



## Cambridge International School

### Curriculum

#### Subject: English

#### Grade-IV (2025-26)

#### Recommended Books– New Pathways

#### ENGLISH

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
At least a fish	Discussion about the pets and the ways to take care of a pet	<p>CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.</p> <p>CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.</p> <p>CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.</p>	<p>C1.1-converses fluently and meaningfully in different contexts.</p> <p>C1.2- Summarizes core ideas from material read out in class.</p> <p>C 2.1 Applies varied comprehension strategies(infer ring,predicting, visualizing)to understand different texts.</p> <p>C2.2 Understands main ideas and draws essential conclusions</p>	<p><b>To enable students to</b></p> <p><b>Familiarize</b> with the story, its characters, and related vocabulary</p> <p><b>Understand</b> the plot and characters of the story by answering textual questions.</p> <p><b>Discuss</b> the theme of the story- the experience of the children with their pets.</p> <p><b>Identify</b> and analyze the relationship between characters and events in the story .</p>	<p><b>Group Discussion</b> <b>/Read aloud</b> Read the extract aloud with expressions and comprehend its central idea</p> <p>Learn new words with its meaning</p> <p><b>• Digital content</b></p> <p><b>• Vocabulary</b></p> <p><b>• C.W/H.W</b></p> <p><b>• HOTS</b></p> <p><b>• Activity (Draw and colour a</b></p>	October	To be included in Internal Assessment 2

		<p>CG-4Acquires a more comprehensive range of words in various contexts(of home and school experience.)through different sources.</p>	<p>from the material read.</p> <p>C 3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text.</p> <p>C3.4 Uses appropriate grammar and structure in their writing.</p> <p>C4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.</p> <p>C4.2 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.</p>		<p>fish or a pet of their choice, then write 2-3 sentences about it</p>		
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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Adjectives</b>	Types of adjectives	CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C3.4 Uses appropriate grammar and structure in their writing.	<p><b>To enable students to</b></p> <p><b>Familiarize</b> with the concept of adjectives through examples from everyday life.</p> <p><b>Understand</b> how adjectives add meaning to nouns and make sentences more interesting</p> <p><b>Identify</b> adjectives in sentences and classify them according to their type.</p>	<p>Warm activity to describe nouns followed by explanation of adjectives</p> <p>C.W Practice exercise in Grammar Fest and notebook</p> <p>• <b>Digital content (video)</b></p> <p>H.W Practice exercise</p> <p><b>Activity</b> <b>Adjective ladder</b> game where each student adds a creative word to a noun</p>	October	To be included in Internal Assessment 2

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>The Frog Chorus</b>	<p>The poem focuses on fun and lively sounds of frogs.</p> <p>Rhyme and rhythm in poetry</p>	<p>CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.</p> <p>CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.</p> <p>CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.</p>	<p>C1.1-converses fluently and meaningfully in different contexts. C 2.1 Applies varied comprehension strategies(infer ring, predicting, visualizing)to understand different texts.</p> <p>C2.2 Understands main ideas and draws essential conclusions from the material read.</p> <p>C3.4 Uses appropriate grammar and structure in their writing.</p>	<p><b>To enable students to</b></p> <p><b>Familiarize</b> with the theme of the poem, the poet’s style, and the sounds of frogs as presented in chorus</p> <p><b>Understand</b> the meaning, rhythm, and the imagery of the poem, as well as the mood it creates</p> <p><b>Discuss</b> the fun element of the poem, the use of words, and how the animals communicate.</p> <p><b>Identify</b> the rhyming words, sound words, and the central idea of the poem</p>	<p><b>Group Discussion /Read aloud</b> Read the stanza aloud with expressions and comprehend its central idea</p> <p>Learn new words with its meaning</p> <ul style="list-style-type: none"> <li>• <b>Digital content</b></li> <li>• <b>Interactivity</b> Engaging students in interactive and creative activities.</li> <li>• Vocabulary</li> <li>• Rhyming words C.W/H.W HOTS</li> <li>• Activity Draw a pond scene with frogs singing together and write 2-3 lines about it.</li> </ul>	October	To be included in Internal Assessment 2
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Dialogue writing</b>	Punctuation	CG3 Develops the ability to write simple and compound sentence	C3.4 Uses appropriate grammar and	<b>To enable students to</b> <b>Familiarize</b> with the format and	Role play activity followed by discussion on the format of dialogue writing and	October	To be included in Internal Assessment

		structures to express their understanding and experiences.	structure in their writing.	features of dialogue writing <b>Understand</b> how dialogues make conversations realistic and engaging <b>Discuss</b> common situations where dialogues are used and how to write them naturally <b>Identify</b> correct punctuation, expressions, and structure in sample dialogues	rubrics(content, organization, sentence fluency, conventions)  Practice of notice writing in English Plus <b>Activity</b> <b>Role play on given situation</b>		2
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>The case of candy bandit</b>	Mystery stories  Moral values-honesty, responsibility, team work	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.  CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.  CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C1.1-converses fluently and meaningfully in different contexts.  C 2.1 Applies varied comprehension strategies( inferring, predicting ,visualising)to understand different texts.  C2.2 Understands main ideas and draws essential conclusions from the material read.  C3.1 Uses writing strategies, such	<b>To enable students to</b>  <b>Familiarize</b> with the theme of mystery and the main characters in the story.  <b>Understand</b> the sequence of events, the problem, and how it was solved.  <b>Discuss</b> the role of honesty, sharing, and how to solve small problems peacefully.  <b>Identify</b> new vocabulary, the main idea, and the role of each character in the story	<ul style="list-style-type: none"> <li><b>Pre reading</b> Discussion about honesty, sharing and solving problems without blaming others</li> <li>Individual reading followed by explanation</li> </ul> <b>C.w:</b> <ul style="list-style-type: none"> <li>Vocabulary based on the new words (word meanings)</li> </ul> <b>Digital content(video)</b> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>C.W/H.W</li> <li>HOTS</li> </ul> <b>Activity</b>	November	To be included in Final exam

		<p>CG-4Acquires a more comprehensive range of words in various contexts(of home and school experience.)through different sources.</p>	<p>as sequencing, identifying headings/sub headings, the beginning and ending and forming paragraphs.</p> <p>C 3.3 Creates posters, invites, simple poems, stories and dialogues with appropriate information and purpose.</p> <p>C3.4 Uses appropriate grammar and structure in their writing.</p> <p>C4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.</p> <p>C4.2 Discusses meanings of words and develops vocabulary by listening to and</p>		<p>Write dialogues between Arti and Rachita about Spark</p>		
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			reading a variety of texts or other content areas.				
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Paragraph writing		CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C3.4 Uses appropriate grammar and structure in their writing.	<b>To enable students to</b> <b>Familiarize</b> with the format and purpose of paragraph writing <b>Understand</b> how to organize ideas logically within a paragraph <b>Discuss</b> the key components of an effective paragraph writing	Discussion on the format of diary entry and rubrics (content, organization, sentence fluency, conventions) Practice of paragraph writing in English Plus	November	To be included in Final Exams
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Conjunctions		CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C3.4 Uses appropriate grammar and structure in their writing.	<b>To enable students to</b> <b>Familiarize</b> with conjunctions as joining words <b>Understand</b> how conjunctions link words and sentences to make writing smoother <b>Identify</b> and correctly apply conjunctions in sentences	<ul style="list-style-type: none"> <li><b>Activity-</b> Write two sentences on the board and ask the students to join.</li> <li>Introduce conjunctions as joining words</li> <li><b>Digital content</b></li> </ul> <b>C.w</b> <ul style="list-style-type: none"> <li>Practise in English Plus and Grammar Fest</li> </ul> <b>Interactive Activity-</b> Conjunctions Train-Teacher gives sentence beginnings, students complete them using conjunctions	November	To be included in Final exams

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Tansen - the magical musician</b>	<ul style="list-style-type: none"> <li>Magical Music</li> <li>Talent</li> <li>Dedication</li> <li>Respect for art and culture</li> </ul>	<p>CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.</p> <p>CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.</p> <p>CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.</p> <p>CG-4 Acquires a more comprehensive range of words in various contexts(of home and school experience.)through different sources.</p>	<p>C1.1-converses fluently and meaningfully in different contexts.</p> <p>C1.2- Summarizes core ideas from material read out in class.</p> <p>C 2.1 Applies varied comprehension strategies(infer ring,predicting, visualizing)to understand different texts.</p> <p>C2.2 Understands main ideas and draws essential conclusions from the material read.</p> <p>C 3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text.</p> <p>C3.4</p>	<p><b>To enable students to</b></p> <p><b>Familiarize</b> with the life of Tansen and his contribution to Indian classical music</p> <p><b>Understand</b> How talent and hard work can earn recognition and respect</p> <p><b>Discuss</b> the importance of art, music, and cultural heritage</p> <p><b>Identify</b> the key events in Tansen’s life, new vocabulary, and the moral of the story</p>	<ul style="list-style-type: none"> <li>Discussion on famous musicians and Indian classical music</li> <li>Individual reading followed by explanation of the text</li> </ul> <p><b>C.w:</b></p> <ul style="list-style-type: none"> <li>Vocabulary based on the new words (word meanings)</li> </ul> <p><b>• Digital content</b></p> <p><b>• Vocabulary</b></p> <p><b>• C.W/H.W</b></p> <p><b>• HOTS</b></p>	December	To be included in Final exams



			<p>Uses appropriate grammar and structure in their writing.</p> <p>C4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.</p> <p>C4.2 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.</p>				
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Modals	Main verbs Helping verbs	CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C3.4 Uses appropriate grammar and structure in their writing.	<p><b>To enable students to</b></p> <p><b>Familiarize</b> with the meanings and role of modals in English Grammar</p> <p><b>Understand</b> how Modals express ability, possibility, possibility, and necessity</p> <p><b>Discuss</b> different real life situations where Modals are used</p>	<ul style="list-style-type: none"> <li>Define Modals and give examples on the board.</li> <li>Class discussion on Modals.</li> <li>Smart class</li> </ul> <p><u>C.w</u></p> <ul style="list-style-type: none"> <li>Practice in English Plus and Grammar</li> </ul>	January	To be included in Final Exam

				<b>Identify</b> and correctly apply Modals in the sentences	Fest		
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Talk about caves</b>	<ul style="list-style-type: none"> <li>Caves- natural and man made</li> <li>Life inside caves</li> </ul>	<p>CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.</p> <p>CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.</p> <p>CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.</p>	<p>C1.1-converses fluently and meaningfully in different contexts. C 2.1 Applies varied comprehension strategies(infer ring, predicting, visualizing)to understand different texts.</p> <p>C2.2 Understands main ideas and draws essential conclusions from the material read. C3.4 Uses appropriate grammar and structure in their writing.</p>	<p><b>To enable students to</b></p> <p><b>Familiarize</b> with the concept of caves and their significance</p> <p><b>Understand</b> how caves were formed and their role in history and daily life</p> <p><b>Discuss</b> the uses of caves</p> <p><b>Identify</b> the new words, important facts and examples of caves mentioned</p>	<p><b>Group Discussion /Read aloud</b> Read the stanza aloud with expressions and comprehend its central idea</p> <p>Learn new words with its meaning</p> <ul style="list-style-type: none"> <li><b>Digital content</b></li> <li><b>Interactivity</b> Engaging students in interactive and creative activities.</li> <li>Vocabulary</li> <li>Rhyming words C.W/H.W HOTS</li> </ul> <p><b><u>ACTIVITY</u></b> <b><u>Design a moon home (pg.no. 65)</u></b></p>	December	To be included in Final Exams
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation

<b>Email writing</b>		CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C3.4 Uses appropriate grammar and structure in their writing.	<b>To enable students to</b> <b>Familiarize</b> with the format of email writing <b>Understand</b> the purpose and importance of letter writing <b>Discuss</b> the key components of an effective letter writing	Discussion on the format of email writing and rubrics (content, organization, sentence fluency, conventions) Practice of letter writing in English Plus	December	To be included in Final Exams
<b>Topic</b>	<b>Sub-topic</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Learning outcomes</b>	<b>Methodology</b>	<b>Months</b>	<b>Evaluation</b>
<b>Adverbs</b>	Types Usage placement	CG3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C3.4 Uses appropriate grammar and structure in their writing.	<b>To enable students to</b> <b>Familiarize</b> with adverbs and its types <b>Understand</b> how adverbs modify verbs, adjectives, and other adverbs <b>Identify</b> adverbs in sentences	Discussion of adverbs with examples with the help of audio visual aids and colour coding for types <b>Cw-</b> <ul style="list-style-type: none"> <li>Practice exercise based on fill ups/mcqs.</li> <li>Practise in English Plus and Grammar</li> </ul>	January	To be included in Final Exam

					Fest		
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>The gentle monster killer</b>	Understanding story, character, theme	<p>CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.</p> <p>CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.</p>	<p>C1.1-converses fluently and meaningfully in different contexts.</p> <p>C1.2- Summarizes core ideas from material read out in class.</p> <p>C 2.1 Applies varied comprehension strategies(infer ring,predicting, visualizing)to understand different texts.</p> <p>C2.2 Understands main ideas and draws essential conclusions from the material read.</p>	<p><b>To enable students to</b></p> <p><b>Familiarize</b> with the story, characters, and settings of The Gentle monster</p> <p><b>Understand</b> gentle monster's traits and moral of the story</p> <p><b>Discuss</b> descriptive phrases and words used for monster</p> <p><b>Identify</b> key events, cause and effect in the story</p>	<p><b>Group Discussion /Read aloud</b> Read the extract aloud with expressions and comprehend its central idea.</p> <p>Guided discussion on character traits and morals.</p> <p><b>C.w:</b></p> <ul style="list-style-type: none"> <li>Vocabulary based on the new words (word meanings)</li> </ul> <p>• <b>Digital content</b></p> <p>• Vocabulary</p> <p>• C.W/H.W</p> <p>• HOTS</p> <p>Activity- Role play</p>	January	To be included in Final Exam



## Cambridge International School

### Curriculum

#### Subject: Maths

#### Grade-IV(2025-26)

#### Recommended Book – Maths Zest

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
<b>Multiples</b>	1. Introduction to multiples	<b>CG-1</b> Understand numbers and carry out multiplication with whole numbers	C1.3 Understand and visualises arithmetic operation , know addition and multiplication tables	To introduce the concept of Multiples	Teacher will introduce the basic concepts of multiples through an activity. <b>Activity -Teacher will distribute the slips among the students randomly and ask them to stand in the group of different multiples</b>	October	<ul style="list-style-type: none"> <li>• Class test</li> <li>• IA2 Exam</li> <li>• Final exam</li> </ul>
	2. Properties of Multiples			To describe the properties of multiples	Example method will be used to explain the properties to Multiples		
	3. Common multiples and LCM			To determine multiples and common multiples of given numbers	Learning by doing method will be used to find LCM		
	4. LCM by division method			To find the least common multiples by Division method	<b>Activity – The students will play bing bang game</b>		

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Fraction	1) Concept of fraction	<b>CG-1</b> Understands Fraction and carry out the basic operation of Addition and Subtraction with fraction	<b>C-1,2</b> Represent and compare commonly used fraction in daily life as part of unit wholes , as location on number line and as division of whole numbers	To recall the concept of Fraction	Students will be introduced the types of fraction through Example method	October	•Class test •IA2 Exam •Final exam
	2) Types of fraction			To classify different types of Fraction	Situational teaching method- situation will be given to the students and they will find the solution to the problem.		
	3) Equivalent Fraction and lowest form			To simplify or reduce fraction to their simplest form			
	4) Concept of “ of”						
	5) Comparison of like / unlike fractions ,ascending and descending order.	<b>CG - 4</b> Develop problem solving skill with procedural fluency to solve mathematical puzzles and also develop computational thinking	<b>C-4.1</b> Solve daily life problems involving one or more operations on fraction	To enable the students to understand concept of ‘of’	<b>Activity – compare like and unlike fraction by using squared paper and sketch colours</b>		
	6) Conversion of improper fractions to mixed fractions and vice-versa.			To compare like and unlike fraction in order			
	7) Addition and subtraction of like and unlike fraction		<b>C-4.3</b> Selects appropriate methods and tools for computing with whole numbers, such as estimation . mental computation and paper pencil calculation	To convert improper fraction to mixed fraction and vice versa	Statement will be given and students will tell the operation.		
	8) Mental Maths			To perform addition and subtraction of like and unlike fraction	<b>Activity- The students will frame the story sums in groups and explain to all students</b>		

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
<b>Money</b>	1) Conversion  2. Addition of Money  3.Subtraction of Money  4) Multiplication of Money  5) Division of Money  6) Unitary Method	<b>CG-1</b> Understands and carry out four operations with whole number          <b>CG - 4</b> Develop problem solving skill with procedural fluency to solve mathematical puzzles and also develop computational thinking	<b>C-1.3</b> Understands and visualizes arithmetic operations and applies the basic operations on whole numbers to solve daily life problems       <b>C-4.1</b> Solve daily life problems involving one or more operations on whole numbers	To recall the concept of Money , number name , reading and conversion      To perform Addition and Subtraction with money      To perform multiplication and Division with money      To apply the concept in real life	The teacher will recall the concept of Money.  Example method      Situation will be given to the students and they will find the solution to the problem by deciding the operation (Addition, Subtraction, Multiplication, Division)      Framing and application of story sums   <b>Activity – Bill making activity will be done in the class</b>	November	<ul style="list-style-type: none"> <li>• Class test</li> <li>• Final exam</li> </ul>

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
<b>Decimals</b>	1) Introduction to Decimals  2) Tenth and Hundredths  3) Write decimals in words and figures  4) Converting Fraction to Decimals and vice versa	CG- 5 Knows and appreciates the development in India of the decimal place value system that is used around the world	C-5.1 Understands the development of zero in India and Place value system for writing numerals , the history of its transmission to the world and its impact on our lives and in all technology	To understand the concept of decimals as part of a whole  To identify tenths and hundredths in decimals numbers  To read and write decimals  To relate decimals to fraction	Teacher will introduce the basic concepts of Decimals through an activity.  <b>Activity- The students will draw 10x10 grid and teacher will say one decimal number (eg 0.34) and students will shade 34 blocks and write in Fraction .</b>  Learning by doing method will be used	November	<ul style="list-style-type: none"> <li>• Class test</li> <li>• Final exam</li> </ul>



Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Measurement	1) Introduction to Measurement 2) Convert m to cm, km to m , cm to mm , kg to g , l to ml & vice versa 3) Addition of Measurement 4) Subtraction of measurement 5) Multiplication of measurement 6) Story sums 7) Mental Maths	<b>CG-3</b> Understands measurable attributes of objects and the units , systems and processes of such measurement  <b>CG - 4</b> Develop problem solving skill with procedural fluency to solve mathematical puzzles and also develop computational thinking	<b>C-3.1</b> Measures in non standard and standard units and evaluates the need for standard units  <b>C-3.3</b> Carries out simple unit conversions , such as from cm to metres , within a system of measurement  <b>C-4.1</b> Solve daily life problems involving one or more operations on whole numbers	To enable the student to understand the concept of length , weight and capacity  To convert the units of length , weight and capacity  To perform operation with metric measures  To apply the concept in real life	By discussion & board method  By example method,  <b>Activity – Students will pour water from 1L jar to 250 or 500 ml jar and understand the relation between litre and millilitre.</b>  visualization By peer work (Problem solving method)  <b>Activity- 2 objects with weight or capacity mentioned on it are shown to students , the students will compare their weight and find total weight</b>	December	• Class test  • Final exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Time	1) Introduction to time 2) AM and PM 3) 24 hour clock 4) Conversion Hour to minutes . Minutes to seconds, weeks and months to days , days and weeks to hours and vice versa 5) Calender 6) Time Duration	<b>CG-3</b> Understands measurable attributes of objects and the units , systems and processes of time  <b>CG - 4</b> Develop problem solving skill and computational thinking	<b>C-3.5</b> Devises strategies for estimating time  <b>C-4.3</b> Selects appropriate methods and tools for computing with whole numbers, such as estimation . mental computation and paper pencil calculation	To read time to exact minutes  To distinguish between 12 hour and 24 hour clock  To convert the units smaller to bigger and vice versa  To calculate time duration	<b>Activity – Create a timeline describing your activity for last weekend</b>  By discussion and board method  Learning by doing method  <b>Activity – 2 clocks are shown to students and the students will read time and find time duration / starting time / ending time</b>	December	Class test  •Final exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Data Handling	1. Introduction to Data and Tally marks  2. Reading and Drawing of Pictograph  3. Reading and Drawing of Bar graph  4. Reading of Pie chart	<b>CG – 4</b> Develops problem solving skills with procedural fluency to solve mathematical puzzles as well as daily life problem	<b>C-4.2</b> Learns to systematically count and list all possible and interpretate object in given constraints	To collect data and organize it in tally marks form  To read and draw the pictograph  To represent data using bar graph o  To read the pie graph and bar graph	Demonstration method  Activity based method  <b>Activity- The students will collect data about favourite game and organize the data in tally marks , pictograph and bar graph .</b>  Board & discussion method	January	Class test  •Final exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology
Pattern	To introduce the concept of symmetry	CG-2 Recognizes and creates shapes that have symmetry	<b>C- 2.3</b> Discovers , recognizes , describes and creates symmetry in 2D and 3D shapes	<p>To recognise mathematical patterns</p> <p>To introduce the concept of symmetry</p> <p>To identify the line of symmetry in given shapes or objects and English alphabets</p>	<p>Demonstration method</p> <p><b>Activity – Fold and cut activity - The students will fold the paper and draw a half shape. Then they cut and unfold the paper.</b></p> <p>Learning by doing</p> <p><b>Activity – Draw the line of symmetry of alphabets used in name of students</b></p>



# Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



Cambridge International School

Curriculum (Final term)

Subject: Science

Grade-IV (2025-26)

**Recommended Books**– SCIENTIFICA- Learning –by –doing Pedagogy/ science booster/ steam ahead with science

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>CH- 1</b> <b>How plants survive</b>	Habitats and adaptations  Terrestrial plants  Plants in plains Plants in mountains  Plants in deserts  Plants in swamps  Plants in coastal areas  Aquatic plants  Insectivorous plants  Saprophytic plants	CG-1 To explore the natural and social environment in their surroundings	C1.1 Observe and identify the natural (plants) components in their immediate environment.	<b>To enable students to</b>  <b>Explain</b> about habitat  <b>Defines</b> and list types of plants according to habitat  <b>Defines</b> aquatic plants  <b>Explain saprophytic plants</b>   <b>Describe</b> insectivorous plants with examples.	Discussion Explanation of PPT and videos  <b>ACTIVITY:</b> Making a <b>collage</b> of different types of leaves explain why they are different in shapes?	October	Internal assessment 2

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch: 2 Air and Water</b>	Air Composition of air Properties of air  Water Impurities in water Methods to remove insoluble impurities  Sedimentation and decantation  Filtration Boiling Distillation  Potable and non-potable water  Water supply to our homes	CG-1 To explore the natural and social environment in their surroundings  CG-2 Understands the interdependence in their environment through observation and experiences	C1.1 Observe and identify the natural (plants) components in their immediate environment. C1.3 Asks question and makes predictions about simple patterns (season change, food chain, rituals, celebrations) observed in the immediate environment.  C2.1 Identifies natural and human-made systems that support their lives (water supply, water cycle, river flow system, life cycle of plants and animals, food, household items, transport, communication, electricity in the home).	<b>Recognize</b> that air surrounds us and its composition  <b>Know</b> how that sun affects the weather and causes different seasons.  <b>Understands</b> the properties of air  <b>Demonstrate soluble and insoluble impurities</b> and understanding of water purification methods	<b>Demonstration</b> of condensation, evaporation.  <b>LAB ACTIVITY</b>  <b>Demonstration</b> of purification methods and air related experiments  <b>ACTIVITY</b>  <b>Students</b> will draw diagrams of filtration and distillation  Flows chart of water supply to home	October	<b>Internal assessment 2 And</b>  <b>Final examination</b>

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch: 3 <b>Human circulatory and Excretory system</b>	a) parts of the circulatory system b) maintaining a healthy heart c) excretory system d) parts of excretory system e) working of the excretory system f) organ system working together	CG-7 Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space sciences) and engineering.	C-7.1 Gains familiarity with using the scientific method in investigations, as well as familiarity with other crosscutting concepts such as systems that apply across the domains of science.  C-7.2: Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later grades.	<b>Describe</b> the function of the circulatory system.  <b>Explain</b> the organs involved in the circulatory system  <b>Describe</b> the functions of the excretory system.  <b>Describes</b> the different parts of the circulatory system.	<b>Discussion</b> through ppt  <b>Make</b> flow charts of different parts of circulatory and excretory system  <b>Draw diagrams</b>  <b>ACTIVITY:</b> Roleplay of circulatory and excretory system.	Novemb er	Final exam
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
CH- 4 <b>How animals reproduce</b>	a) reproduction in animals b) different ways of reproduction c) animals laying eggs	CG- 1 Explores and engages with the natural and socio cultural environment in their surroundings	C1.1 Observes and identifies the natural components such as plants in their immediate	<b>Identify</b> the names of animals that gives birth to babies and those that lay eggs.  Explain the difference between these two ways of having babies	<b>ACTIVITY</b>  Making models of butterfly and frog life cycles	Novemb er	Only activity

	d) parts of bird's egg e) life cycle of a hen f) life cycle of a frog g) life cycle of a butterfly h) Animals giving birth to young ones i) Human beings life cycle j) Animals taking care of their young ones	.	environment	Discussing different life cycles  Discuss how parental care is important	Videos Ppts Flow charts		
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch: 5 How animals survive</b>	a) Habitat b) Adaptation to environment c) Adaptations for obtaining food d) Adaptations for protection e) Extinct and endangered animals	CG-1 To explore the natural and social environment in their surroundings	C1.1 Observe and identify the natural (plants) components in their immediate environment	<b>Recall</b> the main animals classifications  <b>Identify</b> examples of animals adaptations on different habitats  <b>Analyze</b> the adaptations of animals in various environments  <b>Evaluate</b> the importance of conservations for endangered animals and their habitats.	<b>Explanation</b> through ppt  <b>Draw</b> a flow chart of different types of animals according to habitats  <b>Differences</b> between hibernation and aestivation.  <b>ACTIVITY:</b> Making a model of animals habitat using water bottles or cardboard etc.	December	<b>Final exams</b>



Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch: 6 Force, work and energy</b>	a) Force b) Types of forces c) Simple machine d) sources of energy	CG-7 Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space sciences) and engineering.	Gains foundational familiarity with crosscutting concepts such as energy, matter and systems that apply across the domains of science and engineering	<b>Describes</b> different types of forces  <b>Explain</b> what work is Describes different types of machines  <b>Explains</b> energy and its sources	Group discussion,  Learning by doing  Flowchart of force  <b>ACTIVITY:</b> <b>Create a song on types of force and energy.</b>	<b>December</b>	<b>Final exams</b>
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch: 7 Soil</b>	a) weathering b) types of soil c) water-holding capacity of soil d) soil profile e) soil erosion f) conservation of soil	CG-1 To explore the natural and social environment in their surroundings	C1.1 Observe and identify the natural (plants) components in their immediate environment	<b>Recall</b> the importance of soil  <b>Identify</b> components of soil  <b>Analyze</b> the reasons for soil erosion  <b>Evaluate</b> the importance of soil conservation	<b>Explanation</b> through ppt  <b>Draw</b> a flow chart of different types of soil  <b>Differences</b> between clayey, sandy and loamy soil  <b>ACTIVITY:</b> collecting samples of different types of soil.	January	<b>Final exams</b>

### Chapters to be included in Final Term Examination

1. Soil
2. Air and water
3. Human circulatory and Excretory system
4. How animals survive
5. Force, work and energy
6. How plants survive





# Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



Cambridge International school

Curriculum

Subject: Social Science

Grade-IV (2025-26)

**Recommended Book**– Time Tales Social Studies

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch.4 Great Indian Desert</b>	Location of desert in India  Desert region  Climate and vegetation  Life in Great Indian Desert  Occupation  Important places  Camel-ship of the desert	CG- 5 Uses data and information from various sources to investigate questions related to their immediate environment  CG-9 Develops oral language skills using complex sentence structure to understand and communicate ideas coherently	C-5.1 Performs simple inquiry related to specific questions independently or in groups  C-5.2 presents observations and findings through different creative modes  C-9.2 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)	<b>To familiarize the learners</b>  <ul style="list-style-type: none"> <li>Locate the desert region in India</li> <li>Explain how people and animals adapt themselves to this environment</li> <li>Describes the clothes, languages, festivals, dances and houses of the life in Great Desert</li> </ul>	<ul style="list-style-type: none"> <li><b>Map work –</b></li> <li>Showing the video “The Great Desert covers a large part of Rajasthan”</li> <li>Locate and covers a major part of western Rajasthan and extend up to Pakistani the west.</li> <li><b>Marker</b></li> <li><b>PPT</b></li> <li><b>Discussion method</b></li> </ul>	<b>Oct</b>	worksheet IA 2  worksheet

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch.- 9 Industries</b>	<ul style="list-style-type: none"> <li>Important role in our lives</li> <li>Different kinds of Industries</li> <li>Industries and our environment</li> </ul>	<p>CG-1 Explores and engages with the natural and socio-cultural environment in their surrounding</p> <p>CG-5 uses data and information from various sources to investigate questions related to their immediate environment</p> <p>CG- 9 develops oral language skill using complex sentence structures to understand and communicate ideas coherently</p> <p>CG-10 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)</p>	<p>C-1.3 uses local materials to create simple objects (family tree , envelopes , origami animals on their own for display or use in class room processes</p> <p>C-5.1 Performs simple inquiry related to specific questions independently or in groups</p> <p>C-5.2 presents observations and findings through different creative modes</p> <p>C-10.1 understand main ideas and draws essential conclusion from the material read</p>	<p>The students will learn:</p> <ul style="list-style-type: none"> <li>Describes the factors needed for an industry and the importance of these factors</li> <li>Recognizes the different categories of industries</li> <li>identifies some important Indian industries and their locations.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the use of Industries in our daily life.</li> <li>Showing PPT on different types of Industries</li> <li>Pasting the pictures of Industrial revolution.</li> <li>Marker</li> <li>Explanation method</li> </ul>	OCT	<p>worksheet IA 2</p> <p>Final Term worksheet</p>

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch-17 Our National Symbols</b>	<ul style="list-style-type: none"> <li>• Important national symbols</li> <li>• Various national symbols</li> <li>• Rules for hoisting national flag</li> </ul>	CG-5 uses data and information from various sources to investigate questions related to their immediate environment	<p>C-5.1 Performs simple inquiry related to specific questions independently or in groups</p> <p>C-5.2 presents observations and findings through different creative modes</p>	<p><b>The students will</b> understand the concept of national symbols</p> <p><b>Recognizing</b> method will use in class</p> <p>Talks about their significance</p>	<ul style="list-style-type: none"> <li>• Elaborate and meaning of each colours in flag</li> <li>• Explain the four lions standing on a wheel, with a horse and a bull on either side</li> <li>• PPT on National symbols</li> <li>• marker</li> <li>• Explanation method</li> </ul>	OCT	Worksheets  IA-2

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch-5 Southern Plateaus	Location of the southern plateaus	CG-1 Explores and engages with the natural and socio-cultural environment in their surrounding	C-1.1 Describes relationships (including between humans and animals/nature) and traditions ( art forms, celebrations, festivals) in the family and community	The students will learn: <ul style="list-style-type: none"><li>Locates the plateau region and identifies its divisions</li><li>Identifies the rivers found here and differentiates them from the Himalayan rivers</li><li>Importance of the minerals found in the plateau region</li><li>River Narmada divides the plateau into two parts-Central Highlands and Deccan Plateau</li></ul>	<ul style="list-style-type: none"><li>Marker</li><li>Explanation method</li><li>PPT</li><li>Map work</li></ul>	NOV	Worksheet  Final term exams
	Different divisions of the plateaus						
	Rivers flowing in the plateaus region						
	Climate and soil of the plateaus						
	Natural vegetation and wildlife in the plateaus						
	Life in the southern plateaus	C- 4.3 Reads simple maps of city-state and country to identify natural and human made features (well, lake, post office, school, hospital) with reference to symbols and directions					

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch-6 Coastal Plains and island</b>	<ul style="list-style-type: none"> <li>Location of coastal plains</li> <li>Divisions within the coastal plains</li> <li>Importance of the coastal plains</li> </ul>	<p>CG-1 Explores and engages with the natural and socio-cultural environment in their surrounding</p> <p>CG- 3 develops sensitivity towards social and natural environment</p> <p>CG-5 uses data and information from various sources to investigate questions related to their immediate environment</p> <p>CG- 9 develops oral language skill using complex sentence structures to understand and communicate ideas coherently</p> <p>CG-10 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)</p>	<p>C-1.1 Describes relationships (including between humans and animals/nature) and traditions ( art forms, celebrations, festivals) in the family and community</p> <p>C-5.2 presents observations and findings through different creative modes</p> <p>C-9.2 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)</p> <p>C-10.1 Understands main ideas and draws essential conclusions from the material read</p> <p>CG- 11.2 creates posters, invites, simple poems, stories and dialogues with appropriate information and purpose</p>	<p>The learner can:</p> <ul style="list-style-type: none"> <li>recognizes the coastal region of India and identifies the two coasts on a map</li> <li>identifies the different regions in the two coast and lists their importance</li> <li>describes the two island groups of India and sees how they are different from</li> <li>explains the tribes living on these Islands</li> </ul>	<ul style="list-style-type: none"> <li>Discussion method</li> <li>Marker</li> <li>PPT of Chapter</li> <li>Information regarding Western coastal plains and Eastern coastal plains</li> <li>flow chart on types of Islands</li> </ul>	NOV	<p>Worksheet</p> <p>Final term exams</p>

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch-8 Agriculture</b>	<ul style="list-style-type: none"> <li>different cropping seasonal in India</li> <li>Types of crops grown in India</li> <li>Horticulture</li> <li>Livestock</li> <li>Rearing</li> <li>Types of fishing</li> </ul>	<p>CG-5 uses data and information from various sources to investigate questions related to their immediate environment</p> <p>CG-4 Develops the ability to read and interpret simple maps</p>	<p>C- 4.3 Reads simple maps of city-state and country to identify natural and human made features (well, lake, post office, school, hospital) with reference to symbols and directions</p> <p>C-5.1 Performs simple inquiry related to specific questions independently or in groups</p> <p>C-5.2 presents observations and findings through different creative modes</p>	<p>Students will able to know about the</p> <ul style="list-style-type: none"> <li>identifies agricultural resources of India</li> <li>list the types of crops grow in India and interprets why India is agricultural country</li> <li>identifies and locates where these crops are grown</li> </ul>	<ul style="list-style-type: none"> <li>Discussion method</li> <li>Marker</li> <li>PPT of Chapter</li> <li>Flow Chart of different crops</li> </ul>	NOV	<p>Worksheet</p> <p>Final term exams</p>



Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch- 10</b> <b>Our soils</b>	<ul style="list-style-type: none"> <li>Formation of soil</li> <li>types of soil in India</li> <li>conservation of soil</li> <li>Why soil is important to us</li> <li>How is soil formed?</li> <li>map work</li> </ul>	<p>CG- 9 develops oral language skill using complex sentence structures to understand and communicate ideas coherently</p> <p>CG-10 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts(such as prose and poetry)</p> <p>CG-13 understands measurable attributes of objects and the units , systems and processes of such measurement, including those related to distances , length, weight, area, volume and time using non-standard and standard units</p>	<p>C-9.2 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)</p> <p>C-10.1 Understands main ideas and draws essential conclusions from the material read</p> <p>C-13.1 use and appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured.</p>	<p><b>To enable students to</b></p> <ul style="list-style-type: none"> <li>Students will understand that define soil and its types</li> <li>identifies the need for soil conservation</li> <li>students will understand how agriculture has been effected due to soil pollution</li> <li>tell them different types of crops are grown on different types of soil</li> </ul>	<ul style="list-style-type: none"> <li>PPT on topic</li> <li>Marker</li> <li>Video session on the different types of soils</li> <li>Real life example</li> <li>Explanation method</li> <li>Create a drawing or a painting related to the</li> </ul>	NOV	<p>Worksheet</p> <p>Final term exams</p>

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch- 12 Mineral resources</b>	<ul style="list-style-type: none"> <li>• What are minerals?</li> <li>• Types of minerals</li> <li>• Places where minerals are found in India</li> <li>• conservation of minerals resources</li> </ul>	<p>CG- 9 develops oral language skill using complex sentence structures to understand and communicate ideas coherently</p> <p>CG-13 understands measurable attributes of objects and the units , systems and processes of such measurement, including those related to distances , length, weight, area, volume and time using non-standard and standard units</p>	<p>C-9.2 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)</p> <p>C-13.1 use and appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured</p>	<p><b>To understand about to</b></p> <ul style="list-style-type: none"> <li>• To identifies the mineral resources of India</li> <li>• Understand the different types of minerals</li> <li>• Differentiate between metallic and non-metallic minerals</li> <li>• Understand how to conserve the mineral resources for future</li> </ul>	<ul style="list-style-type: none"> <li>• Video session on Different types of minerals</li> <li>• Marker</li> <li>• Group discussion on life without minerals in our life</li> <li>• PPT on this chapter</li> </ul>	DEC	<p>Worksheet</p> <p>Final term exams</p>

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch- 18 Human resources</b>	<ul style="list-style-type: none"> <li>• What are human resources?</li> <li>• Various problems related to human resources</li> <li>• Steps taken by the government to overcome the problems</li> </ul>	<p>CG-1 Explores and engages with the natural and socio-cultural environment in their surrounding</p> <p>CG-2 Explains how to ensure the safety of self and others in different (normal as well as emergency) situations</p> <p>CG-5 uses data and information from various sources to investigate questions related to their immediate environment</p> <p>CG- 9 develops oral language skill using complex sentence structures to understand and communicate ideas coherently</p>	<p>C- 2.2 Develops simple labels and slogans, and participates in role-play on safety and protection in the local environment to be displayed/ done in school and locality</p> <p>C-5.1 Performs simple inquiry related to specific questions independently or in groups</p>	<p><b>To familiarize the learners</b></p> <ul style="list-style-type: none"> <li>• About the skills, efforts, and knowledge of the people</li> <li>• awareness that develops through experiences and education</li> <li>• Understand ability to do something well as citizens of the country, share the resources</li> </ul>	<ul style="list-style-type: none"> <li>• PPT of the Chapter</li> <li>• Marker</li> <li>• M.C.Q forms question answers</li> </ul>	JAN	<p>Worksheet</p> <p>Final term exams</p>

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ch-16 Our goals, rights and duties</b>	<ul style="list-style-type: none"> <li>Goals of a country</li> <li>What are fundamental rights?</li> <li>What are fundamental duties?</li> </ul>	<p>CG-2 Explains how to ensure the safety of self and others in different (normal as well as emergency) situations</p> <p>CG-5 uses data and information from various sources to investigate questions related to their immediate environment</p> <p>CG- 9 develops oral language skill using complex sentence structures to understand and communicate ideas coherently</p>	<p>C-1.2 Explains the functioning of local institution in different forms and analysis their roles</p> <p>C-5.1 Performs simple inquiry related to specific questions independently or in groups</p> <p>C-5.2 presents observations and findings through different creative modes</p>	<p><b>Students will understand about to</b></p> <ul style="list-style-type: none"> <li><b>learn about rights and duties</b></li> <li><b>about importance of our rights and duties</b></li> <li><b>learn about constitution</b></li> </ul>	<ul style="list-style-type: none"> <li>PPT on Rights and Duties</li> <li>Marker</li> <li>Explanation method</li> <li>Flow Chart of Rights and Duties</li> </ul>	JAN	<p>Worksheets</p> <p>Final term exam</p>



# Cambridge International School Phagwara

(CBSE Affiliation No. 1636723, School No. 20703)



## CAMBRIDGE INTERNATIONAL SCHOOL

### CURRICULUM

### SUBJECT: ICT

### GRADE-IV (2025-26)

**Recommended Books**– CODEGPT 4.0 by Orange Education

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch-5 Using a Browser	<ul style="list-style-type: none"><li>• Internet</li><li>• Microsoft Edge</li><li>• Searching for something on internet</li><li>• How Search Engine works</li><li>• Downloading and uploading on internet</li></ul>	CG-7: Children make sense of world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Understand about internets and all the terms related to it.</li><li>• List various part of Microsoft edge window</li><li>• Identify various search engine</li><li>• perform search by keyword and voice on internet.</li><li>• Understand how search engine works</li><li>• Perform uploading and downloading files, pictures on internet</li></ul>	<p>Discussion method will be used to explain the topic with the help of books, pictures and PPT on computer.</p> <p>Lab demonstration followed by practice</p> <p><b>Subject Enrichment Activity:</b> Drawing different types of web browser.</p>	October	<p>Class test</p> <p>IA2</p> <p>Final Exam</p>

Ch-7 More Blocks in scratch	<ul style="list-style-type: none"> <li>• Components of scratch window</li> <li>• Block categories</li> <li>• Setting the sprite position</li> <li>• Creating a Scratch Project</li> </ul>	CG-7:  Children make sense of world around through observation and logical thinking	C-7.3:  Uses appropriate tools and technology in daily life situations and for learning	Students will be able to: <ul style="list-style-type: none"> <li>• Recall the components of scratch window</li> <li>• List various components of scratch</li> <li>• Identifies various blocks in scratch</li> <li>• Make small programs to move, jump and adding sound in sprite</li> </ul>	Demonstration and Discussion method will be used to explain the topic with the help of books and computer. <b>Lab Practical</b> <ol style="list-style-type: none"> <li>1. Sprite playing with ball</li> <li>2. Talking and jumping sprite</li> <li>3. Changing backdrop</li> </ol>	October - November	Class Test IA-2 Final Exam Practical
Ch-8 Creating shapes in scratch	<ul style="list-style-type: none"> <li>• Pen Block</li> <li>• Drawing a polygons in Scratch</li> <li>• Drawing a square in Scratch</li> </ul>	CG-7:  Children make sense of world around through observation and logical thinking	C-7.3:  Uses appropriate tools and technology in daily life situations and for learning	Students will be able to <ul style="list-style-type: none"> <li>• Add pen block in program</li> <li>• To draw square and 2D shape in scratch</li> </ul>	Demonstration and Discussion method will be used to explain the topic with the help of books and computer. <b>Lab Practical:</b> Drawing polygons	Oct-Nov	Class Test IA-2 Final Exam Practical

### SYLLABUS OF INTERNAL ASSESSMENT 2

- Ch-5 Using a browser
- Ch-7 More blocks in scratch

### FORMAT

1. Short Q/Ans
2. Application Based Questions
3. One Word
4. Correct the statement
5. Multiple Choice Questions

Ch-10 Evaluation of AI	<ul style="list-style-type: none"> <li>• 1950s</li> <li>• 1960s</li> <li>• 1970 to 1990s</li> <li>• 2000 to 2010</li> <li>• 2010 to present</li> </ul>	CG-7:  Children make sense of world around through observation and logical thinking	C-7.3:  Uses appropriate tools and technology in daily life situations and for learning	Students will be able to <ul style="list-style-type: none"> <li>• Understand evaluation of AI</li> <li>• Various real life examples of AI devices</li> </ul>	Demonstration and Discussion method will be used to explain the topic with the help of books and computer.	December	Class Test IA-2 Final Exam Practical
Ch-6 Visual Processing	Picture Puzzle Directions and Maps	CG-7:  Children make sense of world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	Students will be able to <ul style="list-style-type: none"> <li>• Understand types of visual activity that involves a series of pictures that are interpreted</li> <li>• Find out the location of the objects using spots</li> </ul>	Demonstration and Discussion method will be used to explain the topic with the help of books and computer.  <b>Art Integrated Learning Activity:</b> Drawing scenery and locating objects using spot.	January	Activity

<p><b>SYLLABUS OF FINAL EXAMS</b></p> <ul style="list-style-type: none"> <li>• Ch-5 Using a browser</li> <li>• Ch-7 More blocks in scratch</li> <li>• Ch-8 Creating shapes in scratch</li> <li>• Ch-10 Evaluation of AI</li> <li>• Ch-6-Visual processing (Activity based)</li> </ul>	<p><b>FORMAT</b></p> <ol style="list-style-type: none"> <li>1. Short Q/Ans</li> <li>2. Application Based Questions</li> <li>3. One Word</li> <li>4. Correct the statement</li> <li>5. Multiple Choice Questions</li> </ol>	<p><b>SYLLABUS FOR ICT PRACTICAL</b></p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Sprite playing with ball</li> <li>• Talking and jumping sprite</li> <li>• Changing backdrop</li> <li>• Drawing polygons</li> </ul> <p><b>Viva will be conducted from chapter-7 only</b></p>
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## Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



**हिन्दी पाठ्यक्रम सत्र -2025-26**

**कक्षा : चार  
विषय - हिन्दी**

**पुस्तकें हिन्दी-4 (पाठ्यपुस्तक)**

**सुगंध-4 ( हिन्दी व्याकरण )**

विषय	उप-विषय	शैक्षणिक लक्ष्य	दक्षताएं	शैक्षणिक उद्देश्य	शिक्षण विधियाँ	महीना	मूल्यांकन
कविता	घर यह प्यारा	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ विकसित करना।	C- 11.2 कविता में प्रयोग होने वाले अक्षरों को पहचानना और ज्ञान का प्रयोग सरल शब्दों व वाक्यों को पढ़ने-लिखने में करना।	छात्रों को कविता के सस्वर वाचन योग्य बनाना। अपने और विभिन्न प्राणियों के रहने के स्थान व उनके महत्व पर चर्चा। वाक्य निर्माण व चिंतन कौशल का विकास।	प्रोजेक्टर की सहायता से कविता का लयपूर्ण वाचन। किन्हीं पाँच जीवों के चित्र उनके रहने के स्थान सहित कॉपी पर बनवाना।। पठित पद्यांश तथा प्रश्नोत्तर	अक्तूबर	❖ घर यह प्यारा (कविता) ❖ बरगद का वृक्ष ❖ वचन बदलो ❖ विशेषण ❖ पठित पद्यांश ❖ अपठित गद्यांश
व्याकरण	वचन बदलो	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए शब्दों की। जानकारी व उनका इस्तेमाल करना।	शब्द भण्डार में वृद्धि करना।	प्रोजेक्टर की सहायता से विषय समझाकर वाक्य विषय अनुरूप बदलने में सक्षम बनाना।	अक्तूबर	वाक्य में प्रयुक्त शब्द का वचन बदलकर वाक्य दोबारा लिखें।
कहानी	बरगद का वृक्ष	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता	C- 10.5 कहानी पढ़कर पात्रों, कथानक और लेखक क्या कहना चाहता है, इसकी	कहानी का भाव ग्रहण करना। पेड़-पौधों के संरक्षण के लिए प्रेरित करना।	पाठ पठन व पेड़ों से मिलने वाली वस्तुओं के चित्र कॉपी पर चिपकाना। पठित गद्यांश	अक्तूबर	लिखित कक्षा परीक्षा द्वारा

		विकसित करना ।	पहचान करके खुद से उसका अर्थ समझना ।	वाक्य निर्माण व चिंतन कौशल का विकास ।	लघु व मूल्याधारित प्रश्नोत्तर		
व्याकरण	विशेषण	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए शब्दों की । जानकारी व उनका इस्तेमाल करना ।	विशेषण व उसके भेदों की पहचान ।	कक्षा में विशेषण व उसके भेदों की जानकारी उपरांत अभ्यास कार्य ।	अक्तूबर	मौखिक रूप से
कहानी	सुस्तराम	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.4 गद्यांश को सटीकता और प्रवाह के साथ उचित विरामों और आवाज़ में उतार-चढ़ाव के साथ पढ़ना ।	कहानी का भाव ग्रहण करना । कर विषय की उपयोगिता पर बल देना ।	पाठ का कुशल पठन, पठित गद्यांश तथा प्रश्नोत्तर	नवंबर	लिखित कक्षा परीक्षा
व्याकरण	मुहावरे	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए शब्दों की । जानकारी व उनका इस्तेमाल करना ।	शब्द भण्डार में वृद्धि करना ।	प्रोजेक्टर की सहायता से विषय की जानकारी । चित्रों की सहायता से मुहावरों की समझ । मुहावरों का अर्थ व वाक्य प्रयोग में सक्षम बनाना ।	नवंबर	पर्यायवाची शब्द का उचित विकल्प चुनना ।
एकांकी	शिवाजी का न्याय	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए अनुच्छेद लिखना	अपने अनुभवों और भावों को व्यक्त करने के लिए वाचन कौशल का विकास	पाठ का नाट्य मंचन ।	नवंबर	मौखिक
लेखन	अनुच्छेद	CG- 10 छात्रों में	C- 10.8 अपनी	अपने अनुभवों और	प्रोजेक्टर की सहायता से	नवंबर	

	धार्मिक स्थल की यात्रा	भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	समझ व अनुभव को व्यक्त करने के लिए अनुच्छेद लिखना	भावों को व्यक्त करने के लिए लेखन कौशल का विकास	अनुच्छेद पठन व लेखन।		
लेखन	पत्र	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए पत्र लिखना	लेखन कौशल का विकास	प्रोजेक्टर की सहायता से पत्र का प्रारूप समझकर लेखन।	नवंबर	मौखिक
कहानी	चतुर टॉम	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.5 कहानी पढ़कर पात्रों, कथानक और लेखक क्या कहना चाहता है, इसकी पहचान करके खुद से उसका अर्थ समझना।	कहानी का भाव ग्रहण करना। शरारतों को सीमित कर बुद्धि और समझदारी से कार्य को हल करवाना।	प्रोजेक्टर की सहायता से कहानी समझाकर पठित गद्यांश लघु व मूल्याधारित प्रश्नोत्तर	नवंबर	श्रवण व लेखन द्वारा
कविता	बया से	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.1 ध्वनि जागरूकता विकसित कर तुकबंदी वाले शब्दों की पहचान।	छात्रों को कविता के सस्वर वाचन योग्य बनाना। पशुपक्षियों के प्रति संवेदना जाग्रित करना और उनकी मदद के लिए प्रेरित करना। वाक्य निर्माण व चिंतन कौशल का विकास।	प्रोजेक्टर की सहायता से कविता गायन। कविता का सस्वर वाचन व भाव समझाना। अपने मनपसंद पक्षी का चित्र कॉपी पर बनाना। पठित पद्यांश लघु व मूल्याधारित प्रश्नोत्तर।	नवंबर	मौखिक प्रश्नोत्तर
व्याकरण	क्रिया	CG- 9 छात्रों में रोज़मर्रा की बातचीत	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत	क्रिया व उसके भेदों की पहचान।	प्रोजेक्टर की सहायता से विषय की जानकारी व वाक्य	नवंबर	लिखित परीक्षा द्वारा

		के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	करने के लिए शब्दों की। जानकारी व उनका इस्तेमाल करना।		देकर भेदों को पहचानना।		
लेखन	अनुच्छेद मेरा प्रिय खेल	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए अनुच्छेद लिखना	अपने अनुभवों और भावों को व्यक्त करने के लिए लेखन कौशल का विकास	प्रोजेक्टर की सहायता से अनुच्छेद पठन व लेखन।	नवंबर	
लोककथा	नींद की करामात	CG- 10 छात्रों में भाषा पढ़ने और में धाराप्रवाहिता विकसित करना।	C- 10.4 पाठ को सटीकता और प्रवाह के साथ उचित विरामों और आवाज़ में उतार-चढ़ाव के साथ पढ़ना।	पठन कौशल का विकास।	पाठ का पठन।	दिसंबर	मौखिक प्रश्नोत्तर
व्याकरण	अनेक शब्दों के लिए एक शब्द	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए शब्दों की। जानकारी व उनका इस्तेमाल करना।	नए शब्दों का ज्ञान व प्रयोग।	प्रोजेक्टर की सहायता से विषय की जानकारी, पुस्तक पर दिए वाक्यांशों का अर्थ ग्रहण व कार्यपत्रिका।	दिसंबर	मौखिक रूप से
हास्य कथा	भुलक्कड़ पापा	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.4 गद्यांश को सटीकता और प्रवाह के साथ उचित विरामों और आवाज़ में उतार-चढ़ाव के साथ पढ़ना।	किसी की उदासी को दूर करने के लिए हास्य का प्रयोग करना सिखाना।	पाठ पठन के उपरान्त गद्यांश व प्रश्नोत्तर।	दिसंबर	लिखित

लेखन	पत्र	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए पत्र लिखना	लेखन कौशल का विकास	पत्र का प्रारूप समझाकर पत्र लेखन ।	दिसंबर	पठन द्वारा
व्याकरण	विराम चिह्न	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए शब्दों की । जानकारी व उनका इस्तेमाल करना ।	विराम चिह्नों का ज्ञान व प्रयोग ।	विराम चिह्नों की समझ के उपरांत अभ्यास कार्य ।	दिसंबर	मौखिक प्रश्नोत्तर
लेखन	अनुच्छेद व्यायाम और खेलकूद	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए अनुच्छेद लिखना	अपने अनुभवों और भावों को व्यक्त करने के लिए लेखन कौशल का विकास	प्रोजेक्टर की सहायता से अनुच्छेद पठन व लेखन ।	दिसंबर	
लेखन	चित्र वर्णन	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.3 धाराप्रवाह और सार्थक वाक्य लेखन में सक्षम बनाना ।	भाषा कौशल का विकास ।	चित्र देखकर उसके अर्थपूर्ण भाव अभिव्यक्ति के लिए वाक्य निर्माण ।		वाचन द्वारा
प्राचीन कथा	नारद की वीणा	CG- 12 सौंदर्य बोध और सांस्कृतिक विकास	C- 12.1 कला के माध्यम से अपनी भावनाओं को सार्थक और आनंदपूर्ण तरीके से अभिव्यक्त करना ।	चित्र कला का विकास	मनपसंद वाद्ययंत्र का चित्र		

कहानी	जैसे को तैसा	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.9 विविध प्रकार के छात्रों में किताबें पढ़ने में रुचि उत्पन्न करनी।	पाठ पठन कर अर्थ ग्रहण।	पाठ पठन के पश्चात गद्यांश।		मौखिक
लेखन	चित्र वर्णन	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.3 धाराप्रवाह और सार्थक वाक्य लेखन में सक्षम बनाना।	अपने अनुभवों और भावों को व्यक्त करने के लिए लेखन कौशल का विकास	प्रोजेक्टर की सहायता से चित्र देखकर उसके अर्थपूर्ण भाव अभिव्यक्ति के लिए वाक्य निर्माण।।		पठन द्वारा
	वार्षिक परीक्षा	<u>पाठ्य पुस्तक</u> <ul style="list-style-type: none"> <li>➤ बया से (कविता)</li> <li>➤ सुस्तराम</li> <li>➤ चतुर टॉम</li> <li>➤ बरगद का वृक्ष</li> <li>➤ भुलक्कड़ पापा</li> </ul>	<u>व्याकरण</u> <ul style="list-style-type: none"> <li>➤ क्रिया</li> <li>➤ विराम चिह्न</li> <li>➤ मुहावरे</li> <li>➤ अनेक शब्दों के लिए एक शब्द</li> </ul>	<u>रचनात्मक लेखन</u> <ul style="list-style-type: none"> <li>➤ अनौपचारिक पत्र</li> <li>➤ अनुच्छेद लेखन</li> <li>➤ चित्र वर्णन</li> </ul>			



**ਕੈਂਬਰਿਜ਼ ਇੰਟਰਨੈਸ਼ਨਲ ਸਕੂਲ**

**ਪਾਠਕ੍ਰਮ**

**ਵਿਸ਼ਾ: ਪੰਜਾਬੀ**

**ਜਮਾਤ-ਚੌਥੀ(2025-26)**

**ਨਿਰਧਾਰਿਤ ਕਿਤਾਬਾਂ-ਪਰਵਾਜ਼ (ਪਾਠ-ਪੁਸਤਕ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਪਰਮਵੀਰ ਪਬਲੀਕੇਸ਼ਨਜ਼)**

ਵਿਸ਼ਾ	ਪਾਠਕ੍ਰਮ ਉਦੇਸ਼	ਯੋਗਤਾਵਾਂ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਪ੍ਰਤੀਤੀਕਰਨ	ਮਹੀਨਾ	ਮੁਲਾਂਕਣ ਅਤੇ ਮਾਪਦੰਡ
*ਪਾਠ-8 ਮੋਹਣਾ ਸ਼ੇਖਚਿਲੀ	*ਦਿਖਾਵਾ ਨਾ ਕਰਨ ਬਾਰੇ ਗਿਆਨ ਦੇਣਾ।	*ਪਾਠ ਦੀ ਵਿਆਖਿਆ ਅਤੇ ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਾਉਣੇ।	* ਪਾਠ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ ਹੱਲ ਕਰ ਸਕਣਗੇ।  *ਕਦਰਾਂ-ਕੀਮਤਾਂ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇ ਸਕਣਗੇ।	*ਸੁਣਨ, ਪੜ੍ਹਨ, ਉਚਾਰਨ, ਲਿਖਣ ਕੌਸ਼ਲ  <b>*ਵਿਆਖਿਆ ਵਿਧੀ</b>	ਅਪਰੈਲ-ਮਈ	<b>ਆਈ.ਏ-2</b> <b>ਮੌਖਿਕ ਪ੍ਰੀਖਿਆ</b> <b>ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ</b>  <b>ਆਈ .ਏ 2ਸਲੇਬਸ</b>
* ਪਾਠ-9 ਗੁਆਚਾ ਊਠ	* ਊਠ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ। ਰੇਤਲੇ ਇਲਾਕੇ ਵਿੱਚ ਇਹ ਕਿਉਂ ਵਰਤਿਆ ਜਾਂਦਾ ਹੈ।	* ਕਹਾਣੀ ਦਾ ਵਾਚਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਅਰਥ ਸਪਸ਼ਟ ਕਰਨੇ। ਊਠ ਨੂੰ ਹੋਰ ਕਿਸ ਨਾਮ ਨਾਲ ਜਾਣਿਆ ਜਾਂਦਾ ਹੈ ਅਤੇ ਇਹ ਕਿਸ ਕੰਮ ਲਈ ਵਰਤਿਆ ਜਾਂਦਾ ਹੈ।	*ਬਹੁ-ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ ਹੱਲ ਕਰ ਸਕਣਗੇ।  *ਪਾਠ ਦਾ ਵਾਚਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਵਿਸ਼ਾ ਸਪਸ਼ਟ ਕਰਨਾ ਤੇ ਪ੍ਰ /ਉੱਤਰ ਕਰਵਾਉਣੇ।	<b>*ਵਿਦਿਆਰਥੀਆਂ ਦੁਆਰਾ ਪਠਨ</b> <b>*ਅਧਿਆਪਕ ਦੁਆਰਾ ਔਖੇ ਸ਼ਬਦਾਂ ਦੀ ਚਰਚਾ ਕਰਨਾ</b>		<b>ਪਾਠ ਪੁਸਤਕ</b> ਪਾਠ-ਮਾਲਾ *ਪਾਠ-9 ਗੁਆਚਾ ਊਠ *ਪਾਠ-10 ਮਾਂ (ਵਿਆਕਰਨ) *ਵਿਰੋਧੀ ਸ਼ਬਦ (ਪੰਨਾ ਨੰ.64 ਸੌਣਾ ਤੋਂ ਡਰਪੋਕ ਤੱਕ) *ਅਣਡਿੱਠਾ ਪੈਰੂਾ
*ਵਿਰੋਧੀ ਸ਼ਬਦ (ਪੰਨਾ ਨੰ.64 ਸੌਣਾ ਤੋਂ ਡਰਪੋਕ ਤੱਕ) *ਅਣਡਿੱਠਾ ਪੈਰੂਾ ਕਥਾ)	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।  *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਪ੍ਰਤੀ ਸੁਚੇਤ ਕਰਨਾ। * ਸ਼ੁੱਧ ਉਚਾਰਨ ਰਾਹੀਂ	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ ਅਤੇ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ। *ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।	* ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ। * ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਪ੍ਰਤੀ ਸੁਚੇਤ ਕਰਨਾ। * ਉਲਟ ਭਾਵੀ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਦੱਸਦੇ ਹੋਏ।  * ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਜਾਣੂ ਹੋਣਗੇ।	*ਬੋਰਡ ਰਾਹੀਂ ਉਦਾਹਰਨਾਂ।		<b>*ਗਤੀਵਿਧੀ- ਜਮਾਤ ਵਿੱਚ ਆਈ .ਏ.2ਗਤੀਵਿਧੀ-</b> ਪਾਠ-13 (ਆਈ ਦੀਵਾਲੀ ਆਈ) ਵਿਦਿਆਰਥੀ A4 SHEET ਤੇ ਦੀਵਾਲੀ

*5. ਲੇਖ-ਦੀਵਾਲੀ	ਬੋਰਡ ਤੇ ਲੇਖ ਲਿਖਵਾਉਣਾ। *ਦੀਵਾਲੀ ਦੇ ਤਿਉਹਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।	* ਲੇਖ : ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ। *ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।	ਜਾਣਕਾਰੀ ਹੋਵੇਗੀ।  *ਲੇਖ ਰਚਨਾ-ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਲਿਖਵਾਉਣਾ।	ਲੇਖ(ਯਾਦ ਕਰਨਾ ਅਤੇ ਲਿਖਣ ਕੌਸ਼ਲ) *ਘਰ ਦਾ ਕੰਮ- (ਕਾਰਜ ਪੱਤਰਿਕਾ) + ਯਾਦ ਕਰਨਾ।	ਦੇ ਤਿਉਹਾਰ ਦਾ ਚਿੱਤਰ ਬਣਾ ਕੇ ਦੀਵਾਲੀ ਵਿਸ਼ੇ ਉੱਪਰ 10 ਸਤਰਾਂ ਸੁਣਾਉਣਗੇ। <u>ਵਿਅਕਤੀਗਤ</u> ਗਤੀਵਿਧੀ:ਸੁਣਨ ਕੌਸ਼ਲ ਪਾਠ-15 (ਬੀਰਬਲ ਦੀ ਖਿਚੜੀ)ਜਮਾਤ ਵਿੱਚ ਕਹਾਣੀ ਸੁਣਾ ਕੇ ਪ੍ਰਸ਼ਨੋਤਰੀ ਰਾਹੀਂ ਮੁਲਾਂਕਣ ਕੀਤਾ ਜਾਵੇਗਾ।
*ਪਾਠ- ਮਾਂ (ਕਵਿਤਾ)	*ਮਾਂ ਦੀ ਮਮਤਾ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਦੱਸਣਾ।	*ਮਾਂ ਦੀ ਕਦਰ ਕਰਨ ਦੀ ਪ੍ਰੇਰਨਾ ਦੇਣਾ।	* ਕਵਿਤਾ ਦਾ ਉਚਾਰਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਕਵਿਤਾ ਸਪਸ਼ਟ ਕਰਨਾ ਤੇ ਪ੍ਰ /ਉ ਕਰਵਾਉਣੇ।	*ਵਿਦਿ: ਦੁਆਰਾ ਪਠਨ, ਅਧਿ:ਦੁਆਰਾ ਚਰਚਾ, ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ  *ਘਰ ਦਾ ਕੰਮ-ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਤ।	<u>ਸਾਲਾਨਾ ਪ੍ਰੀਖਿਆ</u>  *ਪਾਠ-8 ਮੋਹਣਾ ਸ਼ੇਖਚਿਲੀ *ਪਾਠ-9 ਗੁਆਚਾ ਊਠ *ਪਾਠ-11 ਹਸਨ ਦੀ ਚਲਾਕੀ
* ਬਿਨੈ- ਪੱਤਰ(ਜਨਮ ਦਿਨ 'ਤੇ ਭੇਜੇ ਤੋਹਫੇ ਲਈ)	* ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿਖਾਉਣਾ।	* ਬਿਨੈ ਪੱਤਰ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਕਿਸਮਾਂ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਦੇਣਾ।	* ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ। * ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਵਿਚਾਰਾਂ ਨੂੰ ਪ੍ਰਗਟਾਉਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।	* ਸਫੇਦ ਤਖ਼ਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ. ਨੂੰ ਬਿਨੈ-ਪੱਤਰ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ।  *ਵਿਦਿ.ਨੂੰ ਅਣਡਿੱਠੇ ਪੈਰੂ ਅਤੇ ਅਣਡਿੱਠੇ ਕਾਵਿ-ਟੋਟੇ 'ਚੋਂ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇ ਉਹਨਾਂ ਦੇ ਉੱਤਰ ਹੱਲ ਕਰਵਾਉਣਾ।	*ਪਾਠ-12 ਜਾਦੂ ਦੀ ਖੇਡ <b>(ਵਿਆਕਰਨ)</b> *ਵਚਨ ਬਦਲੇ (ਪੰਨਾ ਨੰ.52 ਹਵਾ ਤੋਂ ਤੌਲੀਆ ਤੱਕ) *ਵਿਰੋਧੀ ਸ਼ਬਦ (ਪੰਨਾ ਨੰ.64 ਸੌਣਾ ਤੋਂ ਡਰਪੋਕ ਤੱਕ) *ਅਸ਼ੁੱਧ-ਸ਼ੁੱਧ (ਪੰਨਾ ਨੰ. 36 ਔਖਾ ਤੋਂ ਸਮਾਜਕ ਤੱਕ) *ਲੇਖ ਰਚਨਾ- ਮੇਰੀ ਅਧਿਆਪਕਾ ਅਤੇ ਦੀਵਾਲੀ
*ਅਣਡਿੱਠਾ ਪੈਰੂਾ ਅਤੇ *ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ	*ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ।	*ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।	*ਪੜ੍ਹ ਕੇ ਉਸ ਦਾ ਉੱਤਰ ਦੇਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	*ਵਿਦਿ. ਪਾਠ ਦੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਹੱਲ ਕਰਵਾਉਣਾ।	*ਚਿੱਠੀ-ਪੱਤਰ (ਜਨਮ ਦਿਨ 'ਤੇ ਭੇਜੇ ਤੋਹਫੇ ਲਈ ਪੰਨਵਾਦ, ਪਿਤਾ ਜੀ ਤੋਂ ਪੈਸੇ ਮੰਗਵਾਉਣ
* ਪਾਠ - 11 ਹਸਨ ਦੀ ਚਲਾਕੀ	*ਵਿਦਿ ਨੂੰ ਦੱਸਣਾ ਕਿ ਕਈ ਵਾਰ ਜਿਆਦਾ ਚਲਾਕ ਇਨਸਾਨ ਧੋਖਾ ਬਹੁਤ ਜਿਆਦਾ ਖਾਂਦਾ ਹੈ। *ਵਿਦਿ ਨੂੰ ਦੱਸਣਾ ਕਿ ਜਾਦੂ ਬਾਰੇ ਵਿਗਿਆਨਕ ਦ੍ਰਿਸ਼ਟੀਕੋਣ	* ਕਹਾਣੀ ਦਾ ਵਾਚਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਅਰਥ ਸਪਸ਼ਟ ਕਰਨੇ। ਉਠ ਨੂੰ ਹੋਰ ਕਿਸ ਨਾਮ ਨਾਲ ਜਾਣਿਆ ਜਾਂਦਾ ਹੈ ਅਤੇ ਇਹ ਕਿਸ ਕੰਮ ਲਈ ਵਰਤਿਆ ਜਾਂਦਾ ਹੈ। * ਪਾਠ ਦਾ ਵਾਚਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਅਰਥ ਸਪਸ਼ਟ ਕਰਨੇ।	* ਪਾਠ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ ਹੱਲ ਕਰ ਸਕਣਗੇ।  *ਕਦਰਾਂ-ਕੀਮਤਾਂ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇ ਸਕਣਗੇ।  * ਅੰਧ ਵਿਸ਼ਵਾਸ ਤੋਂ ਬੱਚਣ ਬਾਰੇ ਦੱਸਣਾ।	*ਵਿਦਿ. ਪਾਠ ਦੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਹੱਲ ਕਰਵਾਉਣਾ।	
*ਪਾਠ-12 ਜਾਦੂ ਦੀ ਖੇਡ					



<p>* ਅਸੁੱਧ-ਸੁੱਧ</p> <p>*ਲੇਖ-ਮੇਰੀ ਅਧਿਆਪਕਾ</p> <p>*ਚਿੱਠੀ ਪੱਤਰ (ਪਿਤਾ ਜੀ ਤੋਂ ਪੈਸੇ ਮੰਗਵਾਉਣ ਲਈ)</p>	<p>* ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਪ੍ਰਤੀ ਸੁਚੇਤ ਕਰਨਾ।</p> <p>*ਲੇਖ ਦੇ ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਸੁਚੇਤ ਕਰਨਾ।</p> <p>*ਚਿੱਠੀ -ਪੱਤਰ ਦੇ ਢਾਂਚੇ ਅਤੇ ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਸੁਚੇਤ ਕਰਨਾ।</p>	<p>* ਸ਼ਬਦ-ਜੋੜਾਂ ਦੇ ਨਿਯਮਾਂ ਪ੍ਰਤੀ ਸੁਚੇਤ ਕਰਦੇ ਹੋਏ।</p> <p>* ਬਿਨੈ ਪੱਤਰ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਕਿਸਮਾਂ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਦੇਣਾ।</p>	<p>* ਲਿਖਣ ਕੌਸ਼ਲ ਅਭਿਆਸ ਰਾਹੀਂ ਵਿਚਾਰਾਂ ਵਿੱਚ ਡੂੰਘਾਈ ਲਿਆਉਣੀ।</p> <p>*ਲੇਖ ਰਚਨਾ-ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਲਿਖਵਾਉਣਾ।</p> <p>* ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।</p> <p>* ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਵਿਚਾਰਾਂ ਨੂੰ ਪ੍ਰਗਟਾਉਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।</p>	<p>*ਬੋਰਡ ਰਾਹੀਂ ਅਸੁੱਧ-ਸੁੱਧ ਸ਼ਬਦਾਂ ਦੀਆਂ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ ਸਿਖਾਉਣਾ।</p> <p>* ਸਫ਼ੇਦ ਤਖ਼ਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ. ਨੂੰ ਲੇਖ ਨੂੰ ਲਿਖਤੀ ਕਰਵਾਉਣਾ।</p> <p>* ਸਫ਼ੇਦ ਤਖ਼ਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ. ਨੂੰ ਬਿਨੈ-ਪੱਤਰ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ।</p>	<p>ਲਈ)</p> <p>*ਅਣਡਿੱਠਾ ਪੈਰਾ</p> <p>*ਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ</p> <p>*ਚਿੱਤਰ ਵਰਨਣ</p> <p>*ਕਦਰਾਂ-ਕੀਮਤਾਂ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ</p>
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