

**CURRICULAR GOALS AND COMPETENCIES DEFINED IN THE NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION (NCF-SE) 2023**  
**PREPARATORY STAGE: GRADE V (2024-25)**

**ENGLISH**

CURRICULAR GOALS	COMPETENCIES
<p><b>CG- 1</b> Students develop oral language skills using complex sentence structures to understand and communicate abstract ideas</p>	<p><b>C-1.1</b> Converses fluently and meaningfully in different contexts  <b>C-1.2</b> Describes an outline of the material that has been read out and answers questions related to it  <b>C-1.3</b> Summarizes core ideas from the material that was read out  <b>C-1.4</b> Demonstrates the ability to speak their reasoning coherently  <b>C-1.5</b> Makes oral presentations (class debates, short welcome notes, anchoring of small events, short speech, and so on)</p>
<p><b>CG- 2</b> Students develop their reading skills through a basic understanding of different forms of texts (like prose and poetry), and different kinds of writing (like narrative descriptive, argumentative, and analytical) by reading unfamiliar texts.</p>	<p><b>C-2.1</b> Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts  <b>C-2.2</b> Infers the author’s intention behind writing the text material  <b>C-2.3</b> Draws essential conclusions from the material read</p>
<p><b>CG- 3</b> Students develop the ability to write compound and complex sentence structure to express their understanding and experiences</p>	<p><b>C-3.1</b> Writes content keeping in mind the intended audience and purpose using compound and complex sentences  <b>C-3.2</b> Uses prewriting strategies like planning sequence of ideas, mind-mapping, graphic organizers  <b>C-3.3</b> Creates posters, banners, and invites, with appropriate information and purpose  <b>C-3.4</b> Proofreads and edits grammar and structure in their writing</p>
<p><b>CG-4</b> Develops the ability to write reviews and uses the library to find references</p>	<p><b>C-4.1</b> Uses knowledge of homophones, word roots, affixes, suffixes, synonyms, and antonyms  <b>C-4.2</b> Discusses meanings of words and develops vocabulary by listening and reading a variety of texts or other content areas</p>
<p><b>CG- 5</b> Students develop interest and preferences in reading</p>	<p><b>C-5.1</b> Borrows books from the library regularly to be read at home  <b>C-5.2</b> Demonstrates interest in reading books in general and from the library  <b>C-5.3</b> Draws connections with books in the library by linking ideas learned from the textbook</p>

**TEXTBOOK REFERENCE: ENRICHING ENGLISH TEXTBOOK BY COLLINS  
SUPPLEMENTARY READER: NO TALKING BY ANDREW CLEMENTS**

<b>CYCLE</b>	<b>CYCLE DATES</b>	<b>TOPICS</b>	<b>LEARNING OUTCOMES</b> <b>Learners will be able to:</b>
<b>TERM I</b>			
<b>I</b>	<b>3<sup>rd</sup> April '24 - 30<sup>th</sup> April '24</b>	<ul style="list-style-type: none"> <li>• Comprehension Competence</li> <li>• Phaethon and the Chariot of the Sun</li> <li>• Opinion Paragraph</li> <li>• Prerequisite Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Inculcate the skills to assimilate information independently.</li> <li>• Invest their interest and understanding in Greek mythology.</li> <li>• Write opinion paragraph using burger method.</li> </ul>
<b>II</b>	<b>1<sup>st</sup> May '24 - 28<sup>th</sup> May '24</b>	<ul style="list-style-type: none"> <li>• Comprehension Competence</li> <li>• Sudan: The End of Species</li> <li>• Grammar: Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the structure and form of a poem, including stanzas, lines, rhyme scheme.</li> <li>• Develop an awareness of the critical issues surrounding wildlife conservation.</li> <li>• Understand the meaning and functions of Pronouns.</li> </ul>
<b>III</b>	<b>3<sup>rd</sup> July '24 - 31<sup>st</sup> July '24</b>	<ul style="list-style-type: none"> <li>• Comprehension Competence</li> <li>• Poetry: Johnny Head-In-Air</li> <li>• Factual Writing</li> <li>• Grammar: Adjectives and their types; Degrees of Comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and understand the information stated in the text.</li> <li>• Understand that one needs to stay vigilant, resourceful, and wise at all times</li> <li>• Classify adjectives in types and degrees and enhance writing and communication skills.</li> </ul>
<b>IV</b>	<b>1<sup>st</sup> August '24 - 30<sup>th</sup> August '24</b>	<ul style="list-style-type: none"> <li>• Comprehension Competence</li> <li>• A Secret for Two</li> <li>• Informal Letter</li> <li>• Grammar: Verbs</li> <li>• Grammar: Punctuations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop insights into the long-standing relationship between two good friends.</li> <li>• Apply the standard format for informal letters and write one.</li> <li>• Identify the three types of verbs – Action Verbs, Linking Verbs, and Helping Verbs.</li> <li>• Recognize the usage of period, question mark, comma, exclamation mark, capitalization, double quotation, single quotation and hyphen</li> </ul>
<b>V</b>	<b>2<sup>nd</sup> September '24 - 30<sup>th</sup> September '24</b>	<ul style="list-style-type: none"> <li>• Comprehension Competence</li> <li>• The Labours of Hercules</li> <li>• Grammar: Tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the central theme or message conveyed in the comprehension.</li> <li>• Explore the cultural and historical context of Greek mythology.</li> <li>• Identify and use a combination of simple and continuous tense in sentences or paragraphs.</li> </ul>

**TERM II**

<b>VI</b>	<b>1<sup>st</sup> October'24 - 29<sup>th</sup> October'24</b>	<ul style="list-style-type: none"><li>• Case Study</li><li>• Don Quixote and the Enchanted Helmet</li><li>• Grammar: Subject Verb Agreement</li></ul> Mixed Bag	<ul style="list-style-type: none"><li>• Demonstrate an understanding of the diverse flora and fauna found in Manipur.</li><li>• Explore the world Don Quixote and the genre used.</li><li>• Practice the concept of subject verb agreement and use it accurately in sentences.</li></ul>
<b>VII</b>	<b>4<sup>th</sup> November'24 - 29<sup>th</sup> November'24</b>	<ul style="list-style-type: none"><li>• Comprehension Competence</li><li>• Call for Peace</li><li>• Diary Entry</li><li>• Grammar: Adverbs</li></ul>	<ul style="list-style-type: none"><li>• Appreciate and explore the history of native American through the epic poem.</li><li>• Introspect and record their thoughts and experiences in for of diary entry.</li><li>• Identify words as adverbs and use them in sentences.</li></ul>
<b>VIII</b>	<b>2<sup>nd</sup> December'24 - 27<sup>th</sup> December'24</b>	<ul style="list-style-type: none"><li>• Comprehension Competence</li><li>• Art is Hard</li><li>• Prepositions</li></ul>	<ul style="list-style-type: none"><li>• Recognise different styles and tone in poetry.</li><li>• Define and identify words as prepositions and use them in sentences.</li><li>• Classify preposition in three types and build their language skills.</li></ul>
<b>IX</b>	<b>16<sup>th</sup> January'24 - 31<sup>st</sup> January'24</b>	<ul style="list-style-type: none"><li>• Comprehension Competence</li><li>• Nikola Tesla-The Forgotten Inventor</li><li>• Story Writing</li><li>• Conjunctions</li></ul>	<ul style="list-style-type: none"><li>• Recognise and appreciate Nikola Tesla's contributions to the world of science and invention.</li><li>• Demonstrate the keenness to communicate their thoughts and feelings through writing.</li><li>• State the definition of a coordinating and correlative conjunction.</li></ul>
<b>X</b>	<b>3<sup>rd</sup> February'24 - 28<sup>th</sup> February'24</b>	<ul style="list-style-type: none"><li>• Comprehension Competence (Poem)</li><li>• Ron and the Lucky Potion</li><li>• Samples Papers</li></ul>	<ul style="list-style-type: none"><li>• Read, recognize, and understand the literary genre of fantasy.</li><li>• Enhance their knowledge about one of the most popular authors and novels of modern times.</li></ul>

# MATHEMATICS

CURRICULAR GOALS	COMPETENCIES
<p><b>CG-1</b> Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognizes patterns in number sequences.</p>	<p><b>C-1.1</b> Represents numbers using the place-value structure of the Indian number system, appreciates the key role of zero in this system, compares the sizes of whole numbers, and knows and can read the names of very large numbers.</p> <p><b>C-1.2</b> Represents and compares commonly used fractions in daily life (such as <math>\frac{2}{4}</math>, etc.) as parts of unit wholes, as locations on number lines, and as divisions of whole numbers.</p> <p><b>C-1.3</b> Identifies relationships amongst operations and applies the four basic operations on whole numbers to solve daily life problems.</p> <p><b>C-1.4</b> Discovers, recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka-- Fibonacci numbers.</p>
<p><b>CG-2</b> Analyses the characteristics and properties of two- and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.</p>	<p><b>C-2.1</b> Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties.</p> <p><b>C-2.2</b> Identifies and builds a three-dimensional object from two-dimensional representations of that object.</p> <p><b>C-2.3</b> Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri naksha).</p> <p><b>C-2.4</b> Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.</p> <p><b>C-2.5</b> Discovers, recognizes, describes, and extends patterns in 2D and 3D shapes.</p>
<p><b>CG-3</b> Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, mass, weight, area, volume, and time, using non-standard and standard units.</p>	<p><b>C-3.1</b> Measures using non-standard and standard units and recognises and appreciates the need for standard units. <b>C-3.2</b> Uses an appropriate unit and tool for the attribute being measured.</p> <p><b>C-3.3</b> Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement, and solves daily life problems.</p> <p><b>C-3.4</b> Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight and volume.</p> <p><b>C-3.5</b> Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas.</p> <p><b>C-3.6</b> Measures distance, length, perimeter, time, weight, area, and volume and to solve daily life problems.</p>
<p><b>CG-4</b> Develops problem-solving skills with procedural fluency, to solve mathematical puzzles as well as daily life problems, and as a step towards developing computational thinking.</p>	<p><b>C-4.1</b> Solves puzzles and daily life problems involving one or more operations on whole numbers.</p> <p><b>C-4.2</b> Selects appropriate methods and tools for computing with whole numbers such as mental computation, estimation, or paper and pencil calculation, in accordance with the context.</p>

<p><b>CG-5</b> Knows and appreciates the development of numeration through human history including the major contributions of India.</p>	<p><b>C-5.1</b> Understands the development of the representation of numbers through human history, from tallying (e.g., on the Lebombo bones), to Roman numerals, to the Mayan and Babylonian systems, leading up to the development of zero in India and the modern Indian system of writing numerals (from Yajurveda, story of Buddha, Bakshali Manuscript, Vasavadatta, Aryabhata, Brahmasphutasiddhanta, Gwalior inscription, etc.) and its transmission to the world (due to Al-Kharizmi, Al-Kindi, Fibonacci, etc.).</p>
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**TEXTBOOK REFERENCE: MATH XPRESS BY MACMILLAN EDUCATION**

CYCLE	CYCLE DATES	TOPICS	LEARNING OUTCOMES
<b>I</b>	<b>3<sup>rd</sup> April '24 – 30<sup>th</sup> April '24</b>	Chapter -: Recapitulation Chapter-1: More on Large Numbers	<p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recapitulate Large Numbers concepts covered earlier</li> <li>• Understand Indian and International Place Value System.</li> <li>• Know the place value of each number.</li> <li>• Arrange numbers in ascending and descending order.</li> </ul>
<b>II</b>	<b>1<sup>st</sup> May '24 – 28<sup>th</sup> May '24</b>	Chapter – 2: Operation on Large Numbers	<ul style="list-style-type: none"> <li>• Perform four operations on large numbers.</li> <li>• Know properties of addition, subtraction, multiplication and division.</li> <li>• Develop analytical approach and problem-solving ability.</li> <li>• Have clarity on operands and their role and use.</li> <li>• Apply concepts in real life situations</li> </ul>
<b>III</b>	<b>3<sup>rd</sup> July '24 – 31<sup>st</sup> July '24</b>	Chapter -3: Factors and Multiples	<ul style="list-style-type: none"> <li>• To understand the concept of factors and multiples and its application in real life.</li> <li>• Know the meaning of prime numbers, composite numbers and twin prime numbers.</li> <li>• Know divisibility rules and its usage.</li> <li>• To be able to find HCF and LCM.</li> </ul>
<b>IV</b>	<b>1<sup>st</sup> August '24 – 30<sup>th</sup> August '24</b>	Chapter 4: Fractions	<ul style="list-style-type: none"> <li>• Understand types of fractions.</li> <li>• Compare fractions.</li> <li>• Perform addition and subtraction of fractions.</li> <li>• Solve word problems based on addition and subtraction of fractions.</li> <li>• Apply the concepts in real life.</li> </ul>

<b>V</b>	<b>2<sup>nd</sup> September '24</b> – <b>30<sup>th</sup> September'24</b>	Chapter 5: Decimals	<ul style="list-style-type: none"> <li>• Understand the decimal place value chart.</li> <li>• Compare decimals and arrange them in order.</li> <li>• Relate decimals to fractions and convert one to another.</li> <li>• Use basic mathematical operations on decimal numbers.</li> <li>• Understand the usage of decimals in day-to-day life.</li> </ul>
<b>TERM II</b>			
<b>VI</b>	<b>1<sup>st</sup> October'24</b> – <b>29<sup>th</sup> October'24</b>	Chapter 6: Basic Geometry  Chapter 7: Patterns and Symmetry	<ul style="list-style-type: none"> <li>• Understand and learn about basic geometrical skills.</li> <li>• Create patterns using numbers and shapes.</li> <li>• Know the standard units.</li> </ul>
<b>VII</b>	<b>4<sup>th</sup> November'24</b> – <b>29<sup>th</sup> November'24</b>	Chapter 8: Metric Measures	<ul style="list-style-type: none"> <li>• Know the measurement units of length, mass and capacity.</li> <li>• Know the standard units.</li> <li>• Understand the conversion process of measurement.</li> <li>• Relate measuring units in their daily life.</li> <li>• Understand the concept of addition, subtraction, multiplication and division of measurement units.</li> </ul>
<b>VIII</b>	<b>2<sup>nd</sup> December'24</b> – <b>27<sup>th</sup> December'24</b>	Chapter 9: Perimeter and Area	<ul style="list-style-type: none"> <li>• Compute the perimeter of a 2D figure and solve word problems based on it.</li> <li>• Understand the concept of area and how it is measured in a closed plane figure.</li> <li>• Know the units of the area.</li> <li>• Distinguish between area and perimeter.</li> <li>• Apply the concept in real life.</li> </ul>
<b>IX</b>	<b>16<sup>th</sup> January'25-</b> <b>31<sup>st</sup> January'25</b>	Chapter 11: Time  Chapter 12: Life Mathematics	<ul style="list-style-type: none"> <li>• Understand and apply time management.</li> <li>• Convert hours into minutes and vice-versa.</li> <li>• Convert minutes into seconds and vice versa</li> <li>• Apply concepts learnt in real life</li> <li>• Know cost price and selling price of items.</li> <li>• Analyze and understand about increasing the SP and reducing the CP to earn profit and loss.</li> <li>• Understand unitary method and its application.</li> <li>• Calculate CP, SP, profit and loss.</li> <li>• Apply the concept learnt in real life.</li> </ul>

<b>X</b>	3 <sup>rd</sup> February'25 – 28 <sup>th</sup> February'25	Chapter 13: Mapping Skills	<ul style="list-style-type: none"> <li>• Understand and read a map.</li> <li>• Know the usage of keys and symbols.</li> <li>• Know the four directions.</li> </ul>
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## SOCIAL SCIENCE

<u>CURRICULAR GOALS</u>	<u>COMPETENCIES</u>
<p><b>CG-1</b> Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations of social reality.</p>	<p><b>C1.1</b>-Recognizes multiple sources of information (primary and secondary) to understand the historical,geographical and socio-political aspects of an issue/behavior/ practice / belief / event. <b>C1.2</b>- Comprehends and analyses data using tables, charts, diagrams and maps representing socio-political, cultural, economic or geographic phenomenon.</p>
<p><b>CG-2</b> Determines the process of continuity and change in human civilisation through some specific examplesfrom student’s context and a few historical episodes.</p>	<p><b>C2.1</b> - Collects oral and written sources to analyse changes that have happened in their family/surrounding, in terms of livelihood, technology migration, availability of resources lifestyle and political condition. <b>C2.2</b>- Explains key phases of history which denotes major changes in world history. <b>C2.3</b>- Examines the reasons for the sustenance/continued prevalence of certain beliefs, relationships, practices, and activities in human society, regardless of the major changes in society.</p>
<p><b>CG-3</b> Draws connections between the cause and effect of different social and historical events or episodes and connects it with the overall impact on human life.</p>	<p><b>C-3.1</b> Identifies reasons behind conflicts among social groups and communities in their own region and their impact on the society. <b>C-3.2</b> Explains and analyses various changes that have occurred in human life from nomadism to early civilization (such as changes in food habits, emergence of commercial agriculture, people’s beliefs and ideas like ahimsa, equality, and events related to major wars which influenced human society significantly.</p>
<p><b>CG-4</b> Appreciates the importance of being an Indian (Bhartiya) by understanding (a) India’s glorious past: its cultural diversity, heritage, traditions, literature, art, philosophy, and medicine, and (b) the geographical diversity in India</p>	<p><b>C-4.1</b> Explains and upholds the cultural diversity of India by recognizing various political ideologies, dialects, languages, traditional practices, religious ideas, trade, and commerce, Indian Ayurveda, yoga, etc. <b>C-4.2</b> Discovers the topographical diversity of the Indian landform- from the semi-arid zone in the west to the areas of heavy rains in the north-east, from the long coastal areas in the south to the snow-clad mountains in the north, and the rich biodiversity of the country.</p>

<p><b>CG-5</b> Understands the spatial distribution of resources (from local to global), their conservation and the interdependence between natural phenomena and human life</p>	<p><b>C-5.1</b> Explains key natural phenomena like rain, weather, climate, soil formation, the flow of rivers, agents of erosion and how it is spatially distributed. <b>C-5.2</b> Inquires about the distribution of resources such as water, agriculture, raw materials, services and the disparity in the availability of resources to people from different sections of society (both in geographical and social terms). <b>C-5.3</b> Illustrates attempts at conservation happening in society and advocates the importance of the same. <b>C-5.4</b> Correlates the existence of different patterns of livelihoods with the different types of landforms, availability of resources and climatic conditions (in local, regional, national, and global contexts).</p>
<p><b>CG-6</b> Evaluates the functioning of the family and other social and political institutions and situates them in the context of other existing grassroots and larger democratic institutions.</p>	<p><b>C-6.1</b> Collects, organizes, and interprets information about various social and political institutions in one's locality and region, and realizes its significance for human society. <b>C-6.2</b> Assesses the influence of social and political institutions on an individual/ group/ community/ and society in general.</p>
<p><b>CG-7</b> Understands various forms of inequality and discrimination in society right from those prevalent in a family to a community/regional/national level and explores its possible causes.</p>	<p><b>C-7.1</b> Observes, records, and classifies work roles, importance, autonomy (who gets most or least attention/ appreciation, scope and flexibility to work, access to opportunities) in one's own family, other families of the locality <b>C-7.2</b> Raises questions about prejudices, stereotyping and other forms of discrimination of individuals/ groups in society.</p>
<p><b>CG-8</b> Acknowledges the process of development of the Constitution of India and upholds its importance to promote democratic values in the Indian society.</p>	<p><b>C-8.1</b> Discusses the need for a constitution for any country, especially a country like India. <b>C-8.2</b> Explains the process of formation of the Indian Constitution and evaluates the ideals of Indian national movement in it. <b>C-8.3</b> Elaborates on the working of three tiers of local self-government and its significance in upholding democracy at grassroot level.</p>
<p><b>CG-9</b> Understands the process of economic activities (production, trade, and commerce) and its impact on shaping an individual's life as well as its influence on any country's history and geography.</p>	<p><b>C-9.1</b> Identifies trade and commerce activities in one's own region and sees similar patterns in the country. <b>C-9.2</b> Explains the key elements of trade and commerce (commodity, production, capital, profit, and loss) and its impact on various historical and geographical development in a country. <b>C-9.3</b> Evaluates the concept of surplus and its relationship with various economic activities.</p>

**TEXTBOOK REFERENCE –NEW GETTING AHEAD IN SOCIAL STUDIES**

<b>CYCLE NO</b>	<b>CYCLE DATES</b>	<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<b>I</b>	<b>3<sup>rd</sup> April '24- 30<sup>th</sup> April '24</b>	Chapter-1 The Globe-A Model of the Earth  Chapter-2 Maps (Activity Based)	<p><b>Learners will be able to-</b></p> <ul style="list-style-type: none"> <li>• Recognize the globe as a model of the Earth.</li> <li>• Identify the lines of Latitudes and Longitudes.</li> <li>• Execute how location of places can be pin-pointed using the globe grid.</li> <li>• State different uses of Maps and its kinds</li> <li>• Define the importance of directions, scale and symbols in a map.</li> </ul>
<b>II</b>	<b>1<sup>st</sup> May '24 – 28<sup>th</sup> May '24</b>	Chapter-3 Movements of the Earth  Chapter-4 Climate	<ul style="list-style-type: none"> <li>• Identify the different movements of the Earth</li> <li>• Differentiate between rotation and revolution, weather and climate.</li> <li>• Analyze how rotation causes day and night.</li> <li>• Define revolution and explain how it causes seasons.</li> <li>• Identify the factors influencing climate.</li> </ul>
<b>III</b>	<b>3<sup>rd</sup> July '24 – 31<sup>st</sup> July '24</b>	Chapter-14 Natural Disasters  Chapter-5 The DRC- The Land of Dense Forest	<ul style="list-style-type: none"> <li>• Identify the causes for natural disasters</li> <li>• Differentiate between different types of natural disasters</li> <li>• Identify DRC on the map</li> <li>• Describe its climate and relief, vegetation, wildlife and natural resources</li> <li>• Recognize its people, industries and the means of transport used in DRC</li> </ul>
<b>IV</b>	<b>1<sup>st</sup> August '24 - 30<sup>th</sup> August '24</b>	Chapter-7 Saudi Arabia- The Land of Hot Sands (Activity based)  Chapter-6 Greenland- The Land of Ice and Snow (Activity based)  Chapter 8- Grasslands of the Temperate Zone	<ul style="list-style-type: none"> <li>• caused by degradation of soil, water, land</li> <li>• Identify the nature of diverse flora and fauna</li> <li>• Identify different types of grasslands and their locations on the map</li> <li>• Differentiate between the climate, relief etc.</li> </ul>
<b>V</b>	<b>2<sup>nd</sup> September'24 – 30<sup>th</sup> September'24</b>	Chapter -8 Grasslands of The Temperate Zone (cont..)	<ul style="list-style-type: none"> <li>• Describe its climate and relief, vegetation, wildlife and natural resources</li> </ul>

**TERM II**

<p align="center"><b>VI</b></p>	<p><b>1<sup>st</sup> October'24 – 29<sup>th</sup> October'24</b></p>	<p>Chapter -15 Some People Never Die (Activity based)</p> <p>Chapter -17 The British Raj and The First War of Independence</p>	<p>-</p> <ul style="list-style-type: none"> <li>• Appreciate the contribution of important leaders of the world.</li> <li>• Discuss the British perception of India and Britain's role in the subcontinent</li> </ul> <p>Examine the methods used by the British to establish and then maintain control of India</p> <ul style="list-style-type: none"> <li>• Learn about the contributions of some great men women who made a difference in our lives.</li> </ul>
<p align="center"><b>VII</b></p>	<p><b>4<sup>th</sup>November'24 - 29<sup>th</sup> November'24</b></p>	<p>Chapter -18 The Struggle for Independence</p>	<ul style="list-style-type: none"> <li>• Learn about social reformers are and why Indian society needed to be reformed.</li> <li>• Describe the reasons behind the partition of Bengal and the Swadeshi Movement</li> <li>• Identify the reasons behind the rise of nationalism and the contribution of leaders.</li> </ul>
<p align="center"><b>VIII</b></p>	<p><b>2<sup>nd</sup> December'24– 27<sup>th</sup> December'24</b></p>	<p>Chapter -16 The United Nations</p> <p>Chapter -20 Our Government</p>	<ul style="list-style-type: none"> <li>• Understand the importance and history of the formation of the UN.</li> <li>• Recognize the three levels of Government in our country</li> <li>• Differentiate between the three levels of the government</li> <li>• Explain the work done by the Central Government, State Government</li> </ul>
<p align="center"><b>IX</b></p>	<p><b>16<sup>th</sup> January'25 – 31<sup>st</sup> January '25</b></p>	<p>Chapter -9 Transport and Communication</p>	<ul style="list-style-type: none"> <li>• Recognize the importance of the invention of wheel and steam engine in connecting the world.</li> <li>• Value the advantages of all means of transport and appreciate the developments</li> <li>• Understand the importance of effective communication and various modes of communication</li> </ul>
<p align="center"><b>X</b></p>	<p><b>3<sup>rd</sup> February'25- 28<sup>th</sup> February'25</b></p>	<p>Chapter-10 Recording and Communicating Knowledge</p> <p>Revision</p>	<ul style="list-style-type: none"> <li>• Appreciate the evolution and importance of written communication</li> <li>• Describe the history of paper-making and printing</li> <li>• Recognize the historical importance of Braille.</li> <li>• Appreciate how the spread of written communication is a challenge in India where the levels of literacy are low.</li> </ul>

# SCIENCE

<p><b>CG-1</b> Explores the natural and social environment in their surroundings</p>	<p><b>C-1.1</b> Observes and identifies the natural (insects, plants, birds, animals, sun moon, soil) and social components (houses, relationships) in their immediate environment.  <b>C- 1.2</b> Describes structures, relationships and traditions in the family and community.  <b>C-1.3</b> Asks questions and makes predictions about simple patterns (season changes, food chain, rituals)  <b>C-1.4</b> Describes the relationship and functioning of local institutions and analyses their role  <b>C-1.5</b> Creates simple objects and models using local materials</p>
<p><b>CG-2</b> Understands the interdependence in their environment through observation and experience</p>	<p><b>C-2.1</b> Identifies different natural and human made systems that support their lives (water, water cycle, river flow system, lifecycles of plants and animals, food, household items, transport, communication) and habitats  <b>C-2.2</b> Describes the relationship between natural environment and cultural practices in their immediate environment (nature of work, food, traditions)  Identifies that food supports life  <b>C-2.3</b> Expresses the changes in the lives of their family and community as communicated by elders and through stories.</p>
<p><b>CG-3</b> Explains how to ensure safety of self and others in different situations</p>	<p><b>C-3.1</b> Describes the basic safety needs and health, hygiene of humans, birds and animals (health, hygiene, food, water, shelter, precautions, awareness of emergency situations).  <b>C-3.2</b> Discusses how to prepare for emergency due to natural disasters  <b>C-3.3</b> Designs safety measures for people- labels, slogans, roleplays.</p>
<p><b>CG-4</b> Develops sensitivity towards social and natural environment</p>	<p><b>C-4.1</b> Observes and describes plant diversity  <b>C-4.2</b> Observes and describes cultural diversity, in their immediate environment.  <b>C-4.3</b> Describes the usage of natural resources, soil formation  <b>C-4.4</b> Discusses how natural resources can be shared and maintained.  <b>C-4.5</b> Identifies the need of plants, animals, birds and how they can be supported (water, soil, food, care)</p>
<p><b>CG-5</b> Develops the ability to read and interpret simple math</p>	<p><b>C-5.1</b> Explains the mental map of their school. Ward, village.  <b>C-5.2</b> Reads simple maps of city, state, and country to identify and mark natural and man-made features through symbols and directions.  <b>C-5.3</b> Draw a sketch of the school, village, and ward through symbols.</p>
<p><b>CG-6</b> Uses data and information from various sources to investigate questions related to their immediate environment</p>	<p><b>C-6.1</b> Performs simple investigations related to specific questions independently or in groups.  <b>C-6.2</b> Presents observations and findings through different creative modes.</p>

**TEXTBOOK REFERENCE – EMPOWERING SCIENCE WITH ENVIRONMENT EDUCATION  
PUBLISHER- PITAMBAR PUBLISHING CO. PVT. LTD.**

CYCLE	CYCLE DATES	TOPICS	LEARNING OUTCOMES
<b>TERM-I</b>			
<b>I</b>	3 <sup>rd</sup> April '24 – 30 <sup>th</sup> April '24	Ch 1: Plant life	<p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe the structure of a seed and stages of germination</li> <li>Understand various ways of plant reproduction</li> <li>Learn about stages of agriculture</li> </ul>
<b>II</b>	<b>1<sup>st</sup> May '24 – 28<sup>th</sup> May '24</b>	Ch 2: Animal life	<ul style="list-style-type: none"> <li>Differentiate between the breathing organs of different animals</li> <li>Compare and analyse the organs of movement in different animal species</li> <li>Understand about animal migration</li> </ul>
<b>III</b>	<b>3<sup>rd</sup> July '24 – 31<sup>st</sup> July '24</b>	Ch 3: The Human body	<ul style="list-style-type: none"> <li>Gain knowledge about various parts of the skeletal system</li> <li>Compare and contrast various types of muscles</li> <li>Understand about the functions of three parts of nervous system</li> <li>Describe the parts of human eye</li> </ul>
<b>IV</b>	<b>1<sup>st</sup> August '24 – 30<sup>th</sup> August '24</b>	Ch 4: Food and Health	<ul style="list-style-type: none"> <li>Compare the types and role of various nutrients</li> <li>Differentiate between communicable and non-communicable diseases</li> <li>Learn about the ways to prevent some common diseases and vaccination</li> </ul>
<b>V</b>	<b>2<sup>nd</sup> September'24 -30<sup>th</sup> September'24</b>	Ch 5: Safety and First Aid (Activity based)  Ch 6: Rocks, Minerals and Soil	<ul style="list-style-type: none"> <li>Understand the meaning and types of first aid</li> <li>Describe the first aid to be given in case of different accidents</li> <li>Learn about the process of weathering</li> <li>Understand the importance of soil conservation</li> </ul>

**TERM-II**

<b>VI</b>	<b>1<sup>st</sup> October'24 – 29<sup>th</sup> October'24</b>	Ch 6: Rocks, Minerals and Soil (continued)	<ul style="list-style-type: none"><li>• Learn about the process of weathering</li><li>• Understand the importance of soil conservation</li></ul>
<b>VII</b>	<b>4<sup>th</sup> November'24 – 29<sup>th</sup> November'24</b>	Ch7: Air and Water	<ul style="list-style-type: none"><li>• Analyze the composition of air</li><li>• Learn about the various layers of atmosphere</li><li>• Describe the ways to remove the soluble and insoluble impurities from water</li><li>• Demonstrate the arrangement of molecules in the three states of matter</li></ul>
		Ch 8: States of Matter	<ul style="list-style-type: none"><li>• Compare the methods of evaporation and condensation</li><li>• Learn about the solubility of solids and liquids in water</li></ul>
<b>VIII</b>	<b>2<sup>nd</sup> December'24 - 27<sup>th</sup> December'24</b>	Ch 9: Work and Simple Machines	<ul style="list-style-type: none"><li>• Gain knowledge about energy and work</li><li>• Understand about simple machines</li><li>• Differentiate between simple and complex machines</li></ul>
<b>IX</b>	<b>16<sup>th</sup> January'25- 31<sup>st</sup> January'25</b>	Ch 10: Our Universe (flip teaching)	<ul style="list-style-type: none"><li>• Understand more details about conditions on moon</li><li>• Describe the role of moon in formation of high tides</li><li>• Learn about the occurrence of solar and lunar eclipse</li></ul>
<b>X</b>	<b>3<sup>rd</sup> February'25 - 28<sup>th</sup> February'25</b>	Ch 11: Natural Calamities	<ul style="list-style-type: none"><li>• Gain knowledge about causes and consequences of various natural calamities</li><li>• Differentiate between different types of volcanoes</li><li>• Learn about the ways of disaster management.</li></ul>

राष्ट्रीय पाठ्यचर्या की रूपरेखा  
पाठ्यचर्या संबंधी लक्ष्य और दक्षताएँ (NCF-SE) 2023

प्रारंभिक चरण (कक्षा -V)  
विषय - हिंदी

कार्यक्षेत्र	पाठ्यचर्या के उद्देश्य
<p><b>CG- 1</b> छात्र अमूर्त विचारों को समझने और संप्रेषित करने के लिए जटिल वाक्य संरचनाओं का उपयोग करके मौखिक भाषा कौशल विकसित करते हैं।</p>	<p>C-1.1 विभिन्न संदर्भों में धाराप्रवाह और सार्थक बातचीत करता है। C-1.2 पढ़ी गई सामग्री की रूपरेखा का वर्णन करता है और उससे संबंधित प्रश्नों के उत्तर देता है। C-1.3 पढ़ी गई सामग्री से मूल विचारों का सारांश प्रस्तुत करता है। C-1.4 अपने तर्क को सुसंगत रूप से कहने की क्षमता प्रदर्शित करता है। C-1.5 मौखिक प्रस्तुतियाँ देता है ( वाद-विवाद, संक्षिप्त स्वागत नोट्स, छोटे कार्यक्रमों की एंकरिंग, लघु भाषण, इत्यादि )</p>
<p><b>CG- 2</b> छात्र पाठ के विभिन्न रूपों (जैसे गद्य और कविता) की बुनियादी समझ के माध्यम से अपने पढ़ने के कौशल को विकसित करते हैं। अपरिचित पाठों को पढ़कर विभिन्न प्रकार के लेखन (जैसे कथात्मक, वर्णनात्मक, तर्कपूर्ण और विश्लेषणात्मक) में दक्ष होते हैं।</p>	<p>C-2.1 विभिन्न पाठों को समझने के लिए विभिन्न समझ रणनीतियों (अनुमान लगाना, भविष्यवाणी करना, कल्पना करना ) को लागू करता है। C-2.2 पाठ्य सामग्री लिखने के पीछे लेखक की मंशा का अनुमान लगाता है। C-2.3 पढ़ी गई सामग्री से आवश्यक निष्कर्ष निकालता है।</p>
<p><b>CG- 3</b> छात्र अपनी समझ और अनुभवों को व्यक्त करने के लिए मिश्रित और जटिल वाक्य संरचनाओं को लिखने की क्षमता विकसित करते हैं।</p>	<p>C-3.1 मिश्रित और जटिल वाक्यों का उपयोग करके इच्छित दर्शकों और उद्देश्य को ध्यान में रखते हुए सामग्री लिखता है। C-3.2 विचारों के अनुक्रम की योजना बनाना, माइंड-मैपिंग, ग्राफिक आयोजकों जैसी पूर्वलेखन रणनीतियों का उपयोग करता है। C-3.3 उचित जानकारी और उद्देश्य के साथ पोस्टर, बैनर आदि बनाता है। C-3.4 उनके लेखन में व्याकरण और संरचना को प्रूफरीड और संपादित करता है।</p>
<p><b>CG- 4</b> छात्र विभिन्न संदर्भों (घर और स्कूल के अनुभव) में और विभिन्न स्रोतों के माध्यम से शब्दों की अधिक विस्तृत श्रृंखला प्राप्त करते हैं।</p>	<p>C-4.1 होमोफोन, शब्द , उपसर्ग , प्रत्यय, पर्यायवाची और विलोम के ज्ञान का उपयोग करता है। C-4.2 शब्दों के अर्थों पर चर्चा करता है और विभिन्न पाठों या अन्य सामग्री क्षेत्रों को सुनकर और पढ़कर शब्दावली विकसित करता है।</p>

वार्षिक पाठ्यक्रम, कक्षा – पाँचवी

पाठ्य पुस्तक :- सुनहरी धूप (संपादक :- रचना सागर) व्याकरण – सार्थक हिंदी व्याकरण (संपादक :- न्यू सरस्वती हाऊस) प्रेरक पुस्तक— कथा मंजूषा			
क्रम सं०	दिनांक	उपविषय	सीखने का प्रतिफल
I	3 अप्रैल 24 से 30 अप्रैल 24	<b>सुनहरी धूप – (साहित्य)</b> • पाठ-1 काँटों में राह बनाते हैं (कविता) • पाठ-2 दया की जीत (कहानी) व्याकरण – • भाषा लिपि, व्याकरण और वर्ण विचार • अपठित बोध • चित्र वर्णन	<ul style="list-style-type: none"> <li>छात्र कविता के माध्यम से नैतिक मूल्यों के बारे में जानेंगे।</li> <li>महात्मा बुद्ध के जीवन से मानवता व संवेदनशीलता सीखेंगे।</li> <li>छात्रों में सोचने, समझने व कल्पना शक्ति का विकास होगा।</li> <li>भाषा व लिपि तथा स्वर व व्यंजनों के विषय में जानकारी प्राप्त करेंगे।</li> </ul>
II	1 मई 24 से 28 मई 24	<b>सुनहरी धूप – (साहित्य)</b> • पाठ-3 'डोनडार बिरवान के डोट चिकने पात' व्याकरण – • संज्ञा, सर्वनाम • अनुच्छेद लेखन	<ul style="list-style-type: none"> <li>ऐतिहासिक कहानी के माध्यम से शिक्षा ग्रहण करेंगे।</li> <li>प्रकृति के माध्यम से जीवन मूल्यों को ग्रहण करेंगे।</li> <li>संज्ञा व सर्वनाम का क्रिया से संबंध समझेंगे।</li> </ul>
III	3 जुलाई 24 से 31 जुलाई 24	<b>सुनहरी धूप – (साहित्य)</b> • पाठ-6 हेलेन केलर (प्रेरक व्यक्तित्व) व्याकरण— • विशेषण • लिंग, वचन	<ul style="list-style-type: none"> <li>छात्रों में प्रेरक व्यक्तित्व के बारे में पढ़ने की रुचि जागृत होगी।</li> <li>अपनी मजबूत इच्छा शक्ति से बाधाओं को दूर करना सीख पाएँगे।</li> <li>छात्र क्रिया व काल के भेदों की विशेषताओं से परिचित होंगे।</li> </ul>
IV	1 अगस्त 24 से 30 अगस्त 24	<b>सुनहरी धूप – (साहित्य)</b> पाठ-7 नन्हीं कलम से व्याकरण— • पत्र-लेखन (अनौपचारिक) • क्रिया, विराम चिह्न	<ul style="list-style-type: none"> <li>डायरी लेखन विधा से परिचित होना।</li> <li>छात्रों में तार्किक दृष्टिकोण विकसित होगा।</li> <li>औपचारिक पत्र के प्रारूप को जानेंगे।</li> <li>छात्र औपचारिक पत्र लेखन का प्रयोग अपने व्यवहारिक जीवन में कर सकेंगे।</li> </ul>

V	2 सितंबर 24 से 30 सितंबर 24	सुनहरी धूप –(साहित्य) • पाठ-8 अनमोल (दोहे) व्याकरण- • काल • मुहावरे	<ul style="list-style-type: none"> <li>छात्रों में हिंदी काव्य की दोहा शैली के प्रति रुचि जागृत होगी।</li> <li>दोहों के माध्यम से सकारात्मक मानसिकता की अवधारणा जागृत होगी।</li> <li>छात्र भाषा में विशेषण के उचित प्रयोग के महत्व को जानेंगे।</li> </ul>
VI	1 अक्टूबर 24 से 29 अक्टूबर 24	सुनहरी धूप –(साहित्य) पाठ-11 बुलांद भारत की नई तस्वीर • पाठ-10 प्रायश्चित (कहानी) व्याकरण – • पर्यायवाची • विलोम	<ul style="list-style-type: none"> <li>सामाजिक मान्यताओं को धार्मिक रीतियों से जोड़कर धर्म-अधर्म के नाम पर बहकावे से बचना सीखेंगे।</li> <li>पर्यायवाची शब्दों के माध्यम से छात्रों के शब्द भंडार में वृद्धि होगी।</li> <li>मुहावरों के प्रयोग से भाषा में सौंदर्य वृद्धि को जानेंगे।</li> </ul>
VII	4 नवंबर 24 से 29 नवंबर 24	सुनहरी धूप –(साहित्य) • पाठ-12 सपना (कविता) व्याकरण- • मुहावरे • अपठित काव्यांश • अनुच्छेद लेखन	<ul style="list-style-type: none"> <li>बेटियों का मान, नारी सम्मान का महत्व व शिक्षा की उपयोगिता समझेंगे।</li> <li>ज्ञानवर्धक और प्रेरणादायक लेखों के पठन के प्रति रुचि को जागृत होगी।</li> </ul>
VIII	2 दिसंबर 24 से 27 दिसंबर 24	सुनहरी धूप –(साहित्य) पाठ-14 खेल-दिवस (शिक्षाप्रद कथा) व्याकरण- • संवाद लेखन, कारक	<ul style="list-style-type: none"> <li>खेल भावना का विकास होगा।</li> <li>आपसी बातचीत को संवाद के माध्यम से व्यक्त करना सीखेंगे।</li> <li>कारक शब्दों की भाषा में उपयोगिता को जानेंगे।</li> </ul>
IX	16 जनवरी 25 से 31 जनवरी 25	सुनहरी धूप –(साहित्य) • पाठ-16 संकल्प(कविता) व्याकरण – • शुद्ध-अशुद्ध	<ul style="list-style-type: none"> <li>छात्र उचित शिक्षा व प्रेरणा पाने के लिए उत्साहित होंगे।</li> <li>गरीब असहाय लोगों की मदद करना सीखेंगे।</li> </ul>
X	3 फरवरी 25 से 28 फरवरी 25	व्याकरण- • अनुच्छेद लेखन, • पत्र-लेखन, • अपठित बोध	<ul style="list-style-type: none"> <li>छात्र अपठित पद्यांश के माध्यम से काव्य के मूलभाव को ग्रहण कर अपने शब्दों में व्यक्त कर सकेंगे।</li> <li>रचनात्मक लेखन के सभी विषयों की पुनरावृत्ति करवाई जाएगी।</li> </ul>
वार्षिक परीक्षा (मार्च 2025)			

# COMPUTER APPLICATIONS

## TEXTBOOK REFERENCE – CYBER QUEST

CYCLE	CYCLE DATES	TOPIC	LEARNING OUTCOMES
<b>TERM I</b>			
I	3 <sup>rd</sup> April '24 – 30 <sup>th</sup> April '24	Ch 3: Working with Tables in Word	<b>Learners will be able to-</b> <ul style="list-style-type: none"> <li>• Create and enter data in a table</li> <li>• Inserting picture in a table</li> <li>• Learn to perform calculations on table data</li> <li>• Modify and format table structure</li> <li>• Update Calculations on a table</li> </ul>
II	1 <sup>st</sup> May '24 – 28 <sup>th</sup> May '24	Ch 9: Algorithms & Flowcharts	Know about algorithms and write algorithms
III	3 <sup>rd</sup> July '24 – 31 <sup>st</sup> July '24	Ch 9: Algorithms & Flowcharts	Know about flowcharts and draw flowcharts
IV	1 <sup>st</sup> August '24 – 30 <sup>th</sup> August '24	Ch 6: Programming in Scratch	Use sensing block palette <ul style="list-style-type: none"> <li>• Compare values and create variables</li> <li>• Generate Random numbers</li> <li>• Use Mathematical Operators and Comparing values</li> </ul>
V	2 <sup>nd</sup> September '24 - 30 <sup>th</sup> September '24	Ch 6: Programming In Scratch (Cont...)	<ul style="list-style-type: none"> <li>• Count the length of a word</li> <li>• Apply reasoning to make decisions.</li> <li>• Change Location randomly</li> </ul>
<b>TERM II</b>			
VI	1 <sup>st</sup> October '24 – 29 <sup>th</sup> October '24	Ch 7: Introduction to Excel	<ul style="list-style-type: none"> <li>• Understand the features of Excel</li> <li>• Start Excel 2019</li> <li>• Learn the use of Workbook and Worksheet</li> <li>• Comprehend the Components of a Worksheet</li> <li>• Work on a Spreadsheet</li> </ul>
VII	4 <sup>th</sup> November '24 – 29 <sup>th</sup> November '24	Ch 7: Introduction to Excel	<ul style="list-style-type: none"> <li>• Enter Data</li> <li>• Learn about Types of Data</li> <li>• Perform Calculations</li> <li>• Manage a Worksheet</li> <li>• Save a Workbook</li> </ul>
VIII	2 <sup>nd</sup> December '24 – 27 <sup>th</sup> December '24	Ch 5: Enhancing a Presentation	<ul style="list-style-type: none"> <li>• Work with Slide Master</li> <li>• Insert a SmartArt Graphic</li> </ul>

<b>IX</b>	<b>16<sup>th</sup> January'25 – 31<sup>st</sup> January'25</b>	Ch 5: Enhancing a Presentation	<ul style="list-style-type: none"> <li>• Insert a Table</li> <li>• Insert a Chart</li> <li>• Apply Animation Effects</li> <li>• Apply transitions</li> </ul>
<b>X</b>	<b>3<sup>rd</sup> February'25 – 28<sup>th</sup> February'25</b>	Ch 8: Internet and E-Mail	<ul style="list-style-type: none"> <li>• Know about the internet and its different uses.</li> <li>• Browse the internet using links.</li> <li>• Search for information using search engines.</li> <li>• Create an e-mail account</li> </ul>

## FRENCH

### FRENCH SYLLABUS – GRADE V BOOK – MON PASSPORT - 1

<b>CYCLE</b>	<b>CYCLE DATES</b>	<b>TOPIC</b>	<b>LEARNING OUTCOMES Learners will be able to:</b>
<b>TERM I</b>			
<b>I</b>	<b>3<sup>rd</sup> April'24 – 30<sup>th</sup> April'24</b>	Leçon- 1 : La France Leçon- 2 : Bonjour	<ul style="list-style-type: none"> <li>• Learn about French culture and practice formal and informal conversations through role play.</li> </ul>
<b>II</b>	<b>1<sup>st</sup> May'24 – 28<sup>th</sup> May'24</b>	Leçon- 3 : Pour compter Leçon- 4 : On pose des questions	<ul style="list-style-type: none"> <li>• Develop the ability to understand and use numbers accurately in various contexts, including counting, telling time, and expressing quantities.</li> </ul>
<b>III</b>	<b>3<sup>rd</sup> July'24 – 31<sup>st</sup> July'24</b>	Leçon- 4 : On pose des questions Leçon- 5 : Mon meilleur ami	<ul style="list-style-type: none"> <li>• Describe people, places, objects, and emotions more accurately by using French adjectives.</li> </ul>
<b>IV</b>	<b>1<sup>st</sup> August'24 – 30<sup>th</sup> August'24</b>	Leçon- 5 : Mon meilleur ami Leçon- 6 : Tu es de quel pays ?	<ul style="list-style-type: none"> <li>• Comprehend the names of various nationalities in French, including adjectival forms and corresponding noun forms where applicable.</li> </ul>
<b>TERM II</b>			
<b>V</b>	<b>2<sup>nd</sup> September'24 - 30<sup>th</sup> September'24</b>	Leçon- 7 : Le weekend	<ul style="list-style-type: none"> <li>• Acquire familiarity with the days of the week. Where they will make their calendar.</li> </ul>
<b>VI</b>	<b>1<sup>st</sup> October'24 – 29<sup>th</sup> October'24</b>	Leçon- 8: Mon famille	<ul style="list-style-type: none"> <li>• Acquire knowledge of ER ending verbs as well as they will comprehend the concept of Adjective possessives.</li> </ul>
<b>VII</b>	<b>4<sup>th</sup> November'24 – 29<sup>th</sup> November'24</b>	Leçon- 9: Bon anniversaire	<ul style="list-style-type: none"> <li>• Write an invitation by using French adjectives, and various verbs.</li> </ul>

VIII	2 <sup>nd</sup> December'24 – 27 <sup>th</sup> December'24	Leçon- 9 : Bon anniversaire Leçon- 10 Mon saison préférée	<ul style="list-style-type: none"> <li>Comprehend different expressions related to climate and weather and describe their favourite season</li> </ul>
IX	16 <sup>th</sup> January'25 – 31 <sup>st</sup> January'25	La pratique de la grammaire (La révision)	<ul style="list-style-type: none"> <li>Practice Worksheets &amp; Activities</li> </ul>
X	3 <sup>rd</sup> February'25 - 28 <sup>th</sup> February'25	La révision	<ul style="list-style-type: none"> <li>Revision</li> </ul>

## GERMAN

### GERMAN SYLLABUS – GRADE V BOOK – DEUTSCH UND ICH (2)

CYCLE	CYCLE DATES	TOPIC	LEARNING OUTCOMES Learners will be able to:
<b>TERM I</b>			
I	3 <sup>rd</sup> April'24 – 30 <sup>th</sup> April'24	Lektion 1: Florian lernt Hindi, Amaira lernt Deutsch	<ul style="list-style-type: none"> <li>Role play in pairs to depict formal and informal communication</li> </ul>
II	1 <sup>st</sup> May'24 – 28 <sup>th</sup> May'24	Lektion 2: Ich komme aus	<ul style="list-style-type: none"> <li>Make an identity card with personal information</li> </ul>
III	3 <sup>rd</sup> July'24 – 31 <sup>st</sup> July'24	Lektion 3: Mein Vater ist Arzt	<ul style="list-style-type: none"> <li>Comprehend an unseen passage (Reading Comprehension)</li> </ul>
IV	1 <sup>st</sup> August'24 – 30 <sup>th</sup> August'24	Lektion 3: Mein Vater ist Arzt	<ul style="list-style-type: none"> <li>Present a song made on verbs and professions learnt</li> </ul>
V	2 <sup>nd</sup> September'24 - 30 <sup>th</sup> September'24	Lektion 4: Zu spät, zu spät	<ul style="list-style-type: none"> <li>Talk about the official and unofficial time</li> </ul>
<b>TERM II</b>			
VI	1 <sup>st</sup> October'24 – 29 <sup>th</sup> October'24	Lektion 4: Zu spät, zu spät	<ul style="list-style-type: none"> <li>Comprehend an Audio text (Listening Comprehension)</li> <li>Frame sentences to express their likes and dislikes on eating habits</li> </ul>
VII	4 <sup>th</sup> November'24 – 29 <sup>th</sup> November'24	Lektion 5: Was möchtest du?	<ul style="list-style-type: none"> <li>Role play using 'Ja/ Nein/ Doch' sentences</li> </ul>
VIII	2 <sup>nd</sup> December'24 – 27 <sup>th</sup> December'24	Lektion 6: Janvi will nach Deutschland fliegen	<ul style="list-style-type: none"> <li>Talk about your favourite place and mode of transport</li> <li>Research on German culture</li> </ul>
IX	16 <sup>th</sup> January'25 – 31 <sup>st</sup> January'25	Lektion 7: Wir sind in Deutschland	<ul style="list-style-type: none"> <li>Solve the Dialogue Puzzle and enact in groups</li> </ul>
X	3 <sup>rd</sup> February'25 – 28 <sup>th</sup> February'25	Wiederholung des Moduls 2	<ul style="list-style-type: none"> <li>Practice Worksheets and Activities</li> </ul>

**Annual Examination in the month of March'25 (subject to CBSE Exam Date sheet)**

**SPANISH SYLLABUS – GRADE V**  
**BOOK – LOS ALFABETOS + & CHICOS CHICAS NIVEL 1**

CYCLE	CYCLE DATES	TOPIC	LEARNING OUTCOMES Learners will be able to:
<b>TERM I</b>			
<b>I</b>	<b>3<sup>rd</sup> April'24 – 30<sup>th</sup> April'24</b>	Lección 0: Los países hispanohablantes Lección 1: El abecedario	<ul style="list-style-type: none"> <li>Learn about Spanish-speaking countries, their capitals, and flags.</li> <li>Revise the Spanish alphabet and enhance the vocabulary</li> </ul>
<b>II</b>	<b>1<sup>st</sup> May'24 – 28<sup>th</sup> May'24</b>	Lección 3: Los pronombres personales Lección 4: El verbo SER	<ul style="list-style-type: none"> <li>Recapitulation of Spanish personal pronouns</li> <li>Learn the conjugations, uses, and adjectives used with the SER verb</li> </ul>
<b>III</b>	<b>3<sup>rd</sup> July'24 – 31<sup>st</sup> July'24</b>	Lección 4: El verbo SER Lección 5: Las nacionalidades	<ul style="list-style-type: none"> <li>Learners will be able to form basic sentences using SER verbs on their own</li> <li>Learn the countries and nationalities in Spanish</li> </ul>
<b>IV</b>	<b>1<sup>st</sup> August'24 – 30<sup>th</sup> August'24</b>	Lección 2: Los artículos	<ul style="list-style-type: none"> <li>Revise both articles in Spanish and learn to use them with different nouns</li> </ul>
<b>V</b>	<b>2<sup>nd</sup> September'24 - 30<sup>th</sup> September'24</b>	Lección 6: Las profesiones	<ul style="list-style-type: none"> <li>Learn what to call the various occupations in Spanish</li> <li>Understand the vocabulary change based on gender in Spanish</li> </ul>
<b>TERM II</b>			
<b>VI</b>	<b>1<sup>st</sup> October'24 – 29<sup>th</sup> October'24</b>	Lección 8: La clase Lección 9: El verbo ESTAR	<ul style="list-style-type: none"> <li>Learn the classroom related vocabulary in Spanish</li> <li>Learn the meaning, uses, and conjugations of the verb ESTAR</li> <li>Learn to identify and talk about emotions in Spanish.</li> </ul>
<b>VII</b>	<b>4<sup>th</sup> November'24 – 29<sup>th</sup> November'24</b>	Lección 10: Los saludos Lección 11: La casa	<ul style="list-style-type: none"> <li>Practice greetings, and goodbyes and be able to ask some basic information to someone in Spanish.</li> <li>Learn what to call objects found at home in Spanish</li> </ul>
<b>VIII</b>	<b>2<sup>nd</sup> December'24 – 27<sup>th</sup> December'24</b>	Lección 12: Los números (100-1000) Lección 13: Los verbos (regular)	<ul style="list-style-type: none"> <li>Learn to pronounce and spell numbers from 100 to 1000 in Spanish</li> <li>Learn the meaning of various regular verbs in Spanish and be able to conjugate them</li> </ul>
<b>IX</b>	<b>16<sup>th</sup> January'25 – 31<sup>st</sup> January'25</b>	Lección 13: Los verbos (regular) Unidad 1: Cumpleaños (Book: Chicos Chicas)	<ul style="list-style-type: none"> <li>Know all three types of verb endings in Spanish along with the rule used to conjugate them</li> <li>Be able to form basic sentences in Spanish using the verbs covered</li> <li>Recapitulation of numbers, days, and months in Spanish</li> <li>Learn the planet names in Spanish</li> </ul>

X	3 <sup>rd</sup> February '25 – 28 <sup>th</sup> February '25	Repaso	Revision
Annual Examination in the month of March '25 (subject to CBSE Exam Date sheet)			

## SANSKRIT

क्र. सं.	दिनांक	उपविषय	सीखने के प्रतिफल
<b>TERM-I</b>			
I	3 अप्रैल '24 से 30 अप्रैल '24	<ul style="list-style-type: none"> <li>भाषा- परिचय(लिङ्ग, वचन, पुरुष)</li> <li>व्याकरण- संस्कृत वर्ण-माला (अक्षर-ज्ञानं, मात्रा-ज्ञानं, वर्ण-विन्यासः तथा वर्ण-संयोजनम्)</li> </ul>	<ul style="list-style-type: none"> <li>छात्र संस्कृत भाषा में लिङ्ग, वचन तथा पुरुष से परिचित होंगे।</li> <li>संस्कृत वर्णमाला वर्ण-विच्छेद तथा वर्ण-संयोग को सीखेंगे।</li> </ul>
II	1 मई '24 से 28 मई '24	<ul style="list-style-type: none"> <li>प्रथम पुरुष (पुल्लिङ्ग, स्त्रीलिङ्ग-तीनों वचनों का ज्ञान)</li> <li>मध्यम पुरुष तथा उत्तम पुरुष- तीनों वचनों का ज्ञान</li> </ul>	<ul style="list-style-type: none"> <li>छात्र प्रथम पुरुष के पुल्लिङ्ग तथा स्त्रीलिङ्ग के तीनों वचनों की पुनरावृत्ति करेंगे।</li> <li>छात्र मध्यम तथा उत्तम पुरुष के तीनों वचनों की पुनरावृत्ति करेंगे।</li> </ul>
III	3 जुलाई '24 से 31 जुलाई '24	<ul style="list-style-type: none"> <li>प्रथमा विभक्ति का प्रयोग</li> <li>व्याकरण- कारक-परिचय</li> <li>विविधपुष्पाणां फलाणां च ।</li> </ul>	<ul style="list-style-type: none"> <li>छात्र कारक तथा उसकी विभक्तियों को हिन्दी भाषा से जोड़कर पढ़ेंगे।</li> <li>छात्र प्रथमा विभक्ति का प्रयोग सीखेंगे।</li> </ul>
IV	1 अगस्त '24 से 30 अगस्त '24	<ul style="list-style-type: none"> <li>सप्तमः पाठः - बकस्य प्रतीकारः</li> <li>व्याकरणम् धातुरूपप्रकरणम्</li> <li>रचनात्मकं लेखनम् – चित्र-वर्णनम्</li> <li>पठनम् – अपठित पद्यांशं</li> </ul>	<ul style="list-style-type: none"> <li>छात्र कथा के माध्यम से जैसे को तैसा व्यवहार सीखेंगे।</li> <li>छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>
V	2 सितंबर '24 से 30 सितंबर '24	<ul style="list-style-type: none"> <li>चतुर्थी विभक्ति का प्रयोग</li> <li>व्याकरण- पक्षिणां नामानि पशूनां नामानि च</li> </ul>	<ul style="list-style-type: none"> <li>छात्र चतुर्थी विभक्ति का प्रयोग सीखेंगे।</li> <li>छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>
<b>TERM-II</b>			
VI	1 अक्टूबर '24 से 29 अक्टूबर '24	<ul style="list-style-type: none"> <li>पञ्चमी विभक्ति का प्रयोग</li> <li>व्याकरण- धातुरूपाणि-लट् तथा लृट् लकार (पठ्, गम्, लिख्)</li> <li>पर्यायाः एवम् विपर्ययाः</li> </ul>	<ul style="list-style-type: none"> <li>छात्र पञ्चमी विभक्ति का प्रयोग सीखेंगे।</li> <li>छात्र धातुरूपों के लट् लकार से परिचित होंगे।</li> <li>छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>
VII	4 नवंबर '24 से	<ul style="list-style-type: none"> <li>षष्ठी विभक्ति का प्रयोग</li> </ul>	<ul style="list-style-type: none"> <li>छात्र षष्ठी विभक्ति का प्रयोग सीखेंगे।</li> </ul>

	29 नवंबर '24	<ul style="list-style-type: none"> <li>व्याकरण- प्रमुखवस्तूनाम् नामानि</li> </ul>	<ul style="list-style-type: none"> <li>छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>
VIII	2 दिसंबर '24 से 27 दिसंबर '24	<ul style="list-style-type: none"> <li>सप्तमी विभक्ति का प्रयोग</li> <li>व्याकरण- चित्र-वर्णनम्, मिष्ठानानाम् नामानि</li> </ul>	<ul style="list-style-type: none"> <li>छात्र सप्तमी विभक्ति का प्रयोग सीखेंगे।</li> <li>चित्र-वर्णन के माध्यम से रचनात्मक कौशल का विकास होगा।</li> <li>छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>
IX	2 दिसंबर '24 से 27 दिसंबर '24	<ul style="list-style-type: none"> <li>त्रयोदशः पाठः - विमानयानं रचयामः</li> <li>पठनम् - अपठित पद्यांशम्</li> </ul>	<ul style="list-style-type: none"> <li>छात्र बालक की मनोवृत्ति के उस पक्ष को जानेंगे जो उनकी रचनात्मकता से जुड़े होते हैं।</li> </ul>
IX	16 जनवरी '25 से 31 जनवरी '25	<ul style="list-style-type: none"> <li>सम्बोधन का प्रयोग</li> <li>व्याकरण- परिवारस्य जनानाम् नामानि वर्णानाम् नामानि च</li> </ul>	<ul style="list-style-type: none"> <li>छात्र संबोधन विभक्ति का प्रयोग सीखेंगे।</li> <li>छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>
X	3 फरवरी '25 से 28 फरवरी '25	<ul style="list-style-type: none"> <li>व्याकरण - वाक्य-रचना तथा अशुद्धि-शोधनम्</li> <li>अपठित गद्यांश</li> <li>शरीरस्य अङ्गानाम् नामानि।</li> </ul>	<ul style="list-style-type: none"> <li>छात्र वाक्य-रचना संबंधी नियम सीखेंगे।</li> <li>छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>