOGO.	Lab Activity  Group discussion  Project work	IT skills  Teamwork & cooperation Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Brain Teaser  Quiz  Notebook work

**Months: January - February**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	<b>Knowledge/ Content Based</b>	<b>Application/ Aptitude Based</b>		<b>Skill Based</b>	
Chapter 8: Fun with Sprite- Scratch	<b>Chapter 8: Fun with Sprite-Scratch</b> About scratch; explain the scratch interface; create and execute scripts in scratch	<b>Chapter 8: Fun with Sprite-Scratch</b> Create and execute simple scripts.	Lab Activity  Group discussion  Project work  Online links	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Brain Teaser  Quiz  Notebook work

**ANNUAL CURRICULUM PLAN (SESSION: 2023-24)****STEP: 3****SUBJECT: MUSIC (Vocal)****APRIL – MAY**

<b>CONTENT</b>	<b>TECHNIQUES/ RESOURCES USED</b>	<b>SKILL DEVELOPMENT</b>	<b>ASSESSMENT/OBSERVATION</b>
<ul style="list-style-type: none"><li>• National Anthem (with meaning)</li><li>• National Songs (with meaning)</li><li>• Shloka (with meaning)</li><li>• We are the BGS</li><li>• Performance on Earth Day</li><li>• Mother's day performance</li><li>• Prayers- (Tum hi Mata)</li><li>• School Songs-(janam diya ishwere)</li></ul>	<ul style="list-style-type: none"><li>• Tanpura</li><li>• Audio Recording</li><li>• Lyrics Sheet</li></ul>	<ul style="list-style-type: none"><li>• Voice modulation</li><li>• Knowledge of Ragas, beat, rhythm</li><li>• Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Voice Quality</li><li>• Alignment with Scale</li></ul>

**JULY- AUGUST**

<b>CONTENT</b>	<b>TECHNIQUES/ RESOURCES USED</b>	<b>SKILL DEVELOPMENT</b>	<b>AREAS OF ASSESSMENT/OBSERVATION</b>
<ul style="list-style-type: none"><li>• Shloka (with meaning)</li><li>• Guru Purnima Performance</li><li>• Van Mahotsav day</li><li>• Performance on World nature conv. day</li><li>• Prayers- (O palan haare)</li><li>• Performance on Independence Day</li></ul>	<ul style="list-style-type: none"><li>• Tanpura</li><li>• Audio Recording</li><li>• Lyrics Sheet</li></ul>	<ul style="list-style-type: none"><li>• Voice modulation</li><li>• Knowledge of Ragas, beat, rhythm</li><li>• Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Voice Quality</li><li>• Alignment with Scale</li></ul>

**SEPTEMBER-OCTOBER**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"> <li>Shlokas (with meaning)</li> <li>Prayer- (humko man ki shakti)</li> <li>Chopaiyan (with meaning)</li> <li>Performance on teacher's day</li> <li>Performance on Janmashtami</li> <li>Performance on Gandhi Jayanti</li> <li>Performance on Dussehra</li> <li>Alankaar</li> </ul>	<ul style="list-style-type: none"> <li>Tanpura</li> <li>Audio Recording</li> <li>Lyrics Sheet</li> </ul>	<ul style="list-style-type: none"> <li>Voice modulation</li> <li>Knowledge of Ragas, beat, rhythm</li> <li>Practical voice training, discipline</li> </ul>	<ul style="list-style-type: none"> <li>Melody</li> <li>Rhythm</li> <li>Voice Quality</li> <li>Alignment with Scale</li> </ul>

**NOVEMBER – DECEMBER**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"> <li>English Prayers-(We are the BGS)</li> <li>Performance on Diwali</li> <li>Gurupurab Performance</li> <li>Annual Day</li> <li>Performance on Christmas day</li> <li>Basant Panchami</li> <li>Raag Bhoopali</li> <li>Raag Bhairav</li> <li>Raag yaman</li> </ul>	<ul style="list-style-type: none"> <li>Tanpura</li> <li>Audio Recording</li> <li>Lyrics Sheet</li> </ul>	<ul style="list-style-type: none"> <li>Voice modulation</li> <li>Knowledge of Ragas, beat, rhythm</li> <li>Practical voice training, discipline</li> </ul>	<ul style="list-style-type: none"> <li>Melody</li> <li>Rhythm</li> <li>Voice Quality</li> <li>Alignment with Scale</li> </ul>



**JANUARY - FEBRUARY**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>English Prayers-(We are the BGS)</li><li>Performance on Republic Day</li><li>Raag yaman</li><li>Taals- Ektaal, Teentaal</li><li>Hindi Prayers- (aye malik tere bande hum)</li></ul>	<ul style="list-style-type: none"><li>Tanpura</li><li>Audio Recording</li><li>Lyrics Sheet</li></ul>	<ul style="list-style-type: none"><li>Voice modulation</li><li>Knowledge of Ragas, beat, rhythm</li><li>Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>Melody</li><li>Rhythm</li><li>Voice Quality</li><li>Alignment with Scale</li></ul>

**ANNUAL CURRICULUM PLAN: 2023-24****STEP: VI****SUBJECT: MUSIC (INSTRUMENTAL)****APRIL – MAY**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>• National Anthem (with meaning)</li><li>• National Songs (with meaning)</li><li>• Basic Theory (Parts of Guitar, Parts of Keyboard, and Parts of Drums)</li><li>• Types Of Chords (Major Chord, Minor Chord, and Sharp Chord)</li><li>• All Major Scale(Practical)</li><li>• Performance on Earth Day</li><li>• Mother's day performance</li><li>• School Anthem (WE ARE THE BGS)</li></ul>	<ul style="list-style-type: none"><li>• Guitar</li><li>• Keyboard</li><li>• Drum</li><li>• Practice Pad</li></ul>	<ul style="list-style-type: none"><li>• Work on Beats</li><li>• Tempo</li><li>• Prepare the Correct song with the correct pitch</li></ul>	<ul style="list-style-type: none"><li>• Tempo</li><li>• Tones</li><li>• Sound Quality</li><li>• Knowledge of Beats</li></ul>

**JULY – AUGUST**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>• Van Mahotsav day</li><li>• Basic Introduction About Tabla</li><li>• Performance on World nature conv. day</li><li>• All Minor Scale(Practical)</li><li>• All Sharp Scale(Practical)</li><li>• How to find Scale</li><li>• Performance on Independence day</li></ul>	<ul style="list-style-type: none"><li>• Guitar</li><li>• Keyboard</li><li>• Drum</li><li>• Ukulele</li><li>• Tabla</li></ul>	<ul style="list-style-type: none"><li>• Voice Modulation</li><li>• Knowledge of Rhythm</li><li>• Works on Beats</li><li>• Tempo</li></ul>	<ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Voice Quality</li><li>• Alignment with Scale</li><li>• Tempo</li></ul>

**SEPTEMBER – OCTOBER**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>• Tabla Taal</li><li>• Time Signature</li><li>• Drum Beats</li><li>• Gandhi Jayanti</li><li>• Performance on teacher's day</li><li>• Performance on Janmashtami</li><li>• Dussehra Performance</li></ul>	<ul style="list-style-type: none"><li>• Tabla</li><li>• Ukulele</li><li>• Drum practice pad</li><li>• Shaker</li><li>• Tambourine</li></ul>	<ul style="list-style-type: none"><li>• Voice modulation</li><li>• Rhythm</li><li>• Work on Beats</li><li>• Practical on Drum</li><li>• Practice on Song</li></ul>	<ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Tempo</li><li>• Beats</li><li>• Time Signature</li></ul>

**NOVEMBER – DECEMBER**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>• Learn Chords Major Chord Minor Chord Sharp Chord</li><li>• Chord Formation</li><li>• Diwali Performance</li><li>• Chaupai With Meaning</li><li>• Performance on Christmas day</li><li>• Annual Day</li></ul>	<ul style="list-style-type: none"><li>• Guitar</li><li>• Keyboard</li><li>• Drum</li><li>• Tabla</li><li>• Ukulele</li></ul>	<ul style="list-style-type: none"><li>• Voice modulation Knowledge of beats</li><li>• Song Preparation on Instruments Play Practically Songs with Chords</li></ul>	<ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Tempo</li><li>• Pitch</li><li>• Sound</li><li>• Beats</li><li>• Time Signature</li></ul>

**JANUARY – FEBRUARY**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>• Learn Beats 4/4 Beats 3/4 Beats 6/8 Beats</li><li>• Republic Day Performance</li><li>• English Prayer with Instrument(We Are The BGS)</li></ul>	<ul style="list-style-type: none"><li>• Guitar</li><li>• Keyboard</li><li>• Drum</li><li>• Tabla</li><li>• Ukulele</li></ul>	<ul style="list-style-type: none"><li>• Voice modulation Knowledge of beats</li><li>• Song Preparation on Instruments Play Practically Songs with Chords</li></ul>	<ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Tempo</li><li>• Pitch</li><li>• Sound</li><li>• Beats</li><li>• Time Signature</li></ul>

## ANNUAL CURRICULAM PLAN (2023 – 24)

### STEP: III

#### SUBJECT- GENERAL AWARENESS

We, at BGS, have designed a Life Skills Program that enables every child to "Empowering students with the knowledge and skills they need to navigate life's challenges and opportunities."

April-May	July-August	September-October	November - December	January -February
<ul style="list-style-type: none"><li>● World of animals</li><li>● Water, dear water</li><li>● Fun with sports</li><li>● Puzzle time!</li></ul>	<ul style="list-style-type: none"><li>● Body and health</li><li>● Inventions</li><li>● Waste management</li><li>● Around the world</li></ul>	<ul style="list-style-type: none"><li>● Knowing India</li><li>● Plant world</li></ul>	<ul style="list-style-type: none"><li>● Garden of flowers</li><li>● Dress up</li><li>● Stories we love</li></ul>	<ul style="list-style-type: none"><li>● The talkies</li><li>● Melodious music</li><li>● Work people do</li></ul>

**ANNUAL CURRICULUM PLAN (SESSION: 2023-24)****STEP: 3****SUBJECT: ART AND CRAFT****BOOK – AESTHETICS - ART & ACTIVITY****MONTH: APRIL -MAY**

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none"><li>• Mayur (Colouring)</li><li>• Caterpillar (Colouring)</li><li>• Alphabet Drawing (Colouring)</li><li>• Pumpkin House (Colouring)</li><li>• Save Tree Save Life (Activity)</li><li>• Warli art (Colouring)</li><li>• It's a Goal (Colouring)</li><li>• Baisakhi (Colouring)</li><li>• Buttery Butterfly (Activity)</li><li>• Number Drawing (Colouring)</li></ul>	<ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Tearing &amp; Paper pasting</li><li>• Finger Impression Painting</li><li>• Line Drawing</li><li>• Alphabet Drawing</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Exploration</li><li>• Spatial comprehension</li><li>• Colour sense</li><li>• Fine motor skills</li><li>• Drawing</li></ul>	<ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Strokes</li><li>• Neatness</li></ul>

**MONTH: JULY-AUGUST**

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none"><li>• Cactus (Colouring)</li><li>• Fruit Basket (Colouring)</li><li>• Fish On Ramp (Activity)</li><li>• Monkey &amp; Hat (Activity)</li><li>• Antique Flower Vase (Activity)</li><li>• Funny Clown (Activity)</li><li>• Best Friends (Activity)</li><li>• Rakhsha - Bandhan (Activity)</li></ul>	<ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Tearing &amp; Paper pasting</li><li>• Mirror pasting</li><li>• Sequence pasting</li><li>• Glitter Pasting</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Exploration</li><li>• Aesthetic sense</li><li>• Colour sense</li><li>• Fine motor skills</li></ul>	<ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul>

**SEPTEMBER- OCTOBER**

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none"><li>• The Funny Caterpillar (Activity)</li><li>• Village Scene (Colouring)</li><li>• Chief Tui (Colouring)</li><li>• Monster (Colouring)</li><li>• Forest (Colouring)</li><li>• Duss hera (Colouring)</li><li>• Typography Landscape (Colouring)</li></ul>	<ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Button and bindi pasting</li><li>• Typography Technique</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Exploration</li><li>• Colour sense</li><li>• Drawing</li><li>• Tracing</li><li>• Focus</li><li>• Perspective</li></ul>	<ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul>

**NOVEMBER- DECEMBER**

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none"><li>• Flamingo (Colouring)</li><li>• Sunflower &amp; Dragonfly (Activity)</li><li>• Penguin (Activity)</li><li>• Happy Eid (Colouring)</li><li>• Tortoise (Activity)</li><li>• Flying Car (Activity)</li><li>• Merry Christmas (Colouring)</li></ul>	<ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Wood &amp; dust pasting</li><li>• Tearing &amp; Paper pasting</li><li>• Thumb Impression technique</li></ul>	<ul style="list-style-type: none"><li>• Self-expression</li><li>• Observation</li><li>• Exploration</li><li>• Aesthetic sense</li><li>• Spatial comprehension</li><li>• Colour sense</li><li>• Fine motor skills</li><li>• Focus</li></ul>	<ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul>

## JANUARY- FEBRUARY

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none"><li>• Republic Day (Colouring)</li><li>• Sweet Family (Activity)</li><li>• Cable Car (Activity)</li><li>• Best Friends (Colouring)</li><li>• Splashy Holi (Colouring)</li></ul>	<ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Match sticks pasting</li><li>• Glitter and Ice cream sticks pasting</li></ul>	<ul style="list-style-type: none"><li>• Self-expression</li><li>• Observation</li><li>• Exploration</li><li>• Aesthetic sense</li><li>• Colour sense</li><li>• Fine motor skills</li><li>• Drawing</li><li>• Focus</li><li>• Perspective</li><li>• Simple coordination</li></ul>	<ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul>



# ANNUAL CURRICULUM PLAN : 2023-2024

SUB: DANCE

CLASS : III

MONTH : APRIL - MAY

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none"> <li>World dance day .</li> <li>Fusion dance style .</li> <li>Introduction - Teen Taal - 16 beats [ kathak Nritya - pure classical ]</li> <li>Ganesha Mantra - Classical dance style [ kathak Nritya]</li> </ul>	<ul style="list-style-type: none"> <li>The task based approach focused on the skills and competencies .</li> <li>Audio - visuals aids:video clips.</li> <li>Dance training with the help of audio system and other related equipment s.</li> </ul>	<ul style="list-style-type: none"> <li>Development of the effective psycho motor domain.</li> <li>Development of keen sense of rhythm and balance.</li> <li>Knowledge and respect for diverse Indian culture and heritage .</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Rhythm</li> <li>Coordination</li> <li>Expression</li> </ul>

MONTH : JULY-AUGUST

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none"> <li>Independence day - Patriotic theme.dance style- fusion ].</li> <li>Folk dance of assam - "BIHU".</li> <li><b>Teen taal - 16 beats</b> - full knowledge of foot work of taal teen taal.</li> </ul>	<ul style="list-style-type: none"> <li>The task based approach focused on the skills and competencies.</li> <li>Audio - visuals aids: video clips.</li> <li>Dance training with the help of audio system and other related equipments.</li> </ul>	<ul style="list-style-type: none"> <li>Development of the effective psycho motor domain.</li> <li>Development of keen sense of rhythm and balance.</li> <li>Knowledge and respect for diverse Indian culture and heritage .</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Rhythm</li> <li>Coordination</li> <li>Expression</li> </ul>

**MONTH : SEPTEMBER-OCTOBER**

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none"><li>● Gandhi jayanti - Patriotic theme .</li><li>● Dussehra special - [ dance style -semi classical ].</li><li>● Janmashtmi special assembly.</li></ul>	<ul style="list-style-type: none"><li>● The task based approach focused on the skills and competencies .</li><li>● Audio - visuals aids:video clips.</li><li>● Dance training with the help of audio system and other related equipments.</li></ul>	<ul style="list-style-type: none"><li>● Development of the effective psycho motor domain.</li><li>● Development of keen sense of rhythm and balance.</li><li>● Knowledge and respect for diverse Indian culture and heritage .</li></ul>	<ul style="list-style-type: none"><li>● Performance</li><li>● Rhythm</li><li>● Coordination</li><li>● Expression</li></ul>

**MONTH : NOVEMBER-DECEMBER**

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none"><li>● Annual day.</li><li>● Diwali assembly.</li><li>● Folk dance of Gujrat - "Garba"</li></ul>	<ul style="list-style-type: none"><li>● The task based approach focused on the skills and competencies .</li><li>● Audio - visuals aids:video clips.</li><li>● Dance training with the help of audio system and other related equipments.</li></ul>	<ul style="list-style-type: none"><li>● Development of the effective psycho motor domain.</li><li>● Development of keen sense of rhythm and balance.</li><li>● Knowledge and respect for diverse Indian culture and heritage .</li></ul>	<p>Performance</p> <ul style="list-style-type: none"><li>● Rhythm</li><li>● Coordination</li><li>● Expression</li></ul>

**MONTH: -JANUARY-MARCH**

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none"> <li>State day .</li> <li>Republic day .</li> <li><u>Bharatnatyam</u>- Basic knowledge of style .</li> <li>Sarswati vandana-pure classical dance .</li> </ul>	<ul style="list-style-type: none"> <li>The task based approach focused on the skills and competencies.</li> <li>Audio - visuals aids: video clips.</li> <li>Dance training with the help of audio system and other related equipments.</li> </ul>	<ul style="list-style-type: none"> <li>Development of the effective psycho motor domain.</li> <li>Development of keen sense of rhythm and balance.</li> <li>Knowledge and respect for diverse Indian culture and heritage .</li> </ul>	<ul style="list-style-type: none"> <li></li> <li>Performance</li> <li>Rhythm</li> <li>Coordination</li> <li>Expression</li> </ul>

**ANNUAL CURRICULUM PLAN (2023-24)****STEP-III****SUBJECT: SCHOOL CINEMA**

We, at BGS, have designed a Life Skills Program that enables every child to imbibe the values which instill the right kind of attitude to develop various life skills and create a serene environment for self and the people around him/her.

<b>MONTH</b>	<b>MODULE(S)</b>	<b>Values</b>	<b>Attitudes</b>	<b>Life Skills</b>	<b>Expected Learning Outcomes</b>
<b>APRIL</b>	Visit The Dentist	Change, Support	Optimism, Courage, Confidence	Problem Solving, Coping with Stress.	Students become aware that not being scared of things.
<b>MAY</b>	Mama's New Job	Support, Change, Respect.	Consideration, Openness, Sensitivity	Decision Making, Empathy, Interpersonal Skills.	Students become sensitivity towards others.
<b>JULY</b>	Too Much Tv	Innovation, Logic and Reason, Exploration	Discipline	Self-Awareness, Decision Making, Creative Thinking.	Students become getting rid of bad habits.
<b>AUGUST</b>	Count Their Blessings	Contentment, Love, Family.	Self-Acceptance, Gratitude	Self-Awareness, Decision Making, Coping with Emotions.	To accept that gratefulness for what you have.
<b>SEPTEMBER</b>	Get The Gimmies	Contentment, Logic and Reason	Self-Control, Obedience	Self-Awareness, Decision Making.	To understand that not being greedy.
<b>OCTOBER</b>	Too Much Junk Food	Self-Awareness, Decision Making, Critical Thinking	Health, Fitness, Perseverance	Motivation, Responsibility	To understand importance of healthy eating and exercise.
<b>NOVEMBER</b>	Too Small for The Team	Communication, Problem Solving, Interpersonal Skills.	Perseverance, Respect, Altruism, Support, Cooperation.	Team Work, Optimism, Openness.	To make the students understand being a good team player can make wonderful changes.

<b>DECEMBER</b>	Say Please and Thank You	Self-Awareness, Interpersonal Skills.	Love, Relationships.	Sensitivity, Kindness, Politeness.	Need to accept minding your manners.
<b>JANUARY</b>	Catch The Bus	Self-Awareness, Decision Making, Critical Thinking	Time, Respect.	Discipline, Accountability, Responsibility.	To understand the Importance of being on time.
<b>FEBRUARY</b>	Think Of Those in Need	Interpersonal Skills, Empathy	Generosity, Friendship, Care.	Selflessness, Sharing, Kindness.	To accept sharing with other makes us happy.

**ANNUAL CURRICULUM PLAN (2023-24)****STEP: III****SUBJECT:Physical Education**

Month	Lessons	Skill Area	Learning Outcomes
<b>APRIL</b>	<ul style="list-style-type: none"><li>● Cholesterol Knowledge</li><li>● Healthy Eating</li><li>● Bridge</li><li>● Dance to My Tunes( Twisting and Turning with Music)</li></ul>	<ul style="list-style-type: none"><li>● Health and Fitness</li><li>● Gymnastics/Aerobics</li></ul>	<ul style="list-style-type: none"><li>● Knowledge about body fat and cholesterol</li><li>● Learning Importance of Healthy Eating</li><li>● Back, Arm Strength and Balance Improvement</li><li>● Improvement in Flexibility, Aerobic Conditioning</li></ul>
<b>MAY</b>	<ul style="list-style-type: none"><li>● In The Rhythm (Skipping and Dancing with Music)</li></ul>	<ul style="list-style-type: none"><li>● Gymnastics/Aerobics</li></ul>	Improvement in Aerobic capacity, Flexibility, Endurance
<b>JULY</b>	<ul style="list-style-type: none"><li>● Ball and Ribbon Drills</li><li>● Back and Front Roll</li></ul>	<ul style="list-style-type: none"><li>● Gymnastics/Aerobics</li></ul>	<ul style="list-style-type: none"><li>● Improvement in Flexibility, Arm and Shoulder Strength</li><li>● Improvement in Flexibility, Back and Abdomen Strength</li></ul>
<b>AUGUST</b>	<ul style="list-style-type: none"><li>● Jumping and Crawling Drills</li><li>● Yoga-Session</li><li>● Manipulative Skills-Bouncing/Dribbling</li><li>● Manipulative Skills-Rolling</li><li>● Manipulative Skills-Trapping</li></ul>	<ul style="list-style-type: none"><li>● Gymnastics/Aerobics</li><li>● Motor Skills</li></ul>	<ul style="list-style-type: none"><li>● Improvement in Flexibility, Aerobic Conditioning, Leg Strength</li><li>● Learning Yoga Asana</li><li>● Understanding of bounce and carry the ball to the different place.</li><li>● Development of the basic manipulative</li></ul>
<b>SEPTEMBER</b>	<ul style="list-style-type: none"><li>● Manipulative Skills-Punting</li><li>● Manipulative Skills-Kicking</li></ul>	<ul style="list-style-type: none"><li>● Motor Skills</li></ul>	<ul style="list-style-type: none"><li>● Skill improvement.</li><li>● To improve the kicking skill.</li></ul>

	<ul style="list-style-type: none"> <li>● Manipulative Skills-Volleying</li> <li>● Hurdle Jump(50m Hurdle Relay Race)</li> </ul>		<ul style="list-style-type: none"> <li>● Hand and eye coordination and skill improvement.</li> <li>● Improvement in Explosive strength, speed, expansion of strides</li> </ul>
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>● 30m Bean Bag Race</li> <li>● 30m Fast Sprint</li> <li>● Zigzag Running</li> <li>● Reflexes</li> </ul>	<ul style="list-style-type: none"> <li>● Athletics</li> <li>● Sports - Kho Kho</li> </ul>	<ul style="list-style-type: none"> <li>● Improvement in Balance, Speed</li> <li>● Improvement in Speed, Reaction time</li> <li>● Improvement in Agility, Speed</li> <li>● Improvement in Reflexes, Reaction time</li> </ul>
<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>● Coordination with Team Members</li> <li>● Attacking</li> <li>● Chasing</li> <li>● Basic Rules</li> </ul>	<ul style="list-style-type: none"> <li>● Sports - Kho Kho</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Coordination and Team Work</li> <li>● Improvement in Attacking skills, Agility, Speed, Reaction Time</li> <li>● Improvement in Chasing Skills, Speed, Agility</li> </ul>
<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>● Find That Space</li> </ul>	<ul style="list-style-type: none"> <li>● Sports - Football</li> </ul>	<ul style="list-style-type: none"> <li>● Creating and marking the gaps, Positioning, Passing, Team work</li> </ul>
<b>JANUARY</b>	<ul style="list-style-type: none"> <li>● Zigzag Running</li> <li>● Turning and Twisting</li> <li>● Balance</li> <li>● Kicking</li> </ul>	<ul style="list-style-type: none"> <li>● Sports - Football</li> </ul>	<ul style="list-style-type: none"> <li>● Improvement in Agility, Speed</li> <li>● Improvement in Agility, Ball control</li> <li>● Improvement in Balance, Strength, Anticipation</li> </ul>
<b>FEBRUARY</b>	<ul style="list-style-type: none"> <li>● Rolling</li> <li>● Receiving (With inside of the Foot)</li> <li>● Basic Rules</li> </ul>	Sports - Football	<ul style="list-style-type: none"> <li>● Making moves with ground passes</li> <li>● Improvement in Receiving Skills, Ball Control</li> <li>● Learning Basic rules of the game</li> </ul>

<b>All Months</b>	Kicks, Punches, Basic Gymnastics-yoga,	Martial Arts	Stretching, Muscles Strengthens, Balance
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