



Circular No. 09/RDPS/ 2022-23
Syllabus for April-May
(Duration: 06.04.2022 to 13.05.2022)
Class: IV

Date: **01.04.2022**

Dear Parent(s)

"Develop a passion for learning. If you do, you will never cease to grow."

With RDPS 'vision of 'Excellence in Education' and aim to accomplish the set goals during the current transitional phase of learning for the young learners, the school continues to trail ahead towards the progressive session 2022-23.

Kindly note:

1. The academic session will be divided in two Terms: Term-1 and Final Term.
2. Continuous and Comprehensive Evaluation will be done wherein Chapter End Assessment (CEA-Written) will be conducted by the subject teachers/mother teachers after completion of every chapter.
3. All CEA's will be mapped to Learning Outcomes of the concerned subject and class mentioned in the syllabus.
4. Term -I Evaluation will be compiled as per the reports of all the CEAs of Term-I and the same apply for Final Result.
5. The student's continuous performance for Oral Assessment will be consolidated at the month end by the respective subject teachers/mother teachers.

The syllabus to be covered during the month of April-May. i.e. from 01.04.22 to 13.05.2022, is as given below:

English - 01.04.22 to 12.05.22 CEA date : 22.04.2022 (Ch-1) and 12.05.2022 (Ch-2)				
Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
Pre-Requisite Knowledge * Nouns * Verbs * Sentences * Adjectives CB & WB Ch-1 : I'm Late for School GB Ch1-Nouns Revision Ch2- Common, Proper and Abstract Noun Ch3- Collective Nouns Ch4- Countable and uncountable nouns	ID_C/T-LO-Eng/IV/1: Recites poems with appropriate expressions and intonation in order to demonstrate an understanding of poem/sentences/words. ID_A/C/T-LO-Eng/IV/2: Enacts different roles in role plays/short skits/dramatization of stories with dialogue and dramatic delivery ID_A/C/T-LO-Eng/IV/3: Responds to simple instructions, announcements in English made in class/ school ID_A/C/T-LO-Eng/IV/4(a): Responds verbally in English to questions based on day-to-day life experiences, an article, story or poem heard or read D_A/C/T-LO-Eng/IV/4(b): Responds in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read ID_A/C/T-LO-Eng/IV/5(a): Describes briefly, orally about events, places and/or personal experiences in English in order to demonstrate communication skills D_A/C/T-LO-Eng/IV/5(b): Describes briefly in writing about events, places and/or personal experiences in English in order to demonstrate communication skills D_A/C/T-LO-Eng/IV/9: Infers the meaning of unfamiliar words from known and unknown texts by reading them in context	1 : Finger puppet making and dialogue discussion: The students will be asked to make small finger puppets in the classroom and present an act of a student and a teacher using the same. 2 : Classifying Nouns: Students will observe nouns (people, places, and things) in the playground and classify them in different categories in their note-books. 3: Identifying Nouns: Students will identify the collective nouns in a paragraph given by the teacher and will highlight the nouns using different colours then they will form sentences using the collective nouns that they have found in the paragraph. 4: Observe and Write: The students will be taken to the playground. They will be asked to write ten nouns that they see there on an A-4 size sheet and classify them as countable and uncountable nouns.	Collins Digisuite Kinds of Nouns https://www.youtube.com/watch?v=hA8SM3mWg-Y Collective Nouns https://www.youtube.com/watch?v=dDX6KrDmJQ Countable and uncountable nouns https://www.youtube.com/watch?v=Srdu3XmRsH8	Encourage your ward to read and talk about the basic values that one needs to follow in school Motivate your ward to read the newspaper and underline five nouns and verbs in it. Help your ward to complete the worksheet on nouns. https://www.easypacelarning.com/pdf/nouns5.pdf Motivate your ward to read the newspaper and story books. Help him/her to underline nouns (common ,

	<p>ID_C/T-LO-Eng/IV/10: Uses dictionary to find out spelling and meaning, in order to demonstrate research skills</p> <p>ID_C/T-LO-Eng/IV/12: Uses punctuation marks in reading aloud with intonations and pauses such as question mark, comma, and full stop in order to demonstrate understanding of their appropriate usage</p> <p>D_C/T-LO-Eng/IV/13: Uses punctuation marks in writing such as question mark, comma, full stop and capital letters in order to demonstrate understanding of their appropriate usage</p> <p>ID_C/T-LO-Eng/IV/16(a): Uses nouns, pronouns, verbs, adverbs, conjunctions, interjections, adjectives, prepositions, tenses, subject and predicate, kinds of sentences, homophones, etc. in contextual and integrated manner in order to frame grammatically correct sentences, in speech</p> <p>ID_C/T-LO-Eng/IV/16(b): Uses nouns, pronouns, verbs, adverbs, conjunctions, interjections, adjectives, prepositions, tenses, subject and predicate, kinds of sentences, homophones, etc. in contextual and integrated manner in order to frame grammatically correct sentences, in writing</p> <p>D_C/T-LO-Eng/IV/19(a): Presents orally the highlights of a given written text/ short speech/ narration/ video/ film/ picture/ photograph etc. in order to demonstrate communication, presentation and critical thinking skills.</p> <p>D_C/T-LO-Eng/IV/19(b): Presents in writing the highlights of a given written text/ short speech/ narration/ video/ film/ picture/ photograph etc. in order to demonstrate communication, presentation and critical thinking skills.</p>			<p>proper, collective) using different coloured pens. Help your ward to complete the worksheet on Collective Nouns https://www.havefunteaching.com/resource/english/collective-nouns-complete-the-sentence-worksheet/</p> <p>Help your ward to revise the concept of 'Countable and Uncountable Nouns' through the following YouTube video link. https://youtu.be/B11Sy z9I2n0</p>
<p>CB & WB Ch-2 : Everything Is Possible GB Ch 37- Paragraph Writing Ch 11- Articles Ch 20- Prepositions</p>	<p>ID_A/C/T-LO-Eng/IV/3: Responds to simple instructions, announcements in English made in class/ school</p> <p>ID_A/C/T-LO-Eng/IV/4(a): Responds verbally in English to questions based on day-to-day life experiences, an article, story or poem heard or read</p> <p>D_A/C/T-LO-Eng/IV/4(b): Responds in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read</p> <p>ID_A/C/T-LO-Eng/IV/5(a): Describes briefly, orally about events, places and/or personal experiences in English in order to demonstrate communication skills</p> <p>D_A/C/T-LO-Eng/IV/5(b): Describes briefly in writing about events, places and/or personal experiences in English in order to demonstrate communication skills</p> <p>D_A/C/T-LO-Eng/IV/9: Infers the meaning of unfamiliar words from known and unknown texts by reading them in context</p> <p>ID_C/T-LO-Eng/IV/10: Uses dictionary to find out spelling and meaning, in order to demonstrate research skills</p> <p>ID_C/T-LO-Eng/IV/12: Uses punctuation marks in reading aloud with intonations and pauses such as question mark, comma, and full stop in order to demonstrate understanding of their appropriate usage</p>	<p>1: Greeting Card Making: Students will make a 'Thank You Card' for their friend and write a note showing their gratitude and empathy towards their friend. Further they will give it to their partner/friend. They will bring an half folded A-4 coloured sheet with borders and rest will do in the class. They will use waste material to beautify their card. (ICA)</p> <p>2: Experience Writing: Students will share their experience in writing on the topic 'My memorable trip'.</p> <p>3: The list: prepositions of time and place : Students will be divided into small teams, at a maximum of four per team and will be given a list of ten prepositions. Each team must discuss how many accurate sentences they can create using the ten prepositions. The prepositions that are to be practised will be written on the board, such as: in, under, on, into, above, below, behind, at, in front of, between.</p>	<p>Collins Digisuite</p> <p>Video related to the theme/moral of the story/poem https://www.youtube.com/watch?v=47kd7GbQzsc</p> <p>Video related to the theme/moral of the story/poem https://www.youtube.com/watch?v=KA4P4IFrFyQ</p> <p>Articles https://www.youtube.com/watch?v=qZyLP4ICGBw</p>	<p>Visit a nearby orphanage and help your ward donate his/her old clothes and toys there and talk to him/her about how did he/she feel.</p> <p>Help your ward to complete the worksheet on 'paragraph writing' https://www.liveworksheets.com/bj2364180jt</p> <p>Help your ward to complete the worksheet on 'A, An and The' https://www.liveworksheets.com/ho1629032uq</p> <p>Help your ward to complete the</p>

	<p>D_C/T-LO-Eng/IV/13: Uses punctuation marks in writing such as question mark, comma, full stop and capital letters in order to demonstrate understanding of their appropriate usage</p> <p>D_A/C/T-LO-Eng/IV/14: Writes informal letters, messages, entries, lists, etc. with a sense of audience in order to differentiate between different forms of writing (informal letters, lists, stories, diary entry etc.)</p> <p>D_A/C/T-LO-Eng/IV/15: Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. in order to demonstrate understanding of logical relationships between words/sentences/ideas.</p> <p>ID_C/T-LO-Eng/IV/16(a): Uses nouns, pronouns, verbs, adverbs, conjunctions, interjections, adjectives, prepositions, tenses, subject and predicate, kinds of sentences, homophones, etc. in contextual and integrated manner in order to frame grammatically correct sentences, in speech</p> <p>ID_C/T-LO-Eng/IV/16(b): Uses nouns, pronouns, verbs, adverbs, conjunctions, interjections, adjectives, prepositions, tenses, subject and predicate, kinds of sentences, homophones, etc. in contextual and integrated manner in order to frame grammatically correct sentences, in writing</p> <p>ID_A/C/T-LO-Eng/IV/18: Speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela</p> <p>D_C/T-LO-Eng/IV/19(a): Presents orally the highlights of a given written text/ short speech/ narration/ video/ film/ picture/ photograph etc. in order to demonstrate communication, presentation and critical thinking skills.</p> <p>D_C/T-LO-Eng/IV/19(b): Presents in writing the highlights of a given written text/ short speech/ narration/ video/ film/ picture/ photograph etc. in order to demonstrate communication, presentation and critical thinking skills.</p>		<p>Prepositions</p> <p>https://www.youtube.com/watch?v=ynTtkk49yIY</p>	<p>worksheets on 'Prepositions'.</p> <p>https://www.englishgrammar.at/worksheets/prepositions/prep1.pdf</p> <p>https://www.havefunteaching.com/resource/english/use-the-prepositions-worksheet/</p>
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Hindi - 01.04.22 to 10.05.22
CEA date : 20.04.2022 (Ch-1) and 10.05.2022 (Ch-2)

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
<p>पूर्वापेक्षित ज्ञान- व्याकरण :- संज्ञा सर्वनाम विशेषण क्रिया</p> <p>पाठ 1: वीर तुम बड़े चलो व्याकरण:</p>	<p>ID_A/C/T- HINDI LO/IV/1 : दूसरों द्वारा कही जा रही बात को ध्यान से सुन कर अपनी प्रतिक्रिया व्यक्त करते हैं।</p> <p>ID_A/C/T- HINDI/LO /IV/2.क): सुनी हुई रचनाओं के विषय वस्तु घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/राय बताते हैं और अपने तरीके से अपनी भाषा मौखिक व्यक्त करते हैं।</p> <p>D_A/C/T- HINDI LI/IV/2 ख): सुनी हुई रचनाओं के विषय वस्तु घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/राय बताते हैं और अपने तरीके से अपनी भाषा लिखित व्यक्त करते हैं।</p> <p>ID_A/C/T- HINDI LO/IV/3क): कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी/बात मौखिक जोड़ते हैं और उसके मुख्य भाव/सीख को समझेंगे एवं अपनाएंगे।</p>	<p>1 कविता वाचन :- अपने मनपसंद स्वतंत्रता सेनानी/वीर के लिए एक कविता की रचना करें और उसे कक्षा के समक्ष प्रस्तुत करेंगे।</p> <p>2 अतुल्य भारत - भारत के पाँच भाग – उत्तर, दक्षिण, पूर्व और पश्चिम – पूर्व में से प्रत्येक छात्र देश का एक भाग चुन कर उन राज्यों में से दो या तीन वीरों के बारे में जानकारी हासिल कर एक पोस्टर बनाएँगे।</p> <p>3 कहानी बनाएँ :- छात्रों को पाँच – पाँच के समूह में बांटा जाएगा और उन्हें संज्ञा शब्दों का प्रयोग करते हुए एक कहानी की रचना करने के लिए प्रेरित किया जाएगा।</p>	<p>"यूट्यूब वीडियो :: (सर्वनाम) (https://www.youtube.com/watch?v=wP3d9FEM6mo)"</p> <p>यूट्यूब वीडियो : भारत : एक विविध देश (https://www.yo</p>	<p>1. एक समृद्ध शब्दावली विकसित करने के लिए अपने आस-पास के शब्दों/वाक्यों को पढ़ने में अपने बच्चे की मदद करें।</p> <p>2. बच्चों से एक चार्ट पर भारत के विविध प्रांतों में रहने वाले भारतियों की वेशभूषा के चित्र एकत्रित करने में सहायता करें।</p> <p>https://quizizz.com/join?gc=656209 ऊपर दी गई क्विज़ करने में बच्चों</p>

<p>संज्ञा और उसके भेद समानार्थी शब्द</p>	<p>ID_A/C/T- HINDI LO/IV/4 : भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका इस्तेमाल करते हैं।</p> <p>ID_A/C/T- HINDI LO/IV/7 क): पढ़ी हुई सामाग्री और निजी अनुभवों को जोड़ते हुए उनसे उभरी हुई संवेदनाओं और विचारों की मौखिक अभिव्यक्ति करते हैं।</p> <p>D_A/C/T- HINDI LO/IV/7 ख): पढ़ी हुई सामाग्री और निजी अनुभवों को जोड़ते हुए उनसे उभरी हुई संवेदनाओं और विचारों की लिखित अभिव्यक्ति करते हैं।</p> <p>ID_A/C/T- HINDI/LO /IV/ 9क): पढ़ी रचनाओं की विषय - वस्तु ,घटनाओं ,चित्रों ,पात्रों ,शीर्षक आदि के बारे में बातचीत करते हैं /प्रश्न पूछते हैं ,अपनी राय देते हैं ,अपनी बात के लिए मौखिक तर्क देते हैं।</p> <p>D_A/C/T- HINDI /LO/IV/9 ख) : पढ़ी रचनाओं की विषय - वस्तु ,घटनाओं ,चित्रों ,पात्रों ,शीर्षक आदि के बारे में बातचीत करते हैं /प्रश्न पूछते हैं ,अपनी राय देते हैं ,अपनी बात के लिए लिखित तर्क देते हैं।</p> <p>D_C/T- HINDI LO/IV/12: भाषा की बारीकियों ,जैसे - शब्दों की पुनरावृत्ति ,सर्वनाम ,विशेषण ,लिंग ,वचन आदि के प्रति सचेत रहते हुए लिखते हैं।</p> <p>D_A/C/T- HINDI LO /IV/13 : किसी विषय पर लिखते हुए शब्दों के बारीक अंतर को समझते हुए सराहते हैं और शब्दों का उचित प्रयोग करते हुए लिखते हैं।</p> <p>ID_C/T- HINDI/LO /IV/17 क): अलग अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका मौखिक में इस्तेमाल करते हैं।</p> <p>D_C/T- HINDI/LO /IV/17 ख) : अलग अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका लेखन में इस्तेमाल करते हैं।</p> <p>D_A/C/T- HINDI LO /IV/18 : अपना कल्पना से कहानी ,कविता ,वर्ण आदि लिखते हुए भाषा का रचनात्मक प्रयोग करते हैं।</p>	<p>4 खोजो तो जाने : छात्र कटोरे से एक पर्ची लेंगे और दूसरों को अनुमान लगा के संज्ञा के भेद को बताएंगे।</p>	<p>utube.com/watch?v=zRmIKYvWRPU व्याकरण(संज्ञा और उसके भेद)</p> <p>https://wordwall.net/resource/3652857 · लाइव ऑनलाइन कार्यपत्रिका (समानार्थी शब्द)</p> <p>https://www.liveworksheets.com/zq987110pk</p>	<p>की सहायता करें।</p>
<p>पाठ 2: बुरा न कहो व्याकरण: वर्ण विच्छेद (अ ,आ) अनुस्वार और अनुनासिक</p>	<p>ID_A/C/T- HINDI/LO /IV/2. क) : सुनी हुई रचनाओं के विषय वस्तु घटनाओं, पात्रों , शीर्षक आदि के बारे में बातचीत करते हैं /राय बताते हैं और अपने तरीके से अपनी भाषा मौखिक व्यक्त करते हैं।</p> <p>D_A/C/T- HINDI LI/IV/2 ख) : सुनी हुई रचनाओं के विषय वस्तु घटनाओं, पात्रों , शीर्षक आदि के बारे में बातचीत करते हैं /राय बताते हैं और अपने तरीके से अपनी भाषा लिखित व्यक्त करते हैं।</p> <p>ID_A/C/T- HINDI LO/IV/3 क) : कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी /बात मौखिक जोड़ते हैं और उसके मुख्य भाव /सीख को समझेंगे एवं अपनाएंगे।</p> <p>D_A/C/T- HINDI LI/IV/4 : भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका इस्तेमाल करते हैं।</p> <p>ID_C/T- HINDI LO/IV/7 क): पढ़ी हुई सामाग्री और निजी अनुभवों को जोड़ते हुए उनसे उभरी हुई संवेदनाओं और विचारों की मौखिक अभिव्यक्ति करते हैं।</p> <p>D_C/T- HINDI LO/IV/7 ख) : पढ़ी हुई सामाग्री और निजी अनुभवों को जोड़ते हुए उनसे उभरी हुई संवेदनाओं और विचारों की लिखित अभिव्यक्ति करते हैं।</p> <p>ID_A/C/T- HINDI/LO /IV/ 9क): पढ़ी रचनाओं की विषय - वस्तु ,घटनाओं ,चित्रों ,पात्रों ,शीर्षक आदि के बारे में बातचीत करते हैं /प्रश्न पूछते हैं ,अपनी राय देते हैं ,अपनी बात के लिए मौखिक तर्क देते हैं।</p> <p>D_A/C/T- HINDI /LO/IV/9 ख) : पढ़ी रचनाओं की विषय - वस्तु ,घटनाओं ,चित्रों ,पात्रों ,शीर्षक आदि के बारे में बातचीत करते हैं /प्रश्न पूछते हैं ,अपनी राय देते हैं ,अपनी बात के लिए लिखित तर्क देते हैं।</p> <p>D_A/C/T- HINDI LO /IV/13 : किसी विषय पर लिखते हुए शब्दों के बारीक अंतर को</p>	<p>1 सीखे और सीखाएँ :- सामाजिक या राजनीतिक सुधारक /दार्शनिक से सीखी गई कोई सीख अपने सहपाठियों को बताएं।</p> <p>2. भुझो तो जाने :- प्रत्येक छात्र किसी भी एक महान व्यक्ति द्वारा की गई प्रेरणादायक बात अपने सहपाठियों को बताएंगे जिसको सुन कर वे उस महान व्यक्ति का नाम बताने का प्रयास करेंगे।</p> <p>उदाहरण : विज्ञान मानवता के लिए एक खूबसूरत तोहफा है, हमें इसे बिगाड़ना नहीं चाहिए। (ए.पी.जे अब्दुल कलाम)</p>	<p>यूट्यूब वीडियो : महात्मा बुद्ध की शिक्षा</p> <p>https://youtu.be/5IBp7kiP_uk</p>	<p>महात्मा बुद्ध की तरह और महापुरुषों से संबंधित कहानी बच्चों को सुनाएं।</p>

	समझते हुए सराहते हैं और शब्दों का उचित प्रयोग करते हुए लिखते हैं। D_A/C/T- HINDI LO /IV/18 : अपना कल्पना से कहानी ,कविता ,वर्ण आदि लिखते हुए भाषा का रचनात्मक प्रयोग करते हैं।			
Mathematics - 01.04.22 to 04.07.22 CEA date : 25.04.2022 (Ch-1) and 04.07.2022 (Ch-2)				
Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
Ch-1 (Place Value of Large Numbers)	D_C/T-Maths/IV/1(a): Works with large numbers: Reads /writes and compare numbers bigger than 1000 being used in her /his surroundings. D_C/T-Maths/IV/1(b): Estimate the number to the nearest tens, hundreds, thousands , ten thousands and round off.	1: Number World: The Students will be asked to write the phone number of their parents and then break this number in two 5-digit numbers and write their expanded form . 2: Robot Numbers: The Students will be asked to draw a robot and give a 6-digit pin number to be written in the tummy of it. They will make four boxes around it and write its number name , expanded form , successor and predecessor. 3: Rolling and Rounding: Each student will roll a dice three times to make a 3-digit number which will be written on A-4 size sheet and the numbers will be rounded off nearest to tens and hundreds.	Collins Digisuite Video link : *Place Value of 5-digit numbers https://youtu.be/sAQssslEZ7E *Read and write 5-digit numbers: https://youtu.be/1jYhEny_-UY *Expanded form of 5-digit number https://youtu.be/FQUnD1hZiLA	Motivate the ward to read the numbers on cars and tell them about the number names. Help your ward in preparing a wall clock based on Roman Numerals using eco-friendly material.
Ch-2 (Adding and Subtracting Large Numbers)	D_C/T-Maths/IV/2(a): Performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers. D_A/C/T-Maths/IV/2(b): Creates and Solves simple real-life situations / problems including money, length, mass and capacity by using the four operation.	1: Add the Bills: Students will be asked to bring any two bills. With the help of the same, they will be asked to add the amounts of both the bills in their PC. 2: Think- Pair - Share: The students will be divided into pairs and each pair will be given a paper strip in which two numbers will be written. They will work together to frame a word problem based on those two numbetrs. All the strips will be collected by the teacher and will be distributed again among the pairs. Each pair will try to solve the word problem they got.	Collins Digisuite Video link : *Addition of 5-digit numbers. https://www.youtube.com/watch?v=8yqPvNsS3NI&t=2s * Addition word problem https://www.youtube.com/watch?v=4EmXBYH3WAM *Subtraction of 5-digit numbers. https://youtu.be/AnqfQbi9yjU * Subtraction word problem https://www.youtube.com/watch?v=Ij-FcG56zUM&t=36s	Help your ward to observe the number plates of vehicles. Let them note any five numbers from number plate in their practice notebook and perform basic mathematical operations (addition and subtraction).

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
Pre Requisite Knowledge Ch-1: The Green Plants (Science)	ID_A/T-LO-EVS/IV/1 : Observes and explores the immediate surroundings, i.e., home, school and neighborhood for different objects /flowers / plants, and identifies simple features of objects, flowers, roots and fruits in immediate surroundings. D_C/T-LO-EVS/IV/18 : Describes different characteristics and motions, etc.	1: Needs of the Plants: Students will keep the plant in different conditions such as in the absence of sunlight/water/air to check the materials needed for the process of photosynthesis. (Experiential Learning) 2: Fun with Fallen Leaves: Students will visit the Science Park/nursery to observe various kinds of leaves. Further the students be asked to collect the fallen leaves and create a scenery using the same. (ICA) (Art Integration and Joyful Learning)	Collin's DigiSuite YouTube video links: * Photosynthesis in Plants https://www.youtube.com/watch?v=yHVhM-pLRXk&t=219s	Encourage your ward to plant and nurture a sapling. Also record the weekly growth of the plant in practice notebook and share the same in class.
Ch-2: Plant Adaptations (Science)	D_A/C/T- LO-EVS/IV/6: Guesses (properties, conditions of phenomena), observes and shares experiences of the phenomena, happenings, situations in daily life (such as, how root, flowers grow, lifting of weight with /without a pulley etc.) and demonstrates ways to check /verify /test the observations through simple experiments and activities. D_C/T-LO-EVS/IV/11 Creates collage, designs, models, rangolis, posters, albums, simple maps, flow diagrams, etc. using available material or local /waste material. D_A/C/T-LO-EVS/IV/16 : Explains processes and phenomenon D_C/T-LO-EVS/IV/17 : Draws labeled diagrams/ flow charts of organisms and processes. D_A/C/T- LO-EVS/IV/6: Guesses (properties, conditions of phenomena), observes and shares experiences of the phenomena, happenings, situations in daily life (such as, how root, flowers grow, lifting of weight with /without a pulley etc.) and demonstrates ways to check /verify /test the observations through simple experiments and activities. ID_A/T-LO-EVS/IV/7 : Uses different senses as per their abilities to observe /smell /taste /feel /hear while performing simple activities and experiments ID_A/T-LO-EVS/IV/1 : Observes and explores the immediate surroundings, i.e., home, school and neighborhood for different objects /flowers / plants, and identifies simple features of objects, flowers, roots and fruits in immediate surroundings D_C/T-LO-EVS/IV/18 : Describes different characteristics and motions, etc.	1 : Fun with Experiments Students will take some plant leaves and using the ice cream stick, apply petroleum jelly on one leaf. Then they will keep the leaf with petroleum jelly and a leaf of the same plant without the petroleum jelly side by side and drop some water using a medicine dropper. Students will be informed that the leaf without the petroleum jelly gets wet and curled up, whereas the leaf with petroleum jelly maintains its shape and does not get wet. The same kind of experiment can be demonstrated by the students using lotus leaves and leaves of other garden plants, if they are available. Students will inflate a balloon, tie its opening with a thread and attach a straw by tying or by using a safety pin. They will hold the balloon by the straw and put it inside the bucket to demonstrate how the hollow parts of an aquatic plant help in floating. 2. This activity can be done to explain the thick stem of the desert plants: Cut the sponge into two layers. One layer should be thin and the other should be thick. Pour a definite amount of water into the beaker and dip the thin layer of sponge into it. Now, squeeze the same into another beaker and measure the amount of water. Repeat the same procedure using the thick layer of sponge.	Collin's DigiSuite YouTube video links: *Adaptations in Plants https://www.youtube.com/watch?v=suGhiGavxmw * Insectivorous plants https://www.youtube.com/watch?v=4yvUjw2-iI	Help your ward to perform the activities mentioned to know more about the adaptations of plants.

Ch-3: Animals and Their Young Ones (Project) (Science) Ch-4: Animal Adaptations (Science)	<p>D_C/T-LO-EVS/IV/11: Creates collage, designs, models, rangolis, posters, albums, simple maps, flow diagrams, etc. using available material or local /waste material ID_A/C/T-LO-EVS/IV/2: Observes and explores the immediate surroundings, i.e., home, school and neighborhood for different animals /birds and identifies different features of birds and animals</p> <p>D_A/C/T-LO-EVS/IV/13: Participates in different indoor /outdoor /local /contemporary activities and games, carries out projects / role play for taking care of a plant(s), feed birds /animals, taking care of things /elderly /differently abled in order to demonstrate initiatives of care, share empathy, leadership by working together in groups.</p> <p>D_C/T-LO-EVS/IV/5: Groups the animals, birds, plants, objects, waste material, places for observable features in order to compare based on differences or similarities and sorts them into different categories.</p> <p>ID_A/T-LO-EVS/IV/14 : Describes the interdependence among animals, plants and humans.</p> <p>D_A/C/T-LO-EVS/IV/16: Explains processes and phenomenon.</p> <p>D_C/T-LO-EVS/IV/18: Describes different characteristics and motions, etc.</p> <p>D_C/T-LO-EVS/IV/21: Explains the herd / group behaviour in animals, birds; changes in family</p>	<p>Show the difference in water-holding capacity of both the pieces of sponge. The same will be related to the thick stems found in the xerophytes which can hold more water than the thin stems of other plants found in different regions. (Experiential Learning)</p> <p>1 : Fun with Clay: Students will make a 3D model of an egg-laying animal using clay and other waste material available at home. (Art Integration and Joyful Learning) 1 : Nature Rangers: Students will research on endangered and extinct animals to list their features and reasons for them to become endangered/extinct. It will be followed by them giving a presentation of the same. They will also mention the ways by which the endangered animals can be protected. (Art Integration) 2 : "जीव की रक्षा देश की रक्षा " Nanhe Kavi:PR- Students will be randomly selected and groups of five will be made. They will compose a poem in Hindi with the help of the key words provided to them. The best group will be chosen for the FR.(ICA) FR- One student from the chosen group will recite the poem (max 2mins) with proper intonation and expressions.</p>	<p>Collin's DigiSuite YouTube video links: *Egg-laying animals https://www.youtube.com/watch?v=RQn3_LCbl-Y</p> <p>Collin's DigiSuite YouTube video links: *Adaptations in animals https://www.youtube.com/watch?v=IupmbuvRGKQ&t=762s</p>	Motivate your ward to take care of animals around them. Motivate your ward to watch Discovery and National Geographic channel to know more about animals.
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Co-Scholastic

Subject	Content to be covered
ICT	<ul style="list-style-type: none"> Chapter 1(Collins-Smart Tech)- History Of Computers Chapter 1(Cambridge- Coding Sandpit)- Counting Combinations I Chapter 2(Cambridge- Coding Sandpit)- Counting Combinations II Chapter 2(Collins-Smart Tech)- Formatting Text In MS Word
General Knowledge	<p>Collins Windmills:</p> <ul style="list-style-type: none"> Ch 1 – Traditional Dresses of India Ch 2 – Sports terms Ch 3 – Fruits we eat Ch 4 – Dances of India Ch 5 – Signs on a Hill station <p>Collins Knowledge Lighthouse 2:</p> <ul style="list-style-type: none"> Ch 8: World Traditional Dresses Ch 11 - Enjoy the festivities Ch 27: Tick it Tick it Ch 32 : Safety First Ch 41 : Spotting terms Ch 44 : Equipped to Play

Value Education	<ul style="list-style-type: none"> Value Card 1 : Honesty Value Card 2 : Team Work 	
Art & Craft	<ul style="list-style-type: none"> Landscape (pg-13) Knife Painting (pg-18) Cat- Paper folding (pg-11) Fruit composition (pg-10) Poster (save water)(pg-23) 	Topic: Paper Napkeen Flower Material required: Paper napkins (Plain coloured), craft glue, scissors, thread, florist tape, artificial leaves (big sized), bamboo sticks, etc.
Music & Dance	<ul style="list-style-type: none"> Practice of Alankar. Revision of class topics. Practice of double hand mudra/ Teen Taal and Dadra Taal in dance. 	
Health and Physical Education	Games: <ul style="list-style-type: none"> PEC 01 : Athletics (Start and finish technique) PEC 02 : Mini kho PEC 04 : Quick runs Mock Drill (Safety related measures) Calisthenics exercise (Free hand exercise) Yoga: <ul style="list-style-type: none"> Basic warm up with stretching exercise Surya Namaskar (Step by step correction with breathing) Basic Postures <ul style="list-style-type: none"> Tadasana Padahasthasana Halasana 	
Intra Class Activity 29.04.2022	Scene Creation: Fun with fallen leaves Theme: World Earth Day (Cognitive, Aesthetic, Social)	

List of Holidays

14.04.2022 (Thursday)	Mahavir Jayanti
15.04.2022 (Friday)	Good Friday
03.05.2022 (Tuesday)	Id-UI-Fitr
16.05.2022 - 30.05.2022	Summer-break

For any queries/concerns, you may contact the respective class teacher/ the coordinator.

We hope that together we succeed in enriching the skills of our children and nurturing their aptitude considerably.

Regards



Mrs. Anjana Gupta
Headmistress (Head Of The School)
Rukmini Devi Public School, Rohini