CURRICULUM
GRADE-5



CURRICULUM

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, 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 and information technology*
- *To set suitable learning challenges and respond to pupil's diverse learning needs.*
- *To provide a variety of learning experiences.*
- *To overcome potential barriers to learning and assessment for individuals and groups of pupils.*

STATEMENTS

Our mission is to enable ***"learning for life"*** *in a safe environment which is inspirational; fun filled and 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 5 in the core subject areas of English, Hindi, Mathematics and EVS.

It provides a listing of concepts to be taught and skills to be developed in Grade 5. 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

As English is the medium of instruction, developing proficiency in the language enables accelerated learning across all subjects. The English curriculum focuses on nurturing fluency while maintaining a balanced development of all language skills—listening, speaking, reading, and writing. Equal emphasis is laid on refining students' ability to express ideas clearly and confidently by fostering Higher Order Thinking Skills (HOTS) through the mediumof English. To further strengthen these skills, extended learning activities are assigned for practice and reinforcement at home.

OBJECTIVES OF TEACHING ENGLISH

By the end of ***Grade 5****, students will be able to:*

- *Listen to age-appropriate concrete and abstract texts through audios and videos, and respond to complex questions involving analysis, inference, and evaluation.*
- *Read, understand, and appreciate a variety of literary genres, including Adventure, Imaginative Writing, Short Stories, Lyrical and Narrative Poems, Plays, Memoirs, Personification-based texts, and Folktales.*
- *Express their own ideas as well as others' viewpoints using refined vocabulary and well-structured language, both orally and in writing, through activities such as Debates, Extempore, Group Discussions, Role Plays, and Public Speaking.*
- *Write self-composed, analytical responses to textual questions demonstrating comprehension, interpretation, evaluation, and synthesis.*
- *Produce a range of written compositions— Leave Applications, Dialogues, Plays, Emails, Diary Entries, Paragraphs, and Stories—following appropriate formats and structures.*
- *Develop essential skills such as observation, data collection, interpretation, and inference through project work, enabling application of learning to real-life situations.*
- *Appreciate literary texts and poetry by understanding and identifying advanced poetic devices such as Similes, Metaphors, Personification, Rhyme Scheme, Alliteration, and Assonance.*
- *Reinforce functional grammar concepts through picture prompts, contextual situations, conversations, error correction, and editing exercises.*

Enrich vocabulary and enhance dictionary skills by effectively using reference tools to find meanings, synonyms, antonyms, and correct spellings of new and age-appropriate words.

Month	*Concepts*	*Skills- The Students will be able to:*
April	***Short Story - WhiteMice*** *(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 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.* • *Learn values like empathy, and critical thinking skills.*
	Functional Grammar • *Parts of Speech* • *Nouns* • *Articles* • *Helping Verbs*	• *Identify and classify parts of speech used in sentences* • *Recognise and use nouns correctly in spoken and written language.* • *Use articles (a, an, the) accurately according to context.* • *Identify and apply helping verbs to form correct sentences.* • *Construct grammatically correct and meaningful sentences.*
	Reading and Writing Skills • *Unseen Reading Comprehension* • *Dialogue Writing*	• *Understand and interpret unseen passages by identifying main ideas and details.* • *Solve the comprehension exercise.* • *write short and meaningful conversations using correct punctuation and format.* • *express ideas clearly through dialogues, improving creativity and communication skill.*
June	***Narrative Poetry*** • ***The Flower School*** *(Literature)*	• *Listen to a poem to recite it with correct intonations.* • *appreciate poetry and identify the poetic devices used by the poet.* • *Understand and appreciate personification in the poem The Flower School.* • *Identify examples of personification in literary texts and everyday language.*
	Functional Grammar • *Parts of sentences- Subject and Predicate*	• *Recognise and differentiate between subject and predicate in sentences* • *Construct clear and grammatically correct sentences using proper sentence structure*
	Reading and Writing Skills • *Unseen Reading Comprehension (poem)* • *Descriptive 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 confidence.*

July	***Legend*** • ***The First Voyage of Sindbad*** *(Literature)*	• *listen attentively to the prose and comprehend the sequence of events and important details of Sindbad's voyage.* • *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.*
	Functional Grammar • *Adjective and Degrees of Comparison* • *Punctuations* • *Jumbled sentences*	• *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.* • *Use basic punctuation marks correctly to make sentences clear and meaningful.* • *Arrange jumbled words into correct sentences, improving sentence formation and grammar skills.*
	Reading and Writing Skills • *Unseen Reading Comprehension* • *Imaginative 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	***Lyrical Poetry*** • ***Picture Book in Winters*** *(Literature)*	• *Understand the theme and imagery of the lyrical poem and appreciate its rhythm and musical quality through model recitation, audios and videos.* • *Identify poetic devices and emotions expressed through simple, descriptive language.* • *Enhance their reading and recitation skills by reading aloud with proper expression and intonation.*
	Functional Grammar • *Tenses (Simple and Continuous)* • *Phrasal Verbs*	• *Understand and correctly use simple and continuous tenses to express actions and events clearly.* • *Identify and apply phrasal verbs in meaningful sentences and everyday contexts.* • *Improve their spoken and written communication by using correct verb forms and expressions accurately.*
	Reading and Writing Skills • *Unseen Reading*	• *Read and understand unseen passages by identifying key ideas, details, and meanings.* • *Develop analytical and inferential skills through answering*

	Comprehension • *Diary Entry*	*comprehension questions accurately.* • *Enhance their writing skills by composing diary entries that express thoughts and feelings clearly in the first person.*
September	***Folktale*** • ***The Blossom Tree****(Literature)*	• *Develop attentive listening skills by comprehending the sequence of events, characters, and moral of the folktale.* • *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 folktale.* • *Demonstrate writing skills through summaries, character sketches, and reflective responses based on the text.*
	Functional Grammar • *Adverb and Its Types*	• *Use adverbs accurately to add clarity and detail to sentences.* • *Improve reading and writing by understanding how adverbs modify meaning.* • *Express ideas more clearly and fluently in spoken and written communication.*
	Reading and Writing Skills • *Unseen Passage* • *Short story writing with prompts*	• *Read and comprehend unfamiliar texts to identify main ideas and supporting details.* • *Write a simple, well-organized story with clear characters, setting, beginning, middle, and end, using creative ideas.* • *Use appropriate vocabulary, correct grammar, spelling, punctuation, and revise writing to improve clarity.*
October	***Narrative Ballad Poetry*** • ***The Storyteller*** *(Literature)*	• *Listen to and recite the ballad 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 ballad.*
	Functional Grammar • *Perfect and Perfect Continuous Tense*	• *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*	• *Read and understand unfamiliar texts by identifying the main idea and key details.* • *Respond accurately to comprehension questions using appropriate language and vocabulary.*
November	***Conversational Poetry*** • ***Lemon Pie****(a light verse)*	• *listen to and read the poem with understanding, identifying the main idea and enjoying its rhythm and flow.* • *recite the poem with proper stress, rhythm, and expression, improving pronunciation and confidence.* • *respond to the poem through short answers or simple creative writing, expressing personal thoughts and feelings.* • *recognize and identify the rhyme scheme of the poem and understand how rhyme adds musical quality and meaning to poetry.*
	Functional Grammar • *Conjunctions*	• *Use conjunctions (and, or, but, because, so, either–or, neither–nor, since, for, while) correctly to join words, phrases, and sentences* • *express ideas clearly and logically, showing relationships such as choice, reason, contrast, and result in their sentences.*
	Reading and Writing Skills • *Unseen passage/ poem* • *Email writing*	• *Read and understand unfamiliar texts by identifying the main idea and key details.* • *Respond accurately to comprehension questions using appropriate language and vocabulary.* • *Write emails with a clear purpose using correct format (subject line, greeting, body, closing).* • *Communicate ideas clearly and politely using appropriate language for the audience.* • *Use correct grammar, spelling, punctuation, and basic email etiquette.*
	Memoir • ***Memories are Made of Buttermilk***	• *listen attentively to the text and understand its theme of memories, family, and culture.* • *share their own memories and experiences related to food and traditions, improving oral expression and confidence.* • *read the text with comprehension, identifying main ideas, details, and emotions expressed by the author.*

		• *write short paragraphs or reflections, expressing personal memories and feelings in a clear and organized manner.*
December	***Functional Grammar*** • *Question Tags*	• *Use question tags correctly to confirm information and seek agreement in sentences.* • *Improve spoken and written communication by forming accurate statements with appropriate question tags.*
	Reading and Writing Skills • *Unseen passage / poem*	• *Read and understand unfamiliar passages or poems, identifying the main idea and key details.* • *Answer questions accurately, improving comprehension, vocabulary, and thinking skills.*
January	***Play*** ***Uncle Richard's New Year Dinner***	• *Develop listening, reading, and speaking skills by understanding the play and enacting dialogues with proper expression, tone, and confidence.* • *Enhance creativity and collaboration by participating in role-play and creating short plays based on different themes.* • *Improve writing skills by drafting simple scripts or dialogues inspired by the play and real-life situations.*
	Functional Grammar • *Prepositions* • *Editing*	• *Use prepositions of time, place, movement, and direction correctly to describe when, where, and how actions happen.* • *Edit sentences and short passages, identifying and correcting errors related to prepositions and tenses, thereby improving accuracy in writing.*
	Reading and Writing Skills • *Unseen passage/ poem* • *Formal Letter Writing*	• *Read and understand unfamiliar passages or poems, identifying the main idea and key details.* • *Answer questions accurately, improving comprehension, vocabulary, and thinking skills.* • *Write formal letters for situations like sick leave, casual leave, half-day, and early departure using the correct format.* • *Express their reason clearly and politely, using appropriate vocabulary and tone.*
February	***Functional Grammar*** • *Reported Speech*	• *Apply the concept of reported speech in converting Direct into Indirect speech, using correct corresponding tenses and persons (Personal Pronouns)* • *Accurately report questions and commands using the appropriate changes in word order and reporting verbs.*
	Reading and Writing	• *Read and understand unseen passages or poems and answer*

	Skills • *Unseen passage /poem* • *Formal Letter Writing*	*questions accurately, improving comprehension, vocabulary, and thinking skills.* • *Develop writing skills and confidence by organizing ideas logically and writing neat, error-free letters.* • *Enhance their skills in using formal, polite, and clear language, ensuring that tone is respectful and suited to the purpose of the letter.*

HINDI

प्रस्तावनाः

शिक्षार्थियों को राष्ट्रभाषा हिंदी का अध्यापन साहित्यिक, सांस्कृतिक, सौंदर्यात्मक एवं व्यावहारिक भाषा के रूप में इस प्रकार करवाया जाएगा ताकि शिक्षार्थियों की पहचान बन सके, उनमें आत्मविश्वास हो, हिंदी भाषा उनके विचार–विमर्श की भाषा बन सके। विद्यार्थी भाषा के लिखित प्रयोग के साथ–साथ सहज और स्वाभाविक रूप से मौखिक अभिव्यक्ति में भी सक्षम हो सकें, इतना ही नहीं वे विभिन्न विधाओं और अभिव्यक्ति की अनेक शैलियों से परिचित हो सकें। शिक्षार्थी हिंदी भाषा में दक्ष होकर अन्य विषयों के साथ अंतर्संबंध स्थापित करके वैश्विक क्षितिज तक पहुँच सकें। विस्तृत गतिविधि गृहकार्य में अभ्यास हेतु दी जाती है।

उद्देश्यः

विद्यार्थी सत्रांत तक हिंदी विषय के निम्न उद्देश्यों को समझ सकेंगे।

- शिक्षार्थी गद्य की विधाओं – कहानी, लेख, एकांकी को पढ़कर समझने लगेंगे।
- शिक्षार्थी पद्य की विधाओं – कविता एवं दोहों के अर्थ को समझने लगेंगे।
- शिक्षार्थी मौखिक भाषिक अभ्यास के लिए– कविता, कहानी, चित्र वर्णन, अभिनय, भाषण आदि को बोल एवं समझ सकेंगे।
- शिक्षार्थी सुलेख, श्रुतलेख, अनुलेख द्वारा शुद्ध लेखन एवं वर्तनीगत अशुद्धियों को ठीक कर सकेंगे।
- शिक्षार्थियों को लिखित भाषिक अभ्यास के लिए– संज्ञा, सर्वनाम, विशेषण, क्रिया, वचन, लिंग, काल, प्रत्यय उपसर्ग, विलोम शब्द, पर्यायवाची शब्द, तत्सम–तद्भव शब्द आदि का ज्ञान होगा।
- शिक्षार्थियों को विषयपरक प्रश्न, मूल्यपरक प्रश्न, उच्च बौद्धिक क्षमता प्रश्न, समस्या समाधान प्रश्नों का ज्ञान होगा।
- शिक्षार्थियों में पत्र लेखन, अनुच्छेद लेखन, नैतिक मूल्य उद्घोष लेखन एवं सृजन कौशल की अभिवृद्धि होगी।
- शिक्षार्थियों में पाठ्यक्रम के अतिरिक्त पुस्तकों के वाचन से भाषा बोध का विस्तार एवं संवर्धन होगा साथ ही उनमें पठन एवं वाचन के प्रति रुचि जाग्रत होगी।

माह	अवधारणा –	कौशल - श्रवण , पठन , कथन , लेखन
अप्रैल	तुकांत कविता- • मात शारदे दो वरदान	शिक्षार्थी निम्न दक्षता अर्जित कर पाएँगे- • कविता के भाव और संदेश को सुनकर समझना। • आत्मविश्वास के साथ कविता का पाठ और भाव व्यक्त करना • तुकांत शब्दों की पहचान,तुकांत शब्दों का मौखिक प्रयोग • तुकांत शब्दों का सही चयन एवं लेखन • तुकांत शब्दों के प्रयोग द्वारा काव्य पंक्तियाँ पूर्ण करना • नए शब्दों को सुनकर और पढ़कर समझने की क्षमता का विकास • शब्दों के अर्थ पहचानने और बताने का कौशल • शब्दों की वर्तनी सही लिखने की क्षमता
	• व्यावहारिक व्याकरण- वर्ण विचार	• अनुस्वार ,अनुनासिक, विसर्ग, आगत ध्वनि, पंचम वर्ण से शब्द रचना • संयुक्ताक्षर एवं द्वित्व व्यंजन ,तत्सम - तद्भव शब्दों का ज्ञान
	रचनात्मक लेखन – • चित्र वर्णन	• चित्र देखकर वाक्य लिखना • कल्पना और सृजनात्मकता का विकास
	पठन कौशल समझ • अपठित गद्यांश	• अर्थग्रहण व बोध क्षमता का विकास • गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
जून	शिक्षाप्रद कहानी – • स्वावलंबी	नीतिगत कहानियों का भावपूर्ण पाठ श्रवण एवं शुद्ध उच्चारण, भाव एवं प्रवाह के साथ कहानी की वाचन क्षमता का विकास • शब्द संपदा में वृद्धि,वर्तनी सुधार • मौखिक प्रश्नों के उत्तर देना • विषयपरक प्रश्नों के उत्तर लिखना • मूल्यपरक प्रश्नों के उत्तर लिखना
	व्यावहारिक व्याकरण- • वर्ण विच्छेद, संज्ञा	• अनुनासिक शब्दों का वर्ण विच्छेद • संज्ञा – भेद, पाठगत व्याकरण
	रचनात्मक लेखन- • अनुच्छेद लेखन	संकेत बिंदुओं के आधार पर अनुच्छेद संकेत बिंदुओं के आधार पर अनुच्छेद लिखना
	पठन कौशल समझ • अपठित गद्यांश	• दिए गए प्रश्नों के माध्यम से गद्यांश के मुख्य विचार को पहचाने की क्षमता का का विकास

माह	अवधारणा –	कौशल - श्रवण , पठन , कथन , लेखन
जुलाई	संवाद (हास्य लघु नाटिका)- • शतरंज में मात	• एकांकी का भावपूर्ण पाठ वीडियो के माध्यम से सुनकर संवादों का भावपूर्ण पठन • विभिन्न विषयों पर संवादों की अभिनयात्मक प्रस्तुति • शब्दों को सही संदर्भ में बोलने की क्षमता एवं सही वाक्य में प्रयोग करने के कौशल का विकास • शब्दों की वर्तनी सही लिखने की क्षमता का विकास • विषयपरक प्रश्नों के उत्तर लिखना • उच्च बौद्धिक क्षमता के प्रश्न- उत्तर लिखना
	व्यावहारिक व्याकरण- • विराम चिह्न • ऋ की मात्रा और र के रूप	• पूर्णविराम , अल्पविराम ,प्रश्नवाचक चिह्न , विस्मयादिबोधक , उद्धरण, कोष्ठक और योजक विराम चिह्नों के नाम और उचित स्थान पर सही विराम चिह्नों के प्रयोग की दक्षता का विकास • ऋ की मात्रा और र के रूप में अंतर • र के रूपों का का वर्ण विच्छेद • पाठगत व्याकरण
	रचनात्मक लेखन- • संवाद लेखन	• निर्देशानुसार (विषय के अनुरूप) संवाद लेखन • प्रश्न -उत्तर शैली और विचार विनिमय की समझ का विकास
	पठन कौशल समझ अपठित गद्यांश	• दिए गए प्रश्नों के माध्यम से गद्यांश के मुख्य विचार की पहचान की क्षमता का का विकास
अगस्त	भाव प्रधान कविता- • धरती माँ • कबीर के दोहे	• शुद्ध उच्चारण के साथ कविता एवं दोहों का लयबद्ध, भावपूर्ण गायन • विषयपरक प्रश्नों के उत्तर लिखना • शब्द संपदा में वृद्धि,वर्तनी सुधार • मूल्यपरक प्रश्नों के उत्तर लिखना
	व्यावहारिक व्याकरण- • विशेषण • उपसर्ग-प्रत्यय	• विशेषण के भेद • उपसर्ग एवं प्रत्यय में अंतर • विशेषण एवं भाववाचक संज्ञा में अंतर, • पाठगत व्याकरण
	पठन कौशल समझ • अपठित गद्यांश	• गद्यांश पर आधारित प्रश्नों के उत्तर लिखना

माह	अवधारणा –	कौशल - श्रवण , पठन , कथन , लेखन
सितंबर	व्यक्तित्व परक लेख- • हमारे राष्ट्रपिता	• शुद्ध उच्चारण ,भाव एवं प्रवाह के साथ लेख का वाचन कर मौखिक प्रश्नों के उत्तर देना • विषयपरक प्रश्नों एवं उच्च बौद्धिक क्षमता प्रश्नों के उत्तर लिखना • शब्द संपदा में वृद्धि,वर्तनी सुधार • चरित्र चित्रण, जीवनी लेखन द्वारा रचनात्मकता और मौलिकता के विकास की दिशा में प्रगति
	व्यावहारिक व्याकरण- • सर्वनाम • योजक शब्द	सर्वनाम के भेद, योजक शब्दों द्वारा रिक्त स्थानों की पूर्ति, पाठगत व्याकरण
	पठन कौशल समझ • अपठित गद्यांश	गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
	रचनात्मक लेखन- • अनौपचारिक पत्र	• मित्रों एवं संबंधियों को पत्र • भावनाओं और अनुभवों की प्रभावी और स्पष्ट अभिव्यक्ति
अक्टूबर	संवेदना प्रधान कहानी- • फूलों की पीड़ा संवेदना प्रधान लेख- • सैर -सपाटा	• भावपूर्ण पाठ वीडियो / शिक्षिका के माध्यम से सुनवाना • लेख एवं कहानी के पठन द्वारा प्राणी मात्र के प्रति प्रेम, करुणा एवं सतर्कता का विकास • संबंधित विषय पर समूह चर्चा • विषयपरक प्रश्नों के उत्तर लिखना • शब्द संपदा में वृद्धि,वर्तनी सुधार • मूल्यपरक एवं उच्च बौद्धिक क्षमता प्रश्नों के उत्तर लिखना
	रचनात्मक लेखन- • अनौपचारिक पत्र	• मित्रों एवं संबंधियों को पत्र • भावनाओं और अनुभवों की प्रभावी और स्पष्ट अभिव्यक्ति
	व्यावहारिक व्याकरण- • क्रिया	• क्रिया के भेद, पाठगत व्याकरण
	रचनात्मक लेखन- • औपचारिक पत्र	• अवकाश हेतु कक्षा - अध्यापिका को प्रार्थना पत्र
	पठन कौशल समझ • अपठित गद्यांश	• गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
नवंबर	प्रेरक प्रसंग- • उपयोगी जड़ी	• भावपूर्ण पाठ वीडियो / शिक्षिका के माध्यम से सुनवाना • प्रेरक प्रसंग के पठन द्वारा सकारात्मक सोच ,आत्मविश्वास एवं कर्तव्यबोध का विकास

		• तात्कालिक भाषण • विषयपरक प्रश्नों के उत्तर लिखना • शब्द संपदा में वृद्धि,वर्तनी सुधार • मूल्यपरक एवं उच्च बौद्धिक क्षमता पर आधारित प्रश्नों के उत्तर लिखना
	व्यावहारिक व्याकरण- • क्रियाविशेषण	• क्रियाविशेषण का परिचय एवं भेद • पाठगत व्याकरण
	पठन कौशल समझ • अपठित गद्यांश	• गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
दिसंबर	विचार प्रधान कहानी- • मेंड़ का पौधा	• शुद्ध उच्चारण, भाव एवं प्रवाह के साथ कहानी -पठन • सामाजिक समस्याओं एवं समाधान पर चर्चा • विषयपरक प्रश्नों के उत्तर लिखना • शब्द संपदा में वृद्धि,वर्तनी सुधार • मूल्यपरक एवं उच्च बौद्धिक क्षमता प्रश्नों के उत्तर लिखना
	व्यावहारिकव्याकरण- • वाक्य	• वाक्य के अंग • वाक्य के भेद- प्रश्नवाचक ,निषेधात्मक ,सरल एवं संयुक्त वाक्य • पाठगत व्याकरण
	रचनात्मक लेखन- • अनुच्छेद लेखन	• संकेतों के आधार पर 10-12 वाक्यों का अनुच्छेद लेखन • दी गई शब्द सीमा के भीतर एक सुगठित और प्रभावशाली अनुच्छेद तैयार करना।
	पठन कौशल समझ • अपठित गद्यांश	• गद्यांश पर आधारित प्रश्नों के उत्तर लिखना
जनवरी	रोमांचक कहानी- • राक्षस और बच्चा	• भावपूर्ण पाठ वीडियो / शिक्षिका के माध्यम से सुनवाना • शुद्ध उच्चारण, भाव एवं प्रवाह के साथ कहानी -पठन • लघु -कहानी कथन • विषयपरक प्रश्नों के उत्तर लिखना • शब्द संपदा में वृद्धि,वर्तनी सुधार • मूल्यपरक एवं उच्च बौद्धिक क्षमता प्रश्नों के उत्तर लिखना
	व्यावहारिकव्याकरण- • काल	• दैनिक जीवन के उदाहरणों के माध्यम से काल और उसके भेद की व्यावहारिक समझ, पाठगत व्याकरण
	रचनात्मक लेखन • कहानी लेखन	• चित्रों एवं संकेतों के आधार पर कहानी लेखन • कहानी के प्रारंभ , मध्य और अंत की संरचना की समझ का विकास
	पठन कौशल समझ	• गद्यांश पर आधारित प्रश्नों के उत्तर लिखना

	• अपठित गद्यांश	• संदर्भानुसार शब्दों और वाक्यों के अर्थ ग्रहण की क्षमता का विकास
फरवरी	प्रेरक कविता- • अभी समय है	• कविता का भावपूर्ण पाठ वीडियो / शिक्षिका के माध्यम से सुनवाना • शुद्ध उच्चारण के साथ कविता का लयबद्धगायन • जीवन मूल्यों पर आधारित सुविचार और सूक्ति लेखन
	व्यावहारिक व्याकरण	• संज्ञा, सर्वनाम, विशेषण क्रिया एवं क्रियाविशेषणको अनुच्छेद में से ढूँढ़कर अलग करना
	रचनात्मक लेखन • कविता –लेखन	• जीवन मूल्यों पर आधारित स्व रचित कविता –लेखन • शब्द संपदा के विस्तार और सटीक शब्द- चयन की दक्षता

प्रस्तावित रचनात्मक कौशल एवं गतिविधियाँ

- तुकांत शब्दों की अंत्याक्षरी
- काव्य रचना
- सूक्ति लेखन
- उद्घोष लेखन
- पोस्टर बनाना
- एलबम बनाना
- स्वंत्रता सेनानियों के कार्यो कोलाज
- सुविचारों पर आधारित बुकमार्क
- काव्य गोष्ठी
- संस्मरण लेखन
- कहानी कथन
- अभिनय प्रस्तुति

- चित्र वर्णन
- वार्तालाप
- शुभकामना संदेष
- एकांकी मंचन
- स्वराभिनय
- मंच संचालन
- अनुभव एवं घटना वर्णन
- एकल एवं समूह गायन
- तात्कालिक भाषण
- वर्ग पहेली
- शब्द निर्माण
- चित्रकला लेखन
- आलेख संकलन

MATHEMATICS

OVERVIEW

In Mathematics, understanding of concepts becomes an essential prerequisite in the development of the skills. Teachers ensure that students apply the concepts in real life situations. Daily practice in solving Math problems is provided for within the school timetable and extended activities are given for practice at home.

OBJECTIVES OF TEACHING MATHEMATICS

By the end of Grade 5, Students will be able to:

- *Develop skills of construction for example, circle, triangle, polygon, various kinds of angles and graphs of suitable measurement.*
- *Apply mathematical concepts, logics and reasons for proving results of appropriate problems.*
- *Make calculations with accuracy involving concept of time and fractions.*
- *Identify symmetrical shapes and draw solid shapes or figures using concept of symmetry.*
- *Draw different types of graphs (like circle graph, line graph) by using given data.*
- *Make higher level calculations and solve problems involving fractions.*
- *Make calculations of profit and loss in real life situations.*

Month	*Concepts*	*Skills* *The students will be able to:*
April	***Large Numbers*** • *Recapitulation of 5 and 6-digit numbers* • *Introduction to large numbers* • *Indian and International system of numeration* • *Place value and expanded form* • *Build numbers* • *Comparing and rounding off large numbers* • *Rules for writing Roman numerals* • *Converting Hindu-Arabic numerals to Roman numerals and vice- versa*	• *Read and write numbers up to 8 digits.* • *Express numbers using both the Indian and International numbering systems.* • *Represent large numbers in standard and expanded form.* • *Construct the greatest and smallest possible numbers using given digits.* • *Compare, order, and round off large numbers.* • *Convert Roman numerals to Hindu-Arabic numerals and vice-versa.*
	Fundamental Operations • *Properties of addition and subtraction* • *Addition and subtraction of large numbers* • *Story sums*	• *recapitulate the properties of addition and subtraction* • *solve sums based on addition and subtraction of large numbers* • *apply the concept of addition and subtraction in solving daily life problems*
June	***Fundamental Operations*** • *Properties of multiplication and division* • *Multiplication & division of large numbers* • *Dividing large numbers* • *Story sums*	• *recapitulate the properties of multiplication and division* • *multiplication by 2 and 3-digit numbers* • *divide large numbers and find quotient and remainder* • *apply the concept of multiplication and division in solving daily life problems*
July	***Fundamental Operations*** • *BODMAS* ***Factors and Multiples*** • *Properties of factors* • *Finding factors of a given number* • *Prime factorization* • *HCF* • *Divisibility rules* • *Properties of multiples* • *Finding multiples of a given number* • *LCM*	• *solve problems involving one or more operations* • *Define factors and list all factors of a given number.* • *Identify prime and composite numbers.* • *Determine the HCF (Highest Common Factor) of given numbers.* • *Check the divisibility of a number by 2, 3, 4, 5, 6, 9, 10, 12, and 15.* • *Define multiples and list the multiples of a given number.* • *Find the LCM (Least Common Multiple) of given numbers.*

Month	*Concepts*	*Skills* *The students will be able to:*
August	***Fractions*** • *Fraction and its types* • *Equivalent fractions* • *Types of fractions* • *Reducing a fraction to its simplest form* • *Addition & subtraction of fractions* • *Comparison of fractions* • *Reduce a fraction to its simplest form* • *Addition and subtraction of fractions and mixed numbers* • *Multiplication and division of a fraction by a whole number and by a fraction* • *Dividing a whole number by a fraction* • *Conversion*	• *Discuss examples of fractions in everyday life.* • *Explain the concept of equivalent fractions and find them for given fractions.* • *Identify and differentiate between various types of fractions.* • *Compare two or more fractions.* • *Add and subtract fractions* • *Reduce fractions to their lowest terms.* • *Multiply and divide fractions by whole numbers, and vice versa.* • *Express the fractional part of a whole number.* • *Convert between mixed numbers and improper fractions.*
September	***Decimals*** • *Decimal place value and chart* • *Expanded and Standard notation* • *Converting decimals to fractions and vice-versa* • *Types of decimals.* • *Comparison of decimals* • *addition and subtraction of decimals* • *Multiplication and Division of decimals by 10,100, and 1000*	• *define decimal numbers and state place value of a digit in a decimal number* • *express the given decimals in expanded form and standard form* • *learn conversion in decimals* • *define like, unlike and equivalent decimal numbers* • *compare and order decimals* • *add and subtract decimal numbers* • *multiply and divide decimal numbers by 10,100, and 1000*
October	***Geometry*** • *Point, line, line segment, ray and plane* • *Types of lines* • *Angles and its types* • *Measurement of angles* • *Classification of triangles* • *Circle*	• *explore basic geometrical concepts* • *define angles and classify the angles* • *measure and draw different types of angles* • *define and draw different types of triangles* • *draw circle using a compass and label its parts*

Month	Concepts	Skills The students will be able to:
October	**Symmetry and Patterns** • Reflection Symmetry • Rotational Symmetry • Pattern in numbers	• identify symmetry in shapes and figures • identify different types of patterns
November	**Data Handling** • Pictograph • Bar graph • Line graph • Tally chart	• recapitulation of pictographs • read the given bar graph and line graph • draw a bar graph and double bar graph • build a tally chart
	Money • Money and its related terms • Profit and Loss • Unitary Method	• explain the terms cost price, selling price, profit and loss. • solve questions based on profit and loss • define and apply unitary method to solve real-world problems
December	**Perimeter, Area, Volume and Maps** • Perimeter • Area • Volume	• define perimeter, area and volume • find perimeter of a rectangle and square. • area on square grid • find area of rectangle and square • find perimeter and area of irregular shapes • calculate volume
January	**Metric Measures** • Measurement of length, mass and capacity • Conversion of higher units to lower units and vice-versa • Four basic operations on metric measures	• Select the appropriate unit of measurement for a given context. • Convert between larger and smaller metric units. • Apply the four basic operations (addition, subtraction, multiplication, division) to metric measurements.
February	**Time** • Clock • Conversion of units of Time • 24-hour time notation • Operations on measures of time • Time duration	• Read and interpret the clock. • Convert larger units of time into smaller units, and vice versa. • Convert between 12-hour and 24-hour clock formats. • Perform addition and subtraction of time. • Calculate the duration of time intervals.

List of suggestive tools for Maths

- *Chart Making*
- *Data Collection*
- *Educational games*
- *Group Activities*
- *HOTS*
- *Lab Activities*
- *Life Skills*
- *MCQs,*
- *Oral questions*
- *Pen - Paper Test*
- *Problem Solving*
- *Project (group / individual)*
- *Quiz*
- *Research*

ENVIRONMENTAL STUDIES

OVERVIEW

Today we are in an age of explosion of information. In this context, memorization of content in Science and Social Studies is a futile exercise. The scientific skills 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 topics. Social Studies also helps the students to understand the complex integration of social institutions and phenomenon and to trace how civilization and social institutions have developed. This enables them to become proactive citizens 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

By the end of Grade 5 the students will be able to:-

Develop awareness about the natural, social and cultural environment.

Understand the interdependence between living and non-living things.

Develop sensitivity towards environmental conservation and sustainable use of resources.

Encourage observation, exploration and inquiry skills.

Develop scientific thinking and problem-solving abilities.

Promote values like cooperation, responsibility and respect for nature.

Understand the importance of natural resources and their conservation.

Create awareness about health, hygiene and safety practices.

Understand the diversity of plants, animals and human life.

Develop skills of collecting, recording and interpreting information.

Encourage participation in environmental protection activities.

Connect classroom learning with real-life situations.

Promote critical thinking about social and environmental issues.

Develop positive attitudes towards community and national heritage

Month	*Concepts*	*Skills- The Students will be able to:*
April	***Water in Our Lives*** • *Sources of water* • *Properties of water* • *Water Cycle* • *Conservation of water* • *Water Pollution* • *Plants in water* • *Animals in water* • *Waterborne diseases*	• *Listen attentively and express ideas clearly about water sources, uses, and importance.* • *Talk confidently about plants and animals living in water.* • *Read and understand information on water sources, properties, and environmental adaptations.* • *Draw and label the water cycle and write brief points about it.*
June	***The World of Plants*** • *Reproduction in plants* • *Seed dispersal* • *Germination* • *Plants from faraway places*	• *Understand information shared on seed germination and dispersal.* • *Share information about plants found in different places.* • *Identify key facts related to seed dispersal and germination.* • *Write and list brief explanations of plant reproduction with examples.*
July	***Our Local Institutions*** • *Local Institutions* • *Emergency Institutions*	• *Comprehend the roles and responsibilities of community support systems.* • *Talk confidently about nearby institutions and how they help people.* • *Discuss key information about community helpers and support services.* • *Write and list brief descriptions of local institutions and their functions.*
August	***Getting to Know Animals*** • *Amazing senses of animals* • *How animals communicate* • *Animals and sleep*	• *explain amazing senses of animals and their behaviour* • *Communicate clearly ideas about special senses in animals using examples.* • *Extract information related to animal communication.* • *Record brief descriptions of animal sleep patterns with examples.*

Month	*Concepts*	*Skills- The Students will be able to:*
August	***Living in Harmony*** • *Dependency on animals* • *Animals in danger* • *Forests* • *The food chain and food web*	• *Listen actively about the role of animals in human survival.* • *Articulate the need for protecting forests, wildlife and expresses ideas clearly on the importance of animals and their care.* • *Read and interpret information on food cycles and energy balance.* • *Illustrate food cycle and energy flow using labels and simple descriptions*
September	***Staying Healthy and Safe*** • *Healthy Body* • *Safety at home and outside* • *Safety during Emergencies*	• *Follow discussions on safety measures at home and outdoors.* • *Communicate the benefits of exercise and yoga.* • *Explore written material related to health, fitness, and safety.* • *Record brief descriptions of the breathing process and organises safety rules for home, school, and outdoor settings in writing.*
October	***Energy Makes Things Work*** • *Energy and its forms* • *Fossil Fuels* • *Green Fuels* • *Conservation of fuels*	• *Demonstrate the importance of fossil fuels, green fuels, and fuel conservation through classroom interactions.* • *Participate in group discussions and presentations to articulate the advantages of green fuels and the need for sustainable energy practices.* • *Interpret written material to understand the impact of fossil fuels.* • *Construct short paragraphs, comparisons, and reflective notes to enumerate the benefits of green fuels and promote responsible energy use.*
November	***Food For Healthy Living*** • *Our food* • *Balanced Diet* • *Deficiency Diseases* • *Preservation of food* • *Shortage of food*	• *Explain the digestion process.* • *Understand the importance of balanced diet.* • *Discuss the causes of food spoilage, ways of preventing,reasons for shortage of food.* • *List the symptoms of deficiency diseases and their dietary sources.*

Month	*Concepts*	*Skills- The Students will be able to:*
November	***How Food is Grown*** • *Cultivation: Growing crops* • *Stages of farming* • *Irrigation Methods* • *Farming tools*	• *Follow discussion attentively on sequential stages involved in crop cultivation, from sowing to harvesting.* • *Communicate ideas clearly by explaining the stages of farming.* • *Read age-appropriate texts, diagrams, and illustrations to gain insights into crop varieties and traditional as well as modern farming practices.* • *Show well-organised responses to list and describe the tools used in agriculture and their functions.*
December	***How We Make Our Clothes*** • *Natural and Synthetic fibres* • *Weaving* • *Stitching and Embroidery*	• *Present observations on diverse stitching and embroidery patterns of India, reflecting regional diversity.* • *Interpret pictures, charts, and short passages to explore various Indian embroidery styles and stitching techniques.* • *Read informative texts, diagrams, and visual narratives to identify different types of fibres.* • *Create labelled diagrams, short paragraphs, and comparative tables to illustrate weaving steps and Indian stitching and embroidery patterns.*
January	***India: Our Beautiful Country*** • *Festivals we celebrate* • *Art forms of India* • *Clothing of India*	• *Listening and appreciate India's rich diversity in traditional clothing and artistic expressions across regions.* • *Express thoughts fluently by explaining the importance of festivals and how they reflect India's traditions and values.* • *Explore India's vibrant art heritage and traditional clothing styles.* • *Conceptualise descriptive paragraphs to highlight the significance of Indian festivals and the cultural messages they convey.*

Month	*Concepts*	*Skills- The Students will be able to:*
January	***The Cycle of Nature*** • *What causes day and night?* • *How seasons are caused?* • *Phases of Moon*	• *Comprehend and pay close attention to understand Earth's revolution and its connection with seasonal changes.* • *Discuss the changing phases of the Moon and share observations.* • *Examine, share and decode charts and visual representations to understand the sequence of the Moon's phases.* • *Construct well-organised written responses to differentiate between rotation and revolution with examples.*
February	***Some Interesting Places*** • *Desert* • *Grasslands* • *Rainforests* • *Islands* • *Mountains* • *Oceans*	• *Respond to discussions, narratives, and audio-visual presentations to comprehend the defining characteristics of different geographical regions.* • *Justify responses confidently by describing region-specific features such as landforms, climate, and lifestyle.* • *Interpret maps, texts, and visual resources to explore India's diverse geography and regional distinctions.* • *Compile information through short paragraphs, tables, and labelled illustrations to present details of regional flora, fauna, and local tribes.*

LIST OF SUGGESTIVE TOOLS FOR ENVIRONMENTAL STUDIES

- *Observations, recording and interpretation*
- *Oral Questions*
- *Practical Activities and Projects*
- *Role play and Dramatization*
- *Pen-Paper test*
- *Group Discussion*
- *Data Collection*
- *Quiz*
- *MCQS*
- *Hands on Activities.*
- *Making Models and explaining the related concepts*
- *Experiments*
- *Lab visits*
- *Nature exploration*

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 COMPUTER

By the end of Grade 5 The students will be able to: – *•To develop understanding of latest technology.*

- *To create awareness and ethics of usage of technology in day to day life.*
- *To utilize the techniques they learn in their daily life.*
- *To use productivity tools to collaborate in constructing models through technology and produce other creativity work.*
- *To use technology to locate, evaluate and collect information from a variety of sources.*
- *Demonstrate the ability to give an effective presentation using visual aids and/or software demonstrations.*
- *Learn and demonstrate standards of professional behavior, including rules of ethics and entiquette.*
- *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.*
- *Demonstrate the ability to extend current knowledge.*

Month	*Concept*	*Skills The students will be able to: –*	*Activity*
April	*Microsoft Word*	• *Headers and footers* • *Drop cap* • *Tab stop* • *Mail Merge*	• *Create an article using drop cap and headers and footers utility.* • *Create a birthday Invitation using mail merge utility.*
June	*Presentation*	• *Create a presentation using a* • *template Format slide* • *Use text alignment* • *Use bullets and numbering Use add graphics in presentation* • *Rearrange a slide* • *Set up slide show* • *Use animation*	*To create a presentation on a science concept and apply transition and animation effects.*
July	*Creating hyperlinks*	• *Create a presentation* • *Create a presentation using themes* • *Use photo album* • *Use slide master* • *Create hyper links*	*To create a Power Point Presentation on a given topic using hyperlinks*
August	*Spreadsheet*	• *Start and close Spreadsheet application Learn formulas* • *Insert and delete row in a worksheet*	*create your class time table in Spreadsheet application*
September	*Spreadsheet*	• *Resizing column width and row height* • *Auto fill options* • *Insering worksheet* • *Editing data*	*Create a list of your favourite songs and rate them with numbers ranging from 1 to 5*
October	*Spreassheet*	• *Applying Functions on the given data.* • *Useage of common Funtions as Sum,Product,Difference,Average,Max and Min*	*Create a spredsheet displaying the marks of 10 students in 6 subjects. Calculate the Sum, Average of every subject. Calculate the Max and Min marks of every subject.*

Month	*Concept*	*Skills The students will be able to:*	*Activity*
November	*Decision Making in Scratch*	• *Comparison Operator* • *Boolean Expression* • *Logical Operators* • *String Decisions* • *Comparing letters and strings* • *Decisions*	*Create a code to find which number is greater out of two numbers.* *Create a code to check the password is correct or not.*
December	*More about Loops*	• *The Repeat Block* • *The Repeat Forever Block* • *The Repeat Until Block* • *Stop Commands* • *Counters*	*Create a simple animation using the repeat forever block.* *Create a animation where the dancer is dancing using repeat forever block.*
January	*More on Scratch*	• *Sensing Blocks* • *Using Keyboard Keys*	*Create a clicker game using the sensing blocks.*
February	*Logic Development with RoboMind*	• *Understand instructions and program* • *Use Robomind program to develop logical skilss* • *Control the Robot with remote control and simple.* • *Use repeat() to execute statement repeatedly.* • *Use If-else block decision – making.*	*Open map,maze1.mp.Write program to help Robo go to the beacon and put it on the home tile.*