



Curricular Priorities



Grade IV - English

Language Objectives	Description
Literacy	<ul style="list-style-type: none"> ◆ To provide print-rich environment to relate oracy with literacy.
Readiness	<ul style="list-style-type: none"> ◆ To build on learners' readiness for reading and writing.
Conceptualisation	<ul style="list-style-type: none"> ◆ To promote learners' conceptualisation of printed texts in terms of headings, paragraphs and horizontal lines.
Vocabulary	<ul style="list-style-type: none"> ◆ To enrich learners' vocabulary mainly through telling, retelling and reading aloud of stories/ folktales in English.
Communication	<ul style="list-style-type: none"> ◆ To give them an opportunity to listen to sounds/sound techniques and appreciate the rhythm and music of rhymes/sounds.
Familiarity	<ul style="list-style-type: none"> ◆ To familiarize learners with the basic process of writing.
Language Items	<p>At the primary level, knowledge of grammar is to be seen mainly as a process of discovering uses and functions of items through exposure to spoken and written inputs. It is recommended that we train the students with the following parts of grammar for better written and spoken skills.</p> <ul style="list-style-type: none"> ◆ Nouns, Pronouns, Adjectives, Adverbs. ◆ Tense forms (simple present and present continuous, simple past and past continuous). ◆ Expressing future (will and be going to). ◆ Punctuation marks (full stop, comma, question mark and inverted commas) ◆ Possessive adjectives.
Learner Outcome	<ul style="list-style-type: none"> ◆ Narrate his/her experiences and incidents. ◆ Exchange his/her ideas with the peers. ◆ Carry out a brief conversation involving seeking/giving information. ◆ Enjoy reading a story, poem, a short write-up, a notice, poster etc. ◆ Take dictation of simple sentences and to practise copy writing from the blackboard and textbook and to use common punctuation marks. ◆ Write a short description of a person, thing or place – prepare a notice, or write a message for someone. ◆ Write a short composition based on pictures. ◆ Take part in group activity, role play and dramatisation.

Grade IV - Mathematics

Main Theme	Topics under the theme
Data Handling	<ul style="list-style-type: none"> ◆ Collects data and represents in the form of bar graphs; ◆ Draws Inferences
Measurement	<p>Length</p> <ul style="list-style-type: none"> ◆ Relates metre with centimetre; ◆ Converts metre into centimeters and vice versa. ◆ Solves problems involving length and distances. ◆ Estimates length of an object and distance between two given locations <p>Weight</p> <ul style="list-style-type: none"> ◆ Weighs objects using a balance and standard units. ◆ Determines sums and differences of weights. ◆ Estimates the weight of an object and verifies using a balance. <p>Volume</p> <ul style="list-style-type: none"> ◆ Measures volumes of given liquid using containers marked with standard units. ◆ Determines sums and differences of volumes. ◆ Estimates the volume of a liquid contained in a vessel and verifies by measuring. <p>Time</p> <ul style="list-style-type: none"> ◆ Computes the number of weeks in a year. ◆ Correlates the number of days in a year with the number of days in each month. ◆ Justifies the reason for the need of a leap year. ◆ Reads clock time to the nearest hours and minutes. ◆ Expresses time, using the terms, 'a.m.' and 'p.m.' ◆ Estimates the duration of familiar events. ◆ Finds approximate time elapsed by (to the nearest hour) forward counting. ◆ Computes the number of days between two dates. <p>Money</p> <ul style="list-style-type: none"> ◆ Converts Rupees to Paise. ◆ Adds and subtracts amounts using column addition and subtraction with regrouping. ◆ Uses operations to find totals, change, multiple costs and unit cost. ◆ Estimates roughly the totals and total cost.
Shape and Space	<ul style="list-style-type: none"> ◆ Draws a circle free hand and with compass ◆ Identifies centre, radius and diameter of a circle ◆ Uses Tangrams to create different shapes. ◆ Tiles geometrical shapes using one or two shapes. ◆ Chooses a tile among a given number of tiles that can tile a given region both intuitively and experimentally.

Main Theme	Topics under the theme
	<ul style="list-style-type: none"> ◆ Explores intuitively the area and perimeter of simple shapes. ◆ Makes 4-faced, 5-faced and 6-faced cubes from given nets especially designed for the same. ◆ Explores intuitively the reflections through inkblots, paper cutting and paper folding. ◆ Reads and draws 3-D objects, making use of the familiarity with the conventions used in this. ◆ Draws intuitively the plan, elevation and side view of simple objects.
Pattern and Function	<ul style="list-style-type: none"> ◆ Identifies patterns in multiplication and division: multiples of 9. ◆ Casts out nines from a given number to check if it is a multiple of nine. ◆ Multiplies and divides by 10s, 100s. ◆ Identifies geometrical patterns based on symmetry.
Number	<p>Numbers and operations</p> <ul style="list-style-type: none"> ◆ Writes multiplication facts. ◆ Writes tables upto 10×10. ◆ Multiplies two and three digit numbers using lattice algorithm and the standard (column) algorithm. ◆ Divides a given number by another number in various ways such as: <ul style="list-style-type: none"> ❖ drawing dots. ❖ grouping. ❖ using multiplication facts. ❖ repeated subtraction. ◆ Applies the four operations to life situations. ◆ Frames word problems. ◆ Estimates sums, differences and products of given numbers.
MENTAL ARITHMETIC	<ul style="list-style-type: none"> ◆ Adds and subtracts multiples of 10 and 100, mentally. ◆ Completes multiplication facts by adding partial products, mentally (e.g. $7 \times 6 = 5 \times 6 + 2 \times 6$).
FRACTIONAL NUMBERS	<ul style="list-style-type: none"> ◆ Identifies half, one fourth and three- fourths of a whole. ◆ Identifies the symbols $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ ◆ Explains the meaning of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ ◆ Appreciates equivalence of $\frac{2}{4}$ and $\frac{1}{2}$; and of $\frac{2}{2}$, $\frac{3}{3}$, $\frac{4}{4}$ and 1

Class IV - Environmental Sciences

Main Theme	Topics under the theme
Family and Friends	<ul style="list-style-type: none">◆ Relationships◆ Family as a microcosm: values, gender, earning capacity, decision making, caste, religion and perceptions.◆ Sensitivity towards people who are differently abled.◆ Emotional responses
Work and play	<ul style="list-style-type: none">◆ Different games at home and school◆ Play as a way of social negotiation◆ Rules of games◆ Ideas of fair play◆ Play as occupation in different regions◆ Play as recreation
Animals	<ul style="list-style-type: none">◆ Herds, Group behaviour and animal-human interaction◆ Honey from flowers, bee hive and basic idea of honey collection
Plants	<ul style="list-style-type: none">◆ Roots of plants◆ Flowering plants, seasons◆ Flowers in everyday life◆ Knowing local flower seller, local unit of measurement in flowers. (cubit, by stem or garland etc.) and cost◆ Neighborhood and its plants.◆ Wild and domestic plants◆ Fruits eaten by people living in forests.◆ Cutting trees
Food	<ul style="list-style-type: none">◆ How do we get our food◆ Community eating and cultural diversity in foods◆ Taste, Tongue, Teeth.◆ Tongue and Speech◆ Teeth in some common animals◆ Beaks and claws of birds-relationship with the food they eat.
Shelter	<ul style="list-style-type: none">◆ Houses change over time.◆ Urban and rural differences◆ Materials used◆ Waste management in houses◆ Diversity in animal habitat and shelters◆ Nesting habits of different birds◆ Mapping of our neighborhood

Main Theme	Topics under the theme
Water	<ul style="list-style-type: none">◆ Natural sources◆ Inland water and sea water, potable water◆ Water borne diseases◆ Safe handling of water◆ Purification of water◆ Reservoirs, canals, dams◆ Water bodies◆ Rivers and seas◆ Seasonal change in water flow◆ Water pollution◆ Basic processes of evaporation and condensation
Travel	<ul style="list-style-type: none">◆ Animals for transport
Thing We Make and Do	<ul style="list-style-type: none">◆ Paying for travel◆ Travel to another place◆ Building materials and tools◆ Different skills of people engaged in construction activity

Class V - English

Language Objectives	Description
Literacy	◆ To provide print-rich environment to relate oracy with literacy.
Readiness	◆ To build on learners' readiness for reading and writing
Conceptualisation	◆ To promote learners' conceptualisation of printed texts in terms of headings, paragraphs and horizontal lines.
Vocabulary	◆ To enrich learners' vocabulary mainly through telling, retelling and reading aloud of stories/ folktales in English
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Familiarity	◆ To familiarize learners with the basic process of writing.
Language Items	<p>At the primary level, knowledge of grammar is to be seen mainly as a process of discovering uses and functions of items through exposure to spoken and written inputs. It is recommended that we train the students with the following parts of grammar for better written and spoken skills.</p> <ul style="list-style-type: none"> ◆ Nouns, Pronouns, Adjectives, Adverbs. ◆ Tense forms (simple present and present continuous, simple past and past continuous). ◆ Expressing future (will and be going to). ◆ Punctuation marks (full stop, comma, question mark and inverted commas). ◆ Possessive adjectives.
Learner Outcome	<ul style="list-style-type: none"> ◆ Narrate his/her experiences and incidents. ◆ Exchange his/her ideas with the peers. ◆ Carry out a brief conversation involving seeking/giving information. ◆ Enjoy reading a story, poem, a short write-up, a notice, poster etc. ◆ Take dictation of simple sentences and to practise copy writing from the blackboard and textbook and to use common punctuation marks ◆ Write a short description of a person, thing or place – prepare a notice, or write a message for someone. ◆ Write a short composition based on pictures. ◆ Take part in group activity, role play and dramatisation.

Class V Mathematics

Main Theme	Topics under the theme
Data Handling	<ul style="list-style-type: none"> ◆ Collects two-dimensional quantitative data. ◆ Represents the data in the form of a table. ◆ Draws a bar graph or a pictograph to present a data.
Measurement	<p>Length</p> <ul style="list-style-type: none"> ◆ Determines area and perimeter of simple geometrical figures. ◆ Applies the four operations in solving problems involving length, weight and volume. ◆ Relates commonly used larger and smaller units of length, weight and volume and converts one to the other. ◆ Applies simple fractions to quantities. ◆ Converts fractional larger unit into complete smaller units. ◆ Appreciates volume of a solid body intuitively and also by informal measurement. ◆ Uses addition and subtraction in finding time intervals in simple cases. <p>Money</p> <ul style="list-style-type: none"> ◆ Applies the four operations in solving problems involving money.
Shape & Space	<ul style="list-style-type: none"> ◆ Gets the feel of perspective while drawing a 3-D object in 2-D. ◆ Gets the feel of an angle through observation and paper folding. ◆ Identifies right angles in the environment. ◆ Classifies angles into right, acute and obtuse angles. ◆ Represents right angle, acute angle and obtuse angle by drawing and tracing. ◆ Explores intuitively rotations and reflections of familiar 2-D shapes. ◆ Explores intuitively symmetry in familiar 3-D shapes. ◆ Makes the shapes of cubes, cylinders and cones using nets especially designed for this purpose.
Pattern & Function	<ul style="list-style-type: none"> ◆ Identifies patterns in square numbers, triangular numbers. ◆ Relates sequences of odd numbers between consecutive square numbers. ◆ Makes border strip and tiling patterns.
Numbers	<p>Number and operations</p> <ul style="list-style-type: none"> ◆ Finds place value in numbers beyond 1000. ◆ Appreciates the role of place value in addition, subtraction and multiplication algorithms. ◆ Uses informal and standard division algorithms. ◆ Explains the meaning of factors and multiples.
Mental Arithmetic	<ul style="list-style-type: none"> ◆ Estimates sums, differences, products and quotients and verifies using approximation.

Main Theme	Topics under the theme
	<p data-bbox="486 344 781 375">Fractional Numbers</p> <ul data-bbox="486 387 1388 705" style="list-style-type: none"><li data-bbox="486 387 1032 418">◆ Finds the fractional part of a collection.<li data-bbox="486 435 781 467">◆ Compares fractions.<li data-bbox="486 484 911 515">◆ Identifies equivalent fractions.<li data-bbox="486 532 1380 563">◆ Estimates the degree of closeness of a fraction to known fractions<li data-bbox="486 580 755 611">◆ ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ etc.)<li data-bbox="486 628 1388 659">◆ Uses decimal fractions in the context of units of length and money.<li data-bbox="486 676 1319 707">◆ Expresses a given fraction in decimal notation and vice versa.

Class V - Environmental Sciences

Main Theme	Topics under the theme
Family & friends	<ul style="list-style-type: none"> ◆ Family tree ◆ Habitat & migration ◆ Sensitization towards similarities and differences ◆ Familiarization into socio-economic structures and differences
Work & play	<ul style="list-style-type: none"> ◆ Team games, team spirit ◆ Games in different countries National Teams ◆ Gender and class stereotyping in play ◆ Local national and international sports. ◆ Traditional games and changing patterns in games
Animals	<ul style="list-style-type: none"> ◆ Sense organs ◆ Comparison with humans ◆ Animal products ◆ Protection of wildlife
Plants	<ul style="list-style-type: none"> ◆ Growing plants ◆ Seed germination, root and shoot axis, baby plant, storage of food in the seed, seed dispersal. ◆ Forests and forest people ◆ Protected trees ◆ Plants from different countries
Food	<ul style="list-style-type: none"> ◆ Preservation of food ◆ Drying and pickling ◆ Spoilage and wastage of food ◆ Farming, Seasonal migration, irrigation and fertilizers ◆ Changing food habits and crops ◆ Different food habits ◆ Hunger, famine as natural and man-made phenomenon ◆ Nutrition deficiency diseases ◆ Mouth, taste and digestion ◆ Food for plants ◆ Water, manure, air for plants ◆ Insectivorous plants ◆ Basic idea of food chain
Shelter	<ul style="list-style-type: none"> ◆ Variation in shelter due to regions, climate and materials available and economic status ◆ Need for living close to others..idea of neighborhoods ◆ Need for sharing resources and spaces, division of spaces ◆ Social behaviour in insects

Main Theme	Topics under the theme
	<ul style="list-style-type: none"> ◆ Community help in times of emergency or disasters: Hospitals, police, ambulance, shelters, fire station and first aid.
Water	<ul style="list-style-type: none"> ◆ Sources and changes in sources ◆ Water availability ◆ Irrigation, water for crops, lifting water and the use of waterwheel ◆ Animals and plant life in water ◆ Classification related to floatation and solubility in water ◆ Basic concepts about liquids ◆ Litre as unit of measurement of volume ◆ Stagnant and flowing water: hazards and benefits
Travel	<ul style="list-style-type: none"> ◆ Fuel used in vehicles ◆ Non renewable source ◆ Adventurous travels ◆ Historical travels ◆ Space travels
Things we make and do	<ul style="list-style-type: none"> ◆ Growing food ◆ Simple processes and tools used for better living ◆ Community help in times of emergency or disasters: Hospitals, police, ambulance, shelters, fire station and first aid.
Water	<ul style="list-style-type: none"> ◆ Sources and changes in sources ◆ Water availability ◆ Irrigation, water for crops, lifting water and the use of waterwheel ◆ Animals and plant life in water ◆ Classification related to floatation and solubility in water ◆ Basic concepts about liquids ◆ Litre as unit of measurement of volume ◆ Stagnant and flowing water: hazards and benefits
Travel	<ul style="list-style-type: none"> ◆ Fuel used in vehicles ◆ Non renewable source ◆ Adventurous travels ◆ Historical travels ◆ Space travel
Things we make and do	<ul style="list-style-type: none"> ◆ Growing food ◆ Simple processes and tools used for better living

Class VI - English

Language Objectives	Description
Evaluate	<ul style="list-style-type: none"> ◆ To negotiate their own learning goals and evaluate their own progress, edit, revise, review their own work
Articulate	<ul style="list-style-type: none"> ◆ To be able to articulate individual/personal responses effectively
Vocabulary	<ul style="list-style-type: none"> ◆ To use language and vocabulary appropriately in different contexts and social encounters
Proficiency	<ul style="list-style-type: none"> ◆ To be able to organise and structure thoughts in writing/speech
Exposure	<ul style="list-style-type: none"> ◆ To understand and enjoy jokes, skits, children's films, anecdotes and riddles.
Familiarity	<ul style="list-style-type: none"> ◆ To use dictionary suitable to their needs.
Language Items	<ul style="list-style-type: none"> ◆ Knowledge of grammar remains a process of discovery combined with a conscious effort to explicitly understand and name grammatical items. However, these should not be taken out of contexts to be treated as discrete teaching items. In addition to consolidating the items learnt earlier, the following will be introduced and recycled at this stage. <ul style="list-style-type: none"> ❖ Determiners ❖ Passivisation ❖ Linking words ❖ Adjectives (comparative and superlative forms) ❖ Adverbs (place and types) ❖ Modal auxiliaries ❖ Tense forms ❖ Word order in sentence types ❖ Clauses ❖ Reported speech
Learner Outcome	<ul style="list-style-type: none"> ◆ Understand the central idea and locate details in the text (prescribed and non-prescribed) ◆ Use his/her critical/thinking faculty to read between the lines and go beyond the text ◆ Narrate simple experiences, describe objects and people, report events to peers. ◆ Speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts. ◆ Write simple messages, invitations, short paragraphs, letters (formal and informal) applications, simple narrative and descriptive pieces, etc. ◆ Use his/ her proficiency in English to explore and study other areas of knowledge through print and non-print media. ◆ To undertake small projects on a regular basis

Class VI - Mathematics

Main Theme	Topics under the theme
Data handling	<ul style="list-style-type: none"> ◆ What is data ? ◆ Choosing data to examine a hypothesis? ◆ Collection and organisation of data - examples of organizing it in tally bars and a table. ◆ Pictograph- Need for scaling in pictographs interpretation & construction. ◆ Making bar graphs for given data, interpreting bar graphs
Measurement	<ul style="list-style-type: none"> ◆ Introduction and general understanding of <i>perimeter</i> using many shapes. ◆ Shapes of different kinds with the same perimeter. ◆ Concept of area. ◆ Area of a rectangle and a square ◆ Counter examples to different misconcepts related to perimeter and area. ◆ Perimeter of a rectangle – and its special case – a square. ◆ Deducing the formula of the perimeter for a rectangle and then a square through pattern and generalisation.
Shape & Space	<p>Basic geometrical ideas (2 -D) :</p> <ul style="list-style-type: none"> ◆ Introduction to geometry. Its linkage with and reflection in everyday experience. ◆ Line, line segment, ray. ◆ Open and closed figures. ◆ Interior and exterior of <i>closed</i> figures. Curvilinear and linear <i>boundaries</i> ◆ Angle — Vertex, arm, interior and exterior. ◆ Triangle — vertices, sides, angles, interior and exterior, altitude and median ◆ Quadrilateral — Sides, vertices, angles, diagonals, adjacent sides and opposite sides (only convex quadrilateral are to be discussed), interior and exterior of a quadrilateral. ◆ Circle — Centre, radius, diameter, arc, sector, chord, segment, semicircle, circumference, interior and exterior. <p>Understanding Elementary Shapes (2-D and 3-D):</p> <ul style="list-style-type: none"> ◆ Measure of Line segment ◆ Measure of angles ◆ Pair of lines – Intersecting and perpendicular lines – Parallel lines ◆ Types of angles - acute, obtuse, right, straight reflex, complete and zero angle ◆ <i>Classification</i> of triangles (<i>on the basis of sides, and of angles</i>) ◆ Types of quadrilaterals – Trapezium, parallelogram, rectangle, square, rhombus. ◆ Simple polygons (<i>introduction</i>) (Upto octagons regular as well as non regular). ◆ Identification of 3-D shapes: Cubes, cuboids, cylinder, sphere, cone, prism (triangular), pyramid (triangular and square) Identification and locating in the surroundings. ◆ Elements of 3-D figures. (Faces, Edges and vertices)

Main Theme	Topics under the theme
	<ul style="list-style-type: none"> ◆ Nets for cube, cuboids, cylinders, cones and tetrahedrons. <p>Symmetry: (reflection)</p> <ul style="list-style-type: none"> ◆ Observation and identification of 2-D symmetrical objects for reflection symmetry ◆ Operation of reflection (taking mirror images) of simple 2-D objects ◆ Recognising reflection symmetry (identifying axes) <p>Constructions (using Straight edge Scale, protractor, compasses)</p> <ul style="list-style-type: none"> ◆ Drawing of a line segment ◆ Construction of circle ◆ Perpendicular bisector ◆ Construction of angles (using protractor) ◆ Angle 60°, 120° (Using Compasses) ◆ Angle bisector- making angles of 30°, 45°, 90° etc. (using compasses) ◆ Angle equal to a given angle (using compass) ◆ Drawing a line perpendicular to a given line from a point 'a' on the line and 'b' outside the line.
Pattern and Function	<ul style="list-style-type: none"> ◆ Introduction to variable through patterns and through appropriate word problems and generalizations (example $5 \times 1 = 5$ etc.) ◆ Generate such patterns with more examples. ◆ Introduction to unknowns through examples with simple contexts (single operations)
Number	<p>Knowing our Numbers:</p> <ul style="list-style-type: none"> ◆ Consolidating the <i>sense</i> of numberness up to 5 digits, size, estimation of numbers, identifying smaller, larger, etc. ◆ Place value (recapitulation and extension), connectives, use of symbols =, <, > and use of brackets ◆ Word problems on number operations involving large numbers up to a maximum of 5 digits in the answer after all operations. This would include conversions of units of length & mass (from the larger to the smaller units), estimation of outcome of number operations. ◆ Introduction to a sense of the largeness of, and initial familiarity with, large numbers up to 8 digits and approximation of large numbers) <p>Playing with Numbers:</p> <ul style="list-style-type: none"> ◆ Simplification of brackets, Multiples and factors, divisibility rule of 2, 3, 4, 5, 6, 8, 9, 10, 11. (All these through observing patterns). ◆ Children would be helped in deducing some and then asked to derive some that are a combination of the basic patterns of divisibility.) ◆ Even/odd and prime/composite numbers. ◆ Co-prime numbers, prime factorisation, every number can be written as products of prime factors.

Main Theme	Topics under the theme
	<p>◆ HCF and LCM, prime factorization and division method for HCF and LCM, the property $LCM \times HCF = \text{product of two numbers}$. All this is embedded in contexts that bring out the significance and provide motivation to the child for learning these ideas.</p> <p>Whole numbers</p> <p>◆ Natural numbers, whole numbers, properties of numbers (commutative, associative, distributive, additive identity, multiplicative identity), number line.</p> <p>◆ Seeing patterns, identifying and formulating rules to be done by children. (As familiarity with algebra grows, the child can express the generic pattern.)</p> <p>Negative Numbers and Integers</p> <p>◆ How negative numbers arise, models of negative numbers, connection to daily life, ordering of negative numbers, representation of negative numbers on number line.</p> <p>◆ Children to see patterns, identify and formulate rules. What are integers, identification of integers on the number line, operation of addition and subtraction of integers, showing the operations on the number line (addition of negative integer reduces the value of the number) comparison of integers, ordering of integers.</p> <p>Fractions:</p> <p>◆ Revision of what a fraction is, Fraction as a part of whole.</p> <p>◆ Representation of fractions (pictorially and on number line)</p> <p>◆ Fraction as a division</p> <p>◆ Proper, improper & mixed fractions, equivalent fractions, comparison of fractions, addition and subtraction of fractions (Avoid large and complicated unnecessary tasks).</p> <p>◆ (Moving towards abstraction in fractions) Review of the idea of a decimal fraction, place value in the context of decimal fraction, inter conversion of fractions and decimal fractions (avoid recurring decimals at this stage), word problems involving addition and subtraction of decimals (two operations together on money, mass, length and temperature)</p> <p>Ratio and Proportion :</p> <p>◆ Concept of Ratio, Proportion as equality of two ratios, Unitary method (with only direct variation implied, Word problems</p>

Class VI - Science

Main Theme	Topics under the theme
Food	<ul style="list-style-type: none"> ◆ Sources of food ◆ Components of food ◆ Cleaning food
Materials	<ul style="list-style-type: none"> ◆ Materials of daily use ◆ Different kinds of materials ◆ How things change/react with one another
The world of living	<ul style="list-style-type: none"> ◆ Things around us ◆ The habitat of living ◆ Plants – form and function ◆ Animals - form and function
Moving Things, People and Ideas	<ul style="list-style-type: none"> ◆ Measurement of length ◆ Motion as change in position with time
How things work	<ul style="list-style-type: none"> ◆ Electric Current and circuits ◆ Conductor and Insulator
Magnets	<ul style="list-style-type: none"> ◆ Poles of magnet ◆ Like & Unlike poles
Natural Phenomenon	<ul style="list-style-type: none"> ◆ Rain, thunder and lightning ◆ Evaporation and Condensation ◆ Water in different states ◆ Water Cycle
Light	<ul style="list-style-type: none"> ◆ Classification of materials in terms of transparent, translucent and opaque. ◆ Shadow Reflections and images
Natural Resources	<ul style="list-style-type: none"> ◆ Air ◆ Water ◆ Waste ◆ Recycling ◆ Role of Animals and plants in rotting

Class VI Social Studies

Main Theme	Topics under the theme
Introduction to History	<ul style="list-style-type: none">◆ Time frame under study◆ Geographical framework◆ Civilisations◆ Different ways of Life◆ Emergence of religions and new ideas◆ The First Empire◆ Contacts with Distant Lands◆ Reconstruction of Political History
Geography	<p>Planet</p> <ul style="list-style-type: none">◆ Earth in the solar system <p>Globe</p> <ul style="list-style-type: none">◆ Latitudes and Longitudes◆ Rotation and Revolution <p>Maps</p> <ul style="list-style-type: none">◆ Essential components of distance◆ Directions and symbols <p>Realms of Earth</p> <ul style="list-style-type: none">◆ Lithosphere Hydrosphere Atmosphere Biosphere◆ Continents and Oceans <p>Major Relief Features of Earth</p> <p>India and The World</p> <ul style="list-style-type: none">◆ Physical features
General Knowledge	<ul style="list-style-type: none">◆ Local Regional National and Global events

PHYSICAL EDUCATION FOR MANUAL

Overview

Physical education (PE) provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. The Physical Education Curriculum provides a balanced range of activities for children and encourages schools to adopt a flexible approach in planning for PE.

Physical Education Curriculum

The Physical Education Curriculum includes strands:

- ◆ Games
- ◆ Dance
- ◆ Music (Vocal, Key board)
- ◆ Skating
- ◆ Aquatics
- ◆ Yoga
- ◆ Aerobics & Gymnastics
- ◆ Art & Craft
- ◆ Athletics

The Athletics strand incorporates a range of activities including running, jumping and throwing. These activities provide children with individual challenges and motivate them to participate in more formalized approaches to athletics in later stages of physical development.

Dance in the Physical Education Curriculum encourages children to improve body management skills, to understand movement, to work with others and to develop creativity and imagination.

Gymnastics focuses on body actions such as jumping, turning, swinging and balancing. This strand is also concerned with the control and management of body movements in increasingly challenging situations.

Involving children in games enables them to appreciate and enjoy games both as participants and as spectators.

The aquatics programme involves not only teaching children how to swim but promoting children's enjoyment of water-based activities also. The curriculum stresses the importance of play in the development of competence in the water.

Yoga

Introduction

Physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives.

The physical education curriculum

Physical education is distinguished from other curricular areas by its primary focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete. Through a diverse range of experience providing regular, challenging physical activity, the balanced and harmonious development and general well-being of the child is fostered.

Physical education meets the physical needs of the child and needs for movement experiences, challenges and play. It develops a desire for daily physical activity and encourages constructive use of free time and participation in physical activities in adult life. To fulfill these needs, physical education is built on the principles of variety and diversity, not of specialization.

Grade – 4

Term -1 Talk about and develop movement skills relevant to lawn tennis and basic skills of lawn tennis, develop the basic movement actions of balancing rolling, turning, twisting, stretching in gymnastic exercises and aerobic exercises. Specific exercises of skating like skating position, skating roll, skating action stepping. Drawing and paint will be learned from observation, collage work relevant to their program of inquiry and enable the child to develop natural abilities and potential and acquire techniques necessary for creative expression.

Term - 2 Learning different gestures and stillness to express, to show sensitivity in movement to music. Create and perform simple dances with teacher's guidance. Learning about tempo, pitch, improvise, rhythmic and melodic patterns and learning songs. Learning the skills of playing music key board and playing different blowing instruments like Euphonium etc. improvising the skills of tennis and explaining the simple rules of the game. Learning aerobic exercise to keep healthy and learning the importance of physical fitness.

Term - 3 Walk in shallow water, practice balance rotation and recovery exercises with and without float, develop a selection of swimming strokes. Enhance the health related fitness through yoga aasanas that helps to promote a healthy life style and learning the concentrate exercises. Begin to develop ball handling skills in tennis and developing kicking skills. Improvising the body agilities through aerobic exercises.

Grade-5

Term -1 Practice and develop further and extend ball handling skills in tennis and apply minor rules in the game Improving physical fitness through aerobic exercises Identifying the music produced by different instruments and improvise rhythmic and melodic patterns And learning songs on the music key board and learning blowing instruments like euphonium and participating in the school band team performances Develop an awareness of the relationship between music and movement ,showing sensitivity in movement to rhythm and learning different dance forms by the guidance of teachers

Term -2 Improvising the skills learnt and learning the methods of playing a match in tennisDevelop agility , alertness, control and balance through aerobic exercisesLearning usage of arms and legs to travel in water, stroke development and water based ball gamesEnhance health related fitness through yoga aasanas and learning the concentration exercises to promote a healthy life style

Term -3 Develop an understanding of fair play and team spirit through competition in tennisDevelop a personal competence in a range of aerobic exercisesImprovising the skating skills and learning to apply the rules of the competitionMake drawings based on themes reflecting broadening interests, experiences and feelings and draw from observation and craft works based on their themes

Grade-6

Term -1 Extending the knowledge of swimming strokes, water safety and develop a personal competence to improvise the skills learntEnhance health related fitness through yoga aasanas and learning the concentration exercises to promote a healthy life style Improvising the skills learnt and learning the methods of playing a match in tennisDevelop agility , alertness, control and balance through aerobic exercises

Term -2 Improvising the skating skills , learning to apply the rules of the competition and develop a personal competence to improvise the skills learntMake drawing based on imagination and feelings and three dimensional figures and craft works based on their themesDevelop an understanding of fair play and team spirit in tennis and develop a personal competence to improvise the skills learntPhysical fitness through aerobic exercises

Term -3 Identifying the music produced by different instruments and improvise rhythmic and melodic patterns And learning songs on the music key board and learning blowing instruments like euphonium and participating in the school band team performances Develop an awareness of the relationship between music and movement ,showing sensitivity in movement to rhythm and learning different dance forms by the guidance of teachers Develop an understanding of fair play and team spirit, intra class matches in tennis to appreciate the skills learntPhysical fitness through aerobic exercises The skilled student s in each activity will be attending the sports camps for 15 days in each term