CURRICULUM
GRADE-4



OVERVIEW

Any good curriculum should meet the needs of the learner, both of the present and the future, in the context of the knowledge and skills requirement of the 21st century. A general and comprehensive school education will establish a strong platform and foundation not only for higher studies leading to a career, but also overall empowerment of the individual for a meaningful life.

The focus in our curriculum is not on the delivery and memorization of content but on the understanding of concepts and the development of skills as appropriate to each subject domain, specifically, the 21st century skills i.e. four Cs, Collaboration, Critical thinking, Communication and Creativity. Critical thinking envisages a focus not on memorization and rote learning but on the Higher Order Thinking Skills i.e. understanding, application, analysis, synthesis, evaluation and creativity. Classroom practice will reflect this new focus. Collaboration and independent learning will become more important skills of an empowered learner rather than memorization.

OBJECTIVES

- *To promote the active involvement of children in a learning process that is imaginative and stimulating.*
- *To enable children to work independently and also collaboratively.*
- *To explore concepts using tools of scientific enquiry.*
- *To set suitable learning challenges.*
- *To provide a variety of learning experiences.*
- *To overcome potential barriers to learning and assessment for individuals and groups of pupils.*
- *To respond to pupil's diverse learning needs.*

STATEMENTS

Our mission is to enable ***"learning for life"*** *in a safe environment, which is inspirational, fun filled & nurtures inquisitive minds.*

Teaching and learning is the core purpose of our school. The purpose of this booklet is to help parents understand what is expected of students in Grade 4 in the core subject areas of English, Hindi, Mathematics & EVS.

It provides a listing of skills & concepts to be taught in Grade 4. Suggestive list of tools is also provided to help your child learn at home. The curriculum incorporates new content and embraces new approaches and methodologies.

ENGLISH

Overview

Proficiency in English plays a pivotal role in the academic development of students, especially when it serves as the medium of instruction across all subjects. The English curriculum is designed to foster the balanced development of four essential language skills: listening, speaking, reading, and writing. It also aims to equip students with the confidence and ability to express themselves effectively and clearly. The curriculum places a strong emphasis on fluency, accuracy, and clarity, all while promoting Higher Order Thinking Skills (HOTS) through meaningful engagement with language. Students are encouraged not only to use English effectively in a variety of contexts but also to think critically and creatively, fostering a deeper understanding of the language and its use.

Objectives of Teaching English

By the end of Grade 4, students will be able to:

- *Listen attentively to age-appropriate texts and respond to higher-level questions involving comprehension, inference, and interpretation.*
- *Read and appreciate a variety of literary texts, understanding key themes, characters, and plot developments.*
- *Use grammatically correct structures, including compound and complex sentences, in both spoken and written communication.*
- *Express abstract concepts clearly and coherently in oral and written forms, organizing thoughts logically.*
- *Use a dictionary effectively to find meanings, synonyms, antonyms, and different word forms, applying them in sentences.*
- *Plan and write well-structured paragraphs with logically sequenced, thematically linked sentences.*
- *Engage in simple dialogues on familiar themes, listening actively and responding appropriately.*
- *Spell grade-appropriate words accurately, applying spelling rules and patterns.*
- *Make brief notes from texts and use them to enhance and support their writing tasks.*
- *Practice writing thank-you notes, stories, and formal letters, developing skills for clear, structured, and purposeful communication.*

Month	Concepts	Skills- The Student will be able to:
April	**Short Story -** *A Strange Visitor (Literature)*	• Listen to a short story and describe the hero of the story in his / her own words. • Speak for a few minutes about his/her favourite short story. • Read and understand the story to identify the main idea, characters, setting and sequence of events, infer meanings of unfamiliar words. • Write down a list of the main events of the story in a sequence using new vocabulary of his/her own. • Learn values like empathy, and critical thinking skills.
	Functional Grammar • Parts of Speech • Nouns • Punctuations	• Identify and classify parts of speech used in sentences • Recognise and use nouns correctly in spoken and written language. • Construct grammatically correct and meaningful sentences using appropriate punctuation marks.
	Reading and Writing Skills • Unseen Reading Comprehension • Picture Composition	• Understand and interpret unseen passages by identifying main ideas and details. • Solve the comprehension exercise. • Express ideas creatively through picture-based writing. • Improve reading comprehension and writing skills with clarity and confidence.
June	**Motivational Poem** • **Sailing** (Literature)	• Listen to a poem to recite it with correct intonations. • Appreciate poetry and identify the poetic devices used by the poet. • Understand the meaning of the poem, tone and main idea and appreciate imagery, simile and personification in the poem. • Identify examples of personification in literary texts and everyday language.
	Functional Grammar • Helping Verbs	• Identify and apply helping verbs to form correct sentences. • Use simple present, past and simple future tense correctly.
	Reading and Writing Skills • Unseen Reading Comprehension (poem) • Paragraph Writing	• Understand and interpret unseen poem by identifying its theme and meaning • Solve the comprehension exercise • Organise ideas and write clear, well-structured paragraphs. Improve vocabulary, expression, and overall writing with confidence.

Month	Concepts	Skills- The Student will be able to:
July	**Functional Grammar** • Parts of sentences- Subject and Predicate • Articles	• Recognise and differentiate between subject and predicate in sentences • Construct clear and grammatically correct sentences using proper sentence structure • Differentiate between indefinite and definite articles. • Use articles (a, an, the) accurately according to context.
	Reading and Writing Skills • Unseen Reading Comprehension • Paragraph Writing	• Comprehend unseen passages by identifying main ideas, supporting details, and meanings. • Develop analytical and inferential skills through answering comprehension questions. • Enhance creative writing skills by composing imaginative paragraphs with clarity and coherence.
August	**Animal Story** • Snake Trouble (Literature)	• listen attentively to the prose and comprehend the sequence of events and important details of Snake Trouble. • Confidently retell the story, describe Sindbad's adventures, and share their thoughts and opinions. • Read with understanding, identify the main idea, characters, and moral of the legend. • Write summaries, character sketches, and short imaginative pieces inspired by the story. • Enact
	Functional Grammar • Pronouns and its types • Verb Forms	• Identify and apply Pronouns in meaningful sentences. • Improve their spoken and written communication by using correct verb forms and expressions accurately. • Improve, Speaking and Writing Skill
	Reading and Writing Skills • Unseen Reading Comprehension • Story Writing	• Read and understand unseen passages by identifying key ideas, details, and meanings. • Develop analytical and inferential skills through answering comprehension questions accurately. • Enhance their writing skills by creating a story that encourage self-expression and confidence in writing.
September	**Inspirational Poem** • In Life's Garden (Literature)	• Understand the theme, key words and feelings of the lyrical poem and appreciate its rhythm and musical quality. • Identify poetic devices and emotions expressed through simple, descriptive language. • Enhance their reading and recitation skills by reading aloud with proper expression and intonation.

Month	*Concepts*	*Skills-* *The Student will be able to:*
September	***Functional Grammar*** • *Adjective and Degrees of Comparison*	• *Express ideas more clearly and fluently in spoken and written communication.* • *Identify and use adjectives to describe nouns clearly and effectively.* • *Understand and correctly apply the degrees of comparison (positive, comparative, and superlative) in sentences* • *Improve their sentence formation and descriptive writing by choosing appropriate adjectives for comparison.*
	Reading and Writing Skills • *Unseen Passage* • *Thank You Note*	• *Read and comprehend unfamiliar texts to identify main ideas and supporting details.* • *Organise and present factual information clearly in a structured paragraph.* • *Understand the purpose, identify the parts of Thank You Note and use simple words, sentences to express feelings.*
October	***Imaginative Poem*** • ***The Hut****(Literature)*	• *Listen to and recite the poem with proper rhythm, intonation, and expression, and retell the story orally given in the poetry.* • *Read and understand the narrative sequence, characters, and theme of the poem.* • *Summarise the poem, describe events, and express personal responses in simple written form.* • *Identify and appreciate devices such as rhyme, repetition, imagery, and rhythm used in the poem.*
	Functional Grammar • *Tenses (Simple and Continuous)*	• *Understand and use these tenses to show completed actions and actions continuing over time.* • *Construct grammatically correct sentences using appropriate time expressions.* • *Apply these tenses accurately in speaking and writing tasks.*
	Reading and Writing Skills • *Unseen Passage/ Poem*	• *Read and understand unfamiliar texts by identifying the main idea and key details.* • *Respond accurately to comprehension questions using appropriate language and vocabulary.*

Month	Concepts	Skills- The Student will be able to:
November	**Adventure Story** • Another Adventure (Literature)	• Develop attentive listening skills by comprehending the sequence of events, characters, and moral of the adventure story. • Articulate their ideas by retelling the story, describing characters, and sharing interpretations of the message. • Read with comprehension to identify the plot, theme, and moral elements of the adventure story. • Demonstrate writing skills through summaries, character sketches, and reflective responses based on the text.
	Functional Grammar • Conjunctions • Adverb and Its Types	• Form clear meaningful sentences using Conjunctions(and, or, but, because , so , while) • Learn the correct use of joining words in sentences. • Enhance writing skills using Conjunctions and making it engaging. • Understand and identify adverbs • Improve reading and writing by understanding how adverbs modify meaning. • Use adverbs accurately to add clarity and detail to sentences. • Use adverbs correctly in guided and independent writing.
	Reading and Writing Skills • Unseen Passage/ Poem	• Read and understand unfamiliar texts by identifying the main idea and key details. • Respond accurately to comprehension questions using appropriate language and vocabulary.
December	**Historical Extract** • Marching to Freedon(Literature)	• Read and understand to make inferences and draw conclusions. • Read and understand the narrative sequence, characters, and theme of thestory. • Sequence and summarise the plot's main events of the text. • Describe events, and express personal responses in simple written form.
	Functional Grammar • **Similes**	• Define and identify. • Use similes to make writing more descriptive.
	Reading and Writing Skills • Unseen Passage/ Poem	• Read and understand unfamiliar texts by identifying the main idea and key details. • Respond accurately to comprehension questions using appropriate language and vocabulary.

Month	*Concepts*	*Skills-* *The Student will be able to:*
January	***Article*** • *The Great Sand Artist(Literature)*	• *Listen to a short piece of Article and describe the hero of the story in his / her own words.* • *Speak for a few minutes about his/her favourite short story.* • *Read and infer the meanings of unfamiliar words* • *Write down a list of the main events of the story in a sequence using new vocabulary of his/her own.*
	Functional Grammar • *Tenses (Present, Past and Future Perfect – Simple and Continuous)*	• *Understand and use these tenses to show completed actions and actions continuing over time.* • *Differentiate between perfect and perfect continuous forms in sentences and contexts.* • *Construct grammatically correct sentences using appropriate time expressions.* • *Apply these tenses accurately in speaking and writing tasks.*
	Reading and Writing Skills • *Unseen Passage/ Poem* • ***Formal Letter***	• *Read and understand unfamiliar texts by identifying the main idea and key details.* • *Respond accurately to comprehension questions using appropriate language and vocabulary.* • *Learn the format how to write a Formal Letter.* • *Learn to convey information using formal language.*
February	***Lyrical Poem*** • *Vocation(Literature)*	• *Listen to and recite the poem with proper rhythm, intonation, and expression, and retell the story orally given in the poetry.* • *Read and understand the narrative sequence, characters, and theme of the poem.* • *Summarise the poem, describe events, and express personal responses in simple written form.* • *Identify and appreciate devices such as rhyme, repetition, imagery, and rhythm used in the poem..*
	Functional Grammar • ***Prepositions***	• *Construct grammatically correct sentences using appropriate prepositions.*
	Reading and Writing Skills • *Unseen Passage/ Poem* • ***Story Writing***	• *Read and understand unfamiliar texts by identifying the main idea and key details.* • *Respond accurately to comprehension questions using appropriate language and vocabulary.* • *Create literary text by developing storylines, character and settings.*

HINDI

<u>प्रस्तावना</u>

शिक्षार्थियों को राष्ट्रभाषा हिन्दी का अध्यापन शिक्षण के चार कौशलों-श्रवण, कथन, पठन-वाचन, लेखन के माध्यम से इस प्रकार करवाया जाएगा ताकि शिक्षार्थी भाषा अभिव्यक्ति एवं व्यावहारिक व्याकरणिक अभ्यास कर सकेंगे। विस्तृत गतिविधि गृहकार्य में अभ्यास हेतु दी जाती है।

हिंदी भाषा शिक्षण के सामान्य उद्देश्य-

- संयुक्त व्यंजन, द्वित्व व्यंजन, र के विभिन्न रूपों, वर्णों से बने शब्दों का वर्ण विच्छेद कर पाएँगे ।
- उपयुक्त हाव-भाव, उच्चारण तथा गति के साथ पाठ / लेख / कहानी पढ़ पाएँगे ।
- कविता का भाव स्पष्ट कर पाएँगे ।
- कहानी पढ़कर उसे अपने शब्दों में लिख पाएँगे ।
- तुकांत शब्दों का प्रयोग कर काव्य पंक्तियाँ पूर्ण कर पाएँगे ।
- प्रश्न निर्माण कर पाएँगे ।
- विभिन्न विषयों पर चर्चा कर पाएँगे ।
- समानार्थी विषयों पर चर्चा कर पाएँगे।
- चित्र देखकर अनुच्छेद लिख पाएँगे ।
- भाववाचक संज्ञा पहचान पाएँगे ।
- अपठित गद्यांश को पढ़कर प्रश्नों के उत्तर लिख पाएँगे ।
- मित्र एवं रिश्तेदारों को पत्र लिख पाएँगे ।

माह	अवधारणा	शिक्षार्थी निम्न दक्षता अर्जित कर पाएँगे
अप्रैल	**तुकांत कविता** • सुख से भरता देश	• शिक्षक/ वीडियो के माध्यम से तुकांत कविता सुनवाना • शुद्ध उच्चारण के साथ कविता का लयबद्ध गायन • समूह या कक्षा के सामने आत्मविश्वास के साथ कविता की प्रस्तुति • तुकांत शब्दों का मौखिक प्रयोग • सही गति और लय के साथ भावपूर्ण पठन • कविता से जुड़े सरल प्रश्नों के उत्तर द्वारा पठन समझ जाँच • सुनकर या पढ़कर तुकांत शब्दों को छाँटने की क्षमता का विकास • तुकांत शब्दों का सही चयन एवं लेखन • तुकांत शब्दों के प्रयोग द्वारा काव्य पंक्तियाँ पूर्ण करना • नए शब्दों के प्रयोग द्वारा शब्द-संपदा में वृद्धि • श्रुतलेख द्वारा वर्तनी सुधार
	व्यावहारिक व्याकरण • **प्रारंभिक भाषा ज्ञान**	• स्वर, व्यंजन और वर्तनी का उचित प्रयोग • कि और की, है और हैं का प्रयोग • सरल शब्दों का वर्ण विच्छेद • पाठगत व्याकरण
	रचनात्मक लेखन • **चित्र वर्णन**	• चित्र देखकर वाक्य लिखना • क्रमबद्ध और स्पष्ट वाक्यों में विचार व्यक्त करने की क्षमता विकसित करना
	पठन कौशल समझ • **अपठित गद्यांश**	गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
जून	**शिक्षाप्रद कहानी** • **वृक्षराज**	• शिक्षक द्वारा कहानी का भावपूर्ण वाचन • वीडियो के माध्यम से कहानी सुनवाना • कहानी का पुनर्कथन • शुद्ध उच्चारण प्रवाह एवं भाव के साथ कहानी का पठन • कहानी को पढ़कर/सुनकर उसका मुख्य भाव और संदेश समझना • कहानी के मुख्य पात्रों और घटनाओं की पहचान करना • विषय परक एवं मूल्यपरक प्रश्नों के उत्तर लिखना • शब्द संपदा में वृद्धि

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जून	**शिक्षाप्रद कहानी** • **वृक्षराज**	• पाठ से जुड़े नए शब्दों का अर्थ समझकर उनका प्रयोग करना • पेड़ों के महत्व और पर्यावरण संरक्षण को समझना • कहानी पर आधारित मौखिक एवं लिखित अभिव्यक्ति • श्रुतलेख द्वारा शब्दों की वर्तनी सही लिखने की क्षमता का विकास
	व्यावहारिक व्याकरण • संज्ञा और उसके भेद • विराम चिह्न • वर्ण विच्छेद	• संज्ञा शब्दों की पहचान • विराम चिह्नों के अर्थ और महत्व को समझना • पूर्णविराम, अल्पविराम, प्रश्नवाचक चिह्न एवं विस्मयादिबोधक चिह्नों का प्रयोग • सरल वाक्यों व छोटे अनुच्छेदों में सही विराम चिह्नों का प्रयोग • त्रुटिपूर्ण वाक्यों में विराम चिह्नों को पहचानकर सुधार करना • 'ऋ' की मात्रा का वर्ण विच्छेद • पाठगत व्याकरण
	रचनात्मक लेखन • चित्र वर्णन	• चित्र के आधार पर कल्पनाशील विचार प्रस्तुत करने की क्षमता का विकास • चित्र से संबंधित उपयुक्त शब्दों का चयन व प्रयोग
	पठन कौशल समझ • अपठित गद्यांश	गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
जुलाई	प्रकृति पर आधारित कविता एवं कहानी • यह सबको समझाती नदियाँ • फूलों का नगर	• शिक्षक द्वारा प्रकृति पर आधारित कविता का सस्वर पाठ । • प्रकृति पर आधारित कहानी का भावपूर्ण वाचन एवं वीडियो । • कविता का सामूहिक पाठ । • कहानी का पुनर्कथन । • प्राकृतिक तत्व (पेड़/नदी/सूरज) बनकर कुछ पंक्तियाँ बोलना । • कविता का मौन वाचन • कहानी का स्पष्ट उच्चारण के साथ भावपूर्ण पठन • विषयपरक प्रश्नों द्वारा समझ जाँच • कविता/कहानी का संदेश समझ कर प्रकृति से जुड़े अनुभवों को मौखिक या लिखित रूप में व्यक्त करना। • प्रकृति संरक्षण पर नारा/संदेश लिखना।

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जुलाई	प्रकृति पर आधारित कविता एवं कहानी • यह सबको समझाती नदियाँ • फूलों का नगर	• शब्दों का सही वाक्य में प्रयोग करने का कौशल। • शब्द संपदा में वृद्धि • सुनकर लिखने की क्षमता विकसित करने हेतु श्रुतलेख अभ्यास
	व्यावहारिक व्याकरण • शब्द युग्म • सर्वनाम • र के रूप • र के रूपों का वर्ण विच्छेद	• शब्द युग्मों का प्रयोग • सर्वनाम शब्दों का उचित प्रयोग • र के रूप वाले शब्दों का उच्चारण एवं प्रयोग समझकर उनका वर्ण विच्छेद करना • पाठगत व्याकरण
	पठन कौशल समझ • अपठित गद्यांश	गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
अगस्त	**संवाद / एकांकी** • संगठन में शक्ति है	• शिक्षक द्वारा संवाद/एकांकी का भावपूर्ण वाचन • संगठन' और 'एकता' का अर्थ समझकर एकता और सहयोग पर विचार अभिव्यक्ति • संवाद / एकांकी के माध्यम से मुख्य संदेश समझना कि मिल-जुलकर काम करने से समस्याएँ आसानी से हल होती हैं • भूमिका बाँटकर संवाद वाचन • सही भाव-भंगिमा और आवाज़ के उतार-चढ़ाव के साथ संवाद बोलना • समूह में लघु एकांकी प्रस्तुति • एकांकी का संदेश लिखना • एकांकी में आए कठिन शब्दों और अर्थ के प्रयोग द्वारा शब्द संपदा में वृद्धि • वर्तनी सुधार

माह	अवधारणा	शिक्षार्थी निम्न दक्षता अर्जित कर पाएँगे
अगस्त	**व्यावहारिक व्याकरण** • विराम चिह्न	• उद्धरण चिह्न (“ ”) और कोष्ठक चिह्न ( ) के अर्थ को समझेंगे। • वाक्यों में उद्धरण चिह्न एवं कोष्ठक चिह्न का प्रयोग • पाठगत व्याकरण
	रचनात्मक लेखन • ***संवाद लेखन***	• दिए गए विषय/स्थिति के अनुसार संवाद लेखन • विचारों को क्रमबद्ध और स्पष्ट रूप में लिखना • पात्रों के अनुसार उचित भाषा और भाव का प्रयोग • संवादों में विराम चिह्नों का उचित प्रयोग
	पठन कौशल समझ • ***अपठित गद्यांश***	गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
सितंबर	**रोचक किस्से** • ***धोखेबाज़ का अंत***	• शिक्षक द्वारा रोचक अंदाज़ में किस्से का वाचन • ऑडियो/वीडियो के माध्यम से कहानी सुनवाना • किस्से को अपने शब्दों में मौखिक रूप से सुनाना • किस्से की शुरुआत, मध्य और अंत को समझना • विद्यार्थियों द्वारा कहानी का प्रवाहपूर्ण पठन • विषयपरक प्रश्नों के उत्तर एवं कहानी से प्राप्त संदेश लिखना • बौद्धिक क्षमता पर आधारित प्रश्नों के उत्तर लिखना • नए शब्दों का अर्थ समझकर वाक्यों में प्रयोग करना • वर्तनी सुधार
	व्याकरण • ***पाठगत व्याकरण***	• वचन परिवर्तन • है/ हैं/ हूँ शब्दों का उचित प्रयोग
	पठन कौशल समझ • ***अपठित गद्यांश***	गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
अक्टूबर	**भावप्रधान कहानी** • ***बकरी और मेमना***	• ध्वनि व हाव-भाव के साथ कहानी सुनाना • कहानी का अंत सुनकर प्रतिक्रिया देना • कहानी का पुनर्कथन • बकरी या मेमना बनकर दो–तीन वाक्य बोलना

माह	अवधारणा	शिक्षार्थी निम्न दक्षता अर्जित कर पाएँगे
अक्टूबर		• "माँ का प्यार" विषय पर अनुभव साझा करना • भावों के अनुसार स्वर, गति और हाव-भाव के साथ पठन • मूल्यपरक एवं चिंतन शक्ति पर आधारित प्रश्नों के उत्तर लिखना • नए शब्दों का अर्थ समझकर वाक्यों में प्रयोग करना • वर्तनी सुधार हेतु श्रुतलेख अभ्यास
	व्यावहारिक व्याकरण • ***विशेषण- विशेष्य*** **शब्द विचार** • ***अनेकार्थी शब्द***	• विशेषण एवं विशेष्य के अंतर को समझना • विशेष्य के लिए उचित विशेषण शब्दों का प्रयोग करना • अनेकार्थी शब्दों के अर्थ समझकर उन्हें वाक्य में प्रयुक्त करना • वाक्य में अनेकार्थी शब्दों के अर्थ की पहचान करना • पाठगत व्याकरण
	रचनात्मक लेखन • ***कहानी लेखन***	• संकेतों एवं चित्रों के आधार पर कहानी पूर्ण करना
	पठन कौशल समझ • ***अपठित गद्यांश***	• गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
नवंबर	**प्रेरक कविता** • ***जल जाते हैं दीप दीप - से***	• शिक्षक द्वारा भावपूर्ण एवं लयात्मक कविता पाठ • कविता में निहित प्रेरणा और भाव की पहचान • विद्यार्थियों द्वारा कविता का लयबद्ध गायन • प्रेरक विचारों की मौखिक अभिव्यक्ति • विषयपरक प्रश्नों द्वारा पठन समझ जाँच • कविता द्वारा प्राप्त शिक्षा लिखना • मूल्यपरक प्रश्नों के उत्तर लिखना • सीखे हुए शब्दों का दैनिक जीवन में प्रयोग • ध्वन्यात्मक जागरूकता के माध्यम से मात्राओं एवं संयुक्त अक्षरों का शुद्ध प्रयोग
	व्यावहारिक व्याकरण • ***क्रिया*** • ***उपसर्ग एवं प्रत्यय*** • ***संयुक्त एवं द्वित्व व्यंजन***	• क्रिया शब्दों का उचित प्रयोग • उपसर्ग एवं प्रत्यय के उचित प्रयोग द्वारा शब्द निर्माण • संयुक्त एवं द्वित्व व्यंजन की सही पहचान और शुद्ध लेखन • पाठगत व्याकरण

माह	अवधारणा	शिक्षार्थी निम्न दक्षता अर्जित कर पाएँगे
नवंबर	**रचनात्मक लेखन** • ***कहानी लेखन***	• कहानी लेखन का पुनराभ्यास
	पठन कौशल समझ • ***अपठित गद्यांश***	• गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
दिसंबर	**विचारप्रधान लेख** • ***स्वस्थ है तन-मन***	• शिक्षक द्वारा लेख का भावपूर्ण वाचन एवं वीडियो • लेख के विचारों पर प्रतिक्रिया एवं समूह चर्चा • विद्यार्थियों द्वारा लेख का सही गति और समझ के साथ पठन • विषयपरक प्रश्नों द्वारा समझ जाँच • स्वास्थ्य संबंधी आदतों को शब्दों में व्यक्त करना • मूल्यपरक एवं बौद्धिक क्षमता पर आधारित प्रश्नों के उत्तर लिखना • शब्दों के अर्थ, प्रयोग और संदर्भ को समझकर शब्द संपदा बढ़ाना • स्वयं मूल्यांकन के द्वारा वर्तनी संबंधी त्रुटियों की पहचान
	व्यावहारिक व्याकरण • ***क्रिया विशेषण***	• क्रिया विशेषण शब्दों का रिक्त स्थानों में उचित प्रयोग करना • क्रिया विशेषण शब्दों को रेखांकित करना • पाठगत व्याकरण
	रचनात्मक लेखन • ***अनुच्छेद लेखन***	• दिए गए संकेत बिंदुओं के आधार पर अनुच्छेद लेखन • दिए गए विषयों और अपने अनुभव पर आधारित अनुच्छेद लेखन
	पठन कौशल समझ • ***अपठित गद्यांश***	• गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
जनवरी	**प्रेरणास्पद कविता** • ***हम उसको दोस्त बनाएँगे***	• शिक्षक द्वारा भावपूर्ण और लयात्मक कविता पाठ एवं वीडियो दिखाना • कविता में निहित मित्रता, सहयोग और सकारात्मक सोच पर विचार अभिव्यक्ति • कविता से प्रेरित अनुभव साझा करना

माह	अवधारणा	शिक्षार्थी निम्न दक्षता अर्जित कर पाएँगे
जनवरी	**प्रेरणास्पद कविता** • ***हम उसको दोस्त बनाएँगे***	• प्रेरक कविताओं की प्रस्तुति • विद्यार्थियों द्वारा कविता का शुद्ध और प्रवाहपूर्ण पठन • कविता से प्राप्त सीख लिखना • नए और परिचित शब्दों के अर्थ समझकर शब्द संपदा में वृद्धि करना • ध्यानपूर्वक सुनकर शब्दों व वाक्यों को सही वर्तनी के साथ लिखने की क्षमता का विकास
	व्यावहारिक व्याकरण • ***अनुस्वार - अनुनासिक***	• अनुस्वार एवं अनुनासिक शब्दों का उच्चारण एवं प्रयोग
	रचनात्मक लेखन • ***पत्र लेखन – अनौपचारिक पत्र*** • ***अनुच्छेद लेखन***	• मित्र एवं सगे संबंधियों को पत्र लिखना • 'सच्चा मित्र' विषय पर अनुच्छेद लेखन
	पठन कौशल समझ • ***अपठित गद्यांश***	• गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
फरवरी	**गीत** • ***है प्रीत जहाँ की रीत सदा*** • ***गिनती***	• शिक्षक/ वीडियो द्वारा गीत सुनवाना • सामूहिक गीत गायन द्वारा देशप्रेम, एकता और भाईचारे जैसे मूल्यों का विकास • गीत का लयबद्ध पठन • देशप्रेम पर नारा/संदेश लिखना • गीत में आए नवीन शब्दों के मौखिक प्रयोग द्वारा शब्द भंडार में वृद्धि • उच्चारण द्वारा अशुद्ध व शुद्ध वर्तनी में अंतर समझना • हिंदी में गिनती बोलना एवं लिखना (१ से ५० तक)
	व्यावहारिक व्याकरण • ***वर्ण संयोजन***	• वर्णों के मेल से बने शब्दों को पहचानना एवं लिखना • पाठगत व्याकरण

MATHEMATICS

OVERVIEW

In Mathematics, understanding of concepts becomes an essential prerequisite in the development of the skills. Teachers ensure that students understand the concepts before they provide real life exercises to develop Math skills. Daily practice in solving Math problems is provided for within the school timetable and extended exercise is given for practice at home.

OBJECTIVES OF TEACHING MATHEMATICS

By the end of Grade 4 the students will be able to:

- *Understand the use of numbers and quantities related to their daily life.*
- *Acquire mathematical concepts and skills for everyday use and continuous learning.*
- *Develop thinking, reasoning, application and communication skills through a mathematical approach to problem solving.*
- *Develop speed and accuracy in solving mathematical problems.*
- *Develop skills of data analysis and interpretation.*
- *Find different mathematical alternatives to solve problems.*
- *Read and draw bar graphs.*
- *Find factors and multiples of any number.*
- *Understand the concept of area and perimeter.*
- *Read time accurately in a 24 - hr clock.*

Month	*Concepts*	*Skills* *The student will be able to:*
April	***Large Numbers*** • *Number names* • *Place value system* • *Expanded form* • *Successor and predecessor* • *Comparing and ordering* • *Building numbers* • *Forming greatest and smallest number* • *Rounding numbers* • *Roman numbers*	• *Read and write large numbers beyond 9,999 (5- and 6-digit numbers).* • *Identify numbers using the Indian place value system.* • *Differentiate between face value and place value of digits.* • *Expand numbers in their place value form.* • *Write the successor and predecessor of given numbers.* • *Compare numbers and arrange them in ascending or descending order.* • *Form the greatest and smallest numbers using given digits, with or without repetition.* • *Round numbers to the nearest 10 and 100.* • *Explain and apply the rules for forming Roman numerals up to 100.* • *Convert Hindu-Arabic numerals to Roman numerals and vice versa.*
June	***Addition*** • *Properties of addition* • *Addition of large numbers* • *Story sums*	• *Explain the properties of addition* • *Add two or more numbers with and without regrouping* • *Solve the story sums based on addition*
	Subtraction • *Properties of subtraction* • *Subtraction of large numbers* • *Story sums*	• *Explain the properties of subtraction* • *Subtract two or more numbers with and without borrowing* • *Solve the story sums based on subtraction*

Month	*Concepts*	*Skills* *The student will be able to:*
July	***Multiplication*** • *Explore multiplication* • *Properties of multiplication* • *Multiplication by 1-digit and 2 – digit number* • *Multiplication by 10, 100 and 1000* • *Story sums*	• *Explain multiplication as a repeated addition* • *Explain the properties of multiplication* • *Multiply a number by 1 and 2 digit multiplier* • *Multiply by 10 & its multiples* • *Solve the story sums based on multiplication*
	Division • *Division as repeated subtraction* • *Properties of division* • *Division by 10, 100 and 1000*	• *Express division as repeated addition* • *Explain the properties of division* • *Divide a number by 10, 100 and 1000*
August	• *Division by 1- digit and 2- digit numbers* • *DMAS Method* • *Story sums*	• *Divide large numbers by 1- digit and 2- digit number* • *Solve problems involving one ore more operations.* • *Apply the concept of division in solving real life problems.*
	Factors and multiples • *Properties of factors* • *Common Factors* • *HCF* • *Test of divisibility* • *Prime and Composite numbers* • *Prime Factorization* • *Properties of multiples* • *Common Multiples and LCM*	• *Explain the meaning of the term "factors".* • *Find the factors of a given number.* • *Determine the highest common factor (HCF) of two or more numbers.* • *Apply divisibility tests to numbers.* • *Distinguish between prime & composite numbers.* • *Write the prime factorization of any number using the factor tree method.* • *Explain the meaning of the term "multiples".* • *Find the multiples of a given number.* • *Identify common multiples and the least common multiple (LCM) of two or more numbers by listing multiples.*

Month	*Concepts*	*Skills* *The student will be able to:*
September	***Data Handling*** • *Recapitulation of pictograph* • *Draw and read pictograph* • *Bar graph* • *Interpreting data* ***Symmetry and Patterns*** • *Reflection and Symmetry* • *Number Pattern*	• *Work in groups to collect and record data.* • *Represent collected data using a pictograph.* • *Answer questions based on pictographs and bar graphs.* • *Draw bar graphs to represent data visually.* • *Identify symmetrical shapes/objects* • *Draw line of symmetry* • *Identify number patterns and extend it*
October	***Fractions*** • *Understanding fractions* • *Equivalent fractions* • *Reducing the fractions to lowest terms* • *Types of fractions* • *Addition & subtraction of like fractions* • *Conversion* ***Decimals*** • *Decimal place value chart* • *Reading and writing decimal numbers* • *Conversions*	• *Discuss examples of fractions in everyday situations.* • *Explain the meaning of equivalent fractions.* • *Find the equivalent fractions of given fractions.* • *Reduce fractions to their lowest terms.* • *Explain and identify different types of fractions (proper, improper, mixed).* • *Add and subtract like fractions.* • *Convert fractions from mixed to improper and vice versa.* • *Define decimal numbers and state place value of a digit in a decimal number.* • *Use decimal numbers in daily life situations* • *Read and write the decimal numbers correctly* • *Convert fractions into decimals and vice-vera*
November	***Money*** • *Expressing money using a decimal point* • *Addition and subtraction of money* • *Multiplication and Division of money* • *Story sums* • *Preparing a bill* ***Shapes and space*** • *Lines and Shapes* • *Open and Closed Shapes*	• *Express money in terms of rupees and paise* • *Solve the sums based on addition and subtraction of money* • *Solve the sums based on multiplication and division of money* • *Solve the story sums based on money* • *Prepare a bill* • *Recapitulate the concept of point, line, line segment and ray.* • *differentiate between open and closed shapes* • *Measure and draw the line segments*

Month	Concepts	Skills The student will be able to:
December	• Polygons • Circle • Recapitulation of solid shapes • Properties of solid shapes **Measurement** • Measurement of length, weight and capacity • Conversion of different measuring units	• Draw the polygons • Draw a circle using a compass with the given radius • Identify parts of the circle • Recapitulate solid shapes and their properties • Explore basic units of measuring length, mass and capacity • Convert bigger units to smaller units and vice versa
January	• Addition and Subtraction of different units of measurement	• Add and subtract different units of length, mass and capacity
	Perimeter & Area • Perimeter and Area of regular and irregular shapes • Perimeter and area using formula	• Define perimeter and area • Find perimeter of irregular shape using a string • Find perimeter of rectangle and square • Find the area of the shapes drawn in a square grid • Calculate area of square and rectangle using formula

Month	Concepts	Skills The student will be able to:
February	**Time** • Reading time in exact minutes • Conversion of time units • Use of A.M and P.M • Conversion of 24-hour clock to 12-hour clock time and vice versa • Calculate elapsed time /fnishing time for an activity	• Read and write time in terms of minutes past and minutes to the hour • Convert hours to minutes and minutes to hours; minutes to seconds and seconds to minutes • Recapitulate reading and writing time in a.m. and p.m. • Read time in 24-hour format and convert between 12-hour and 24-hour clock • Find elapsed time and determine finishing time

LIST OF SUGGESTIVE TOOLS FOR MATHEMATICS

- *Chart Making*
- *Data Collection*
- *Educational Games*
- *Group Activities*
- *HOTS*
- *Lab Activities*
- *Life Skills*
- *Oral Questions*
- *Pen - Paper Test*
- *Problem Solving*
- *Project (Group / Individual)*
- *Quiz*
- *Research*
- *Exhibition*

EVS

OVERVIEW

Today we are in an age of explosion of information. In this context memorization of content in EVS is a futile exercise. The scientific skill i.e. the skills of observation, inquiry, recording, investigation, analysis, hypothesis and drawing conclusions etc. are the key scientific skills that can be extrapolated to the study of other subjects. EVS helps the students to understand the complex integration of social institution and phenomenon and to trace how civilization and social institution have developed. This enables them to become proactive citizen and empowered individuals who have a deeper understanding of their own complex environment as they have evolved through centuries, not just of their local environmental studies but also of the world. Extended activity is given for practice at home.

OBJECTIVES OF TEACHING EVS

By the end of Grade 4 the students will be able to:

- *Develop an understanding of the world based on observation, recording and drawing conclusions*
- *Develop the ability to inquire independently and understand the basic principles related to various topics*
- *Understand and explain the complex relationships between the physical, natural, social and cultural environment*
- *Function effectively as a member of the community, family and as a citizen*
- *Get awareness about environmental issues and participate in improvement and protection of environment*
- *Explain the meaning and importance of 5 R's*
- *Draw and label the phases of moon*
- *List a few types of clusters*
- *List and describe the types of plants*
- *Understand neeed of society and related skills*

Month	*Concepts*	*Skills- The Students will be able to:*
April	***Living Together*** • *Learning from one another* • *Decision making in family* • *Sharing responsibility* • *Changes in family* • *Adoption* • *People with disabilities*	• *Describe the role of family members in building traditions, beliefs and culture in the family.* • *Speak clearly about shared responsibilities and supporting others.* • *Write simple sentences expressing family values, family traditions, shared duties, and changes in family life.* • *Listen with empathy and identify different needs of people with disabilities and suggest ways to support them with sensitivity and respect.*
	Staying Healthy, Happy and Safe • *Personal Hygiene* • *Keeping our body healthy and fit* • *Staying safe*	• *Demonstrate an understanding of basic hygiene and adopts simple practices for a healthy lifestyle.* • *Speak about safety practices to be followed in the neighbourhood and on the road.* • *Develop the ability to express ideas clearly, creatively and logically in written form.*
June	***Lives in Different Lands*** • *Plains* • *Hills and Mountains* • *Deserts* • *Plateaus* • *Islands* • *Places near the Sea*	• *Describe the geographical features of different landforms in natural environment.* • *Express thoughts clearly on different landforms and their influence on living beings and human life.* • *Write brief descriptions highlighting the relationship between landforms and plants, animals, food habits, clothing, and traditions.*
July	***How do Things work?*** • *How things move?* • *Floating and sinking*	• *Describe observations related to movement in objects and floating or sinking behaviour.* • *Read and interpret short texts, diagrams, and activity instructions on movement and buoyancy.*
	How are Things Made? • *Paper* • *Inks and Dyes*	• *Create useful things like paper and ink using local materials.* • *Read and understand short texts, flowcharts, and instructions related to paper, inks, and dyes.* • *Write brief descriptions of paper manufacture and sources and preparation of inks and dyes.*

August	***Walk Through Nature*** • *Diversity of animals, insects and birds* • *Parts of plants and its functions* • *Soil around us*	• *Listen and describe the diversity of animals, insects, birds, plants, and types of soil in the surroundings.* • *Describe and differentiate types of plants and discuss observations of living and non-living components.* • *Draw and label parts of a flower and root system and records observations on different types of soil.*
	In Harmony with Nature • *Role of plants and animals in our lives* • *Interdependence of plants and animals*	• *Explain the significance of plants and animals and describes their interdependence.* • *Write brief descriptions illustrating the importance of plants and animals and their interdependence.*
September	***Mapping Places*** • *Types of Maps* • *Features of Map* • *Mental Maps (Sketch)*	• *Describe types of maps and explain features using a mental map or sketch.* • *Read and interpret simple maps, symbols, and legends.* • *Draw and label mental map (sketch) and write brief explanation of map features.*
October	***Water for Living*** • *Uses of Water* • *Sources of Water* • *Purification of Water* • *Water Pollution* • *Water Conservation*	• *Listen and understand the importance of water, its sources, safety measures, pollution, and conservation.* • *Describe sources of water, methods of making water safe for drinking, and the need to save water.* • *Record observations and write about water pollution, traditional water storage methods, and safe drinking water practices.*
November	***Heathy Food*** • *Sources of Food* • *Food Groups* • *From Farm to Kitchen* • *Regional Food* • *Cooking Food*	• *Describe sources of food, food groups, regional food habits, and methods of cooking.* • *Analyze texts, charts, and visuals to identify food sources, food groups, and the farm-to-plate journey.* • *Encourage structured writing about food sources, food groups, regional food habits, and cooking methods.*
December	***Clean Surroundings*** • *Different kinds of Waste* • *Waste Disposal*	• *Promote critical thinking on biodegradable and non-biodegradable wastes, disposal methods, and the 5 R's.* • *Express thoughts clearly on types of waste*

	• *Urban and Rural Waste* • *Managing Waste - 5 R's*	*and its disposal.* • *Record observations and write about waste segregation and the 5 R's practices.*
January	***Oral Hygiene*** • *Parts of Mouth* • *Structure of Tooth* • *Types of teeth* • *Dental problems and care of teeth* • *Tongue and taste buds*	• *Draw and label structure of tooth and different types of teeth in human body.* • *Describe the structure, types, and functions of teeth and explain ways to take care of the mouth, teeth, and tongue.* • *Search, discuss and apply the ways for taking care of mouth, teeth and tongue.*
February	***The Wonders of the Sky*** • *Sun- Main Source of Energy* • *Shadows* • *Moon- Natural Satellite* • *Stars and Constellations*	• *Listen and record observations on Sun the major source of energy.* • *Identify and describe sources of light and distinguish between luminous and non-luminous objects.* • *Draw and label phases of the Moon, stars, and Constellations.*

COMPUTERS

OVERVIEW

In this age of Information technology computers are being used in almost every aspect of human existence. The students will use Information Technology as a tool for learning.

OBJECTIVES OF TEACHING COMPUTERS

By the end of Grade 4 the students will be able to:

- *Develop understanding and skills in the use of common software platforms.*
- *Create awareness and ethics related to usage of technology.*
- *Identify the basic components of hardware and how to use it.*
- *Learn to use computers to draw and write, to create, open and close documents and save them.*
- *Students will learn and demonstrate standards of professional behavior, including netiquette.*
- *Use productivity tools to collaborate in constructing models through technology and produce other creativity work.*
- *Demonstrate the ability to give an effective presentation using visual aids and / or software demonstrations.*
- *Learn and demonstrate standards of professional behaviour, including netiquette.*
- *Analyze a simple problem and describe procedures to solve that problem.*
- *Explore computer technologies and recognize the value of computer skills for future education and employment.*

MONTH	CONCEPTS	SKILLS The students will be able to:-	ACTIVITY
April	Managing Files and Folders	• Explain the various featuers of Windows 10 • Identify the components of Desktop • Create, rename, manage files and folders • Use file explorer for file management • Use contect menu for vrious commands	• Draw and label the main parts of the Desktop. • Create a folder named My Work and add two files inside it. • Rename a file using right-click (context menu). • Make a shortcut of Paint or Word on Desktop. • Colour a worksheet showing different desktop icons.
June	The Internet Adventure	• Explain the concept and use of the internet. • Identify and list the basic requirements for an internet connection. • Describe the components and functions of a web browser. • Demonstrate how to browse the internet and explore different websites.	• Paste pictures of devices needed for internet connection. • Open a browser and search for "National Animals of India". • Write three rules for safe internet use. • Identify parts of a web browser from a picture. • Visit a teacher-approved kids website and write one fact learned.
July	Document Layout in Word	• Use the Format Painter tool to copy formating • Apply Page Formatting • Set Page Properties • Print a Document • Find & Replace Text	• Type five lines about My Best Friend and change font size and colour. • Copy formatting of a heading using Format Painter. • Change page orientation to Landscape. • Replace one word using Find & Replace. • Add page border to a simple worksheet.
August	Visual Design in Word	• Create WordArt • Insert Shapes • Use SmartArt • Add Pictures • Insert 3D Models	• Create a colourful title using WordArt "My School". • Insert shapes to draw a simple smiley face. • Add a picture and apply a picture style. • Make a SmartArt showing "My Family Members". • Insert one 3D model and resize it.

MONTH	*CONCEPTS*	*SKILLS* *The students will be able to:-*	*ACTIVITY*
September	*The PowerPoint Trail*	• *Explain the purpose of PowerPoint* ♦ *Create a New Presentation* • *Add or Delete a Slide* • *Save a Presentation* • *Close & Open a Presentation* • *Exit PowerPoint*	• *Create a 3-slide presentation on My Favourite Food.* • *Add a new slide and type one sentence on it.* • *Save and reopen the presentation.* • *Practice opening and closing PowerPoint safely.* • *Choose a slide layout and add a title.*
October	*The Slide Makeover*	• *Format the Text in a slide* • *Insert 3D Models in a slide* • *Use WordArt* • *Add a Text Box* • *Add Pictures & Shapes*	• *Change font colour and size of slide text.* • *Add WordArt title to one slide.* • *Insert a text box and type two facts.* • *Add shapes like stars or arrows to decorate slides.* • *Insert a fun picture and adjust its size.*
November	*AI & Robotics*	• *Robotics in Various Sectors*	• *Draw and colour a robot and write two uses of robots.* • *Match robots with their workplaces (hospital, home, factory).* • *Make a mini poster "Robots Help Us".* • *Talk about one robot seen in movies or cartoons.* • *Colour a worksheet showing robots in daily life.*
December	*Smart Homes: AI-IoT Integration*	• *Describe Smart Homes* • *Explain Internet of Things (IoT) and Artificial Intelligence (AI)* • *Indentify the various Smart home devices and describe their functions*	• *Draw and colour a Smart Home and label 3 smart devices.* • *Match smart devices (smart bulb, smart speaker, smart watch) with their uses.* • *Make a small chart showing examples of AI in daily life.* • *Role-play activity: "How a smart home helps a family".* • *Create a mini poster titled My Smart House using Word or drawing tools.*

MONTH	*CONCEPTS*	*SKILLS* *The students will be able to:-*	*ACTIVITY*
January	*Multimedia* *The Next Level of Paint* *Coding*	• *Use different tools in paint* • *Modify a Picture in paint* • *Develop logical thinking*	• *Arrange picture cards to show step-by-step actions (e.g., brushing teeth).* • *Identify patterns and complete simple logical sequences.* • *Create arrow-based directions to reach a goal on a grid worksheet.* • *Play unplugged coding games (move left/right/forward).* • *Write simple step instructions for drawing a square.*
February	*Animation in scratch.*	• *Identify the basic components of the Scratch Window* • *Add a New Sprite* • *Create scripts for the Sprites* • *Set the Sprite's Position and rotation Style* • *Use the Pen Blocks and music blocks*	• *Identify parts of Scratch Window using a labelled diagram.* • *Add a new sprite and make it move using motion blocks.* • *Create a simple animation "Dancing Cat".* • *Change sprite direction and rotation style.* • *Use Pen blocks to draw a square or star.* • *Add Music blocks to play a sound when sprite moves.* • *Create a short 3-step animation story*