



RUKMINI DEVI
PUBLIC SCHOOL, ROHINI
B-5, Sector-IV, Rohini

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Circular No. 21/RDPS/2022-23

Date: 12.07.2022

Syllabus for July
(Duration: 11.07.2022 to 01.08.2022)
Class: IV

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 prescribed syllabus.
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 CEA-1 & CEA- 2 and CEA-3, CEA-4 & CEA-5 will be compiled for Final Result.

The syllabus to be covered during the month of July. i.e. from 11.07.22 to 01.08.2022, is as given below:

English				
Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
CB & WB Ch-3: Shadow and Carly GB Ch7- Subject and predicate Ch 23- Punctuation	<ul style="list-style-type: none"> ● LO 3 : Responds to simple instructions, announcements in English made in class/school ● LO 4a : Responds verbally in English to questions based on day-to-day life experiences, an article, story or poem heard or read ● LO 4b : Responds in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read ● LO 5a : Describes briefly, orally about events, places and/or personal experiences in English in order to demonstrate communication skills ● LO 5b : Describes briefly in writing about events, places and/or personal experiences in English in order to demonstrate communication skills 	<p>1: Be Kind: Students will be asked to give milk to dogs and cats of their society and discuss about their feelings in the class.</p> <p>2: Dramatic Sentences : Several scenes or simple scenarios will be written on a piece of paper (such as: friends going to the movies, winning a baseball game, etc.) Students will pick sentences from a bowl and act out the scene/situation without using words. They will take turns allowing the audience to guess what kind of scene is being acted out. When audience makes a guess, they will be asked to complete the sentence (such as "Bill is riding a bike" and will identify the subject and the predicate in the sentence.)</p>	<p>Collins Digisuite Video related to the theme/moral of the story / poem https://www.youtube.com/watch?v=KvwgsQmN0bY Video related to the theme/moral of the story/poem https://www.youtube.com/watch?v=mahbMKChSJY</p>	<p>Visit a nearby park and help your ward to observe different stray animals and birds and sensitize them about those animals. Make them develop a habit of feeding the animals and birds. Help your ward to complete the worksheet on Subject and predicate https://www.k5learning.com/worksheets/grammar/grade-5-subject-predicate-a.pdf https://www.k12reader.com/worksheets/subject-and-predicate</p>

	<p>• LO 9 : Infers the meaning of unfamiliar words from known and unknown texts by reading them in context</p> <p>• LO 10 : Uses dictionary to find out spelling and meaning, in order to demonstrate research skills</p> <p>• LO 11 : Writes/types dictation of short paragraphs (7-8 sentences)</p> <p>• LO 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>• LO 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>• LO 16a : 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>• LO 16b : 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>• LO 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>• LO 19a : 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>• LO 19b : 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>3: Guess the Punctuation:</p> <p>Students will pick up a slip from a bowl which will have the name of a punctuation mark on it using the same, they will write a sentence ,and the others will guess which punctuation is being used in the sentence.</p>	<p>Subject and predicate https://www.youtube.com/watch?v=b-Hum-UbOt8</p> <p>Punctuations https://www.youtube.com/watch?v=RPL8ij1X2A</p>	<p>Help your ward in practicing the given quiz and worksheet to revise 'Punctuations'</p> <p>https://quizizz.com/join?gc=308453https://www.havefunteaching.com/resource/english/punctuation-review-worksheet/</p> <p>Read out the same story in front of your ward first without using punctuation, then with the punctuations, help them figure out the difference between the two.</p>
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Mathematics

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
<p>Ch-3 (Multiplication of Numbers)</p> <p>Ch-4 (Division)</p>	<p>• LO 1a : Applies operations of numbers in daily life: multiplies 2 and 3-digit numbers.</p> <p>• LO 1c : Applies operations of numbers in daily life: creates and solves simple real-life situations / problems including money, length, mass and capacity by using the four operations.</p> <p>• LO 6b : Applies knowledge of length, distance, weight, volume and time involving four basic arithmetic operations, in order to solve problem involving daily life situations.</p> <p>• LO 10 : Identifies the pattern in multiplication and division (up to multiple of 9)</p>	<p>1: Tricks with Multiplication:</p> <p>Students will be asked to describe various multiplication tricks on an A-4 size sheet and discuss the same in the class to have an interactive session.</p>	<p>Collins Digsuite</p> <p><u>Video link:</u></p> <p>* Multiplication of numbers</p> <p>https://www.youtube.com/watch?v=DGX7leZNDfE</p>	<p>Motivate your ward in applying the multiplication tricks in daily life and take dodging on daily basis.</p>

	<p>•LO 1(b):Divides a number by another number using different methods like – pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication</p> <p>•LO 4(b): Applies operations of numbers in daily life: Creates and solves simple real-life situations / problems including money, length, mass and capacity by using division.</p>	<p>2: Multiplication Error Rectification: Students will be given the flashcards for multiplication of a 3-digit number by a 3-digit number with some common errors in it. The class will be divided into small groups and asked to identify the errors and discuss them in the class.</p> <p>3: Division Anchor Chart: Students will be asked to draw the division anchor chart where they will show the relationship between dividend, divisor , quotient and remainder with the help of an example of their own.</p> <p>Link for the reference: https://th.bing.com/th/id/OIP.W1XLgaffPE8cU8ZHqfVqKLQHajK?pid=ImgDet&rs=1</p> <p>4 Division Popsicle: Students will be asked to make a division popsicle puzzle where the popsicle will be cut into two halves and on one half, the fact will be written and on the other half the answer will be written and the puzzle will be played in a group of two.</p> <p>https://www.123homeschool4me.com/web-stories/summer-division-activity/</p>	<p>*Multiplication story problems https://www.youtube.com/watch?v=71RkyGpWpnc&t=24s</p> <p>*Division sums https://www.youtube.com/watch?v=dkjO_kf07Rc</p> <p>*Division story problem https://www.youtube.com/watch?v=n_oCFI6bmwk</p>	<p>Help your ward to practise multiplication and division sums regularly at home.</p>
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Hindi

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
पाठ 3 : अनोखाउपाय पाठ 4 मनकीसुनना (सस्वरवाचन)	<p>•LO 1 : दूसरोंद्वाराकहीजाएहीवातकोध्यानसेसुनकरअपनीप्रतिक्रियाव्यक्तकरतेहैं।</p> <p>•LO 2क: सुनीहुईरचनाओंकेविषयवस्तुघटनाओं, पात्रों , शीर्षकआदिकेबारेमेंवातचीतकरतेहैं /रायवततेहैंऔरअपनेतरीकेसेअपनीभाषामेंलिखितव्यक्तकरतेहैं।</p> <p>•LO 2ख: सुनीहुईरचनाओंकेविषयवस्तुघटनाओं, पात्रों , शीर्षकआदिकेबारेमेंवातचीतकरतेहैं /रायवततेहैंऔरअपनेतरीकेसेअपनीभाषामेंलिखितव्यक्तकरतेहैं।</p>	<p>1 ओअप्रकृतिवचारें- छात्रप्राकृतिकआपदाओंसेबचनेकेलिएकौनसीसावधानियोंबरतनीचाहिएउसकीसूचीबनाकरए-4 साइजशीटपरलिखेंगे।</p>	<p>यूट्यूबवीडियो:- https://youtu.be/rCEfd83GsSw "यूट्यूबवीडियो (विशेषण) https://youtu.be/AvakIFgvDPQ</p>	<p>1. बच्चोंकोप्रकृतिकआपदाओंसेबचनेकेलिएसावधानियोंकीसूचीबनानेमेंसहायताकरोंबच्चोंकोविशेषणशब्दोंकाप्रयोगकरतेहुएवाक्यरचनाकाअभ्यासकराएँ।</p>

<p>व्याकरण: विशेषण, विलोमशब्द पत्रलेखन</p>	<p>• LO 3क: कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी / बात मौखिक जोड़ते हैं और उसके मुख्य भाव / सिख को समझेंगे एवं अपनाएंगे।</p> <p>• LO 3ख: कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी / बात लिखित जोड़ते हैं और उसके मुख्य भाव / सिख को समझेंगे एवं अपनाएंगे।</p> <p>• LO 4 : भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका इस्तेमाल करते हैं।</p> <p>• LO 7क: पढ़ी हुई सामग्री और निजी अनुभवों को जोड़ते हुए उनसे उभरी हुई संवेदनाओं और विचारों की मौखिक अभिव्यक्ति करते हैं।</p> <p>• LO 7ख: पढ़ी हुई सामग्री और निजी अनुभवों को जोड़ते हुए उनसे उभरी हुई संवेदनाओं और विचारों की लिखित अभिव्यक्ति करते हैं।</p> <p>• LO 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>• LO 9ख: 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>• LO 17क: अलग अलग तरह की रचनाओं में आएन एशब्दों को संदर्भ में समझकर उनका मौखिक में इस्तेमाल करते हैं।</p> <p>• LO 17ख: अलग अलग तरह की रचनाओं में आएन एशब्दों को संदर्भ में समझकर उनका लेखन में इस्तेमाल करते हैं।</p> <p>• LO 18 : अपनी कल्पना से कहानी, कविता, वर्ण आदि लिखते हुए भाषा का रूजनात्मक प्रयोग करते हैं।</p>	<p>2कड़ी बनाओ:-</p> <p>पहला छात्र एक विशेषण सोचेगा और बतलाएगा। अगले छात्र को एक ऐसा विशेषण के बारे में सोचना होगा जो पिछले विशेषण के अन्तिम अक्षर से शुरू होता हो। उदाहरण के लिए, पहला छात्र सोचकर बोलता है – निर्बला अगले छात्र को 'ल' से शुरू होने वाला विशेषण सोचकर बोलना होगा जैसे संबा - बुरा - रंगीला - लालची। इसी प्रकार खेल जारी रख जाएगा, जब तक सब की बारी नहीं आ जाती।</p> <p>3 दोस्त का वर्णन करो :-</p> <p>छात्र को अपने किसी भी एक सहपाठी का वर्णन करने को कहा जाएगा जिसका वर्णन उस चित विशेषण शब्दों का प्रयोग करके करना होगा, जैसे – “बहुल म्मी है”, “बहु दुबली है” आदि, और बाद में उस व्यक्तिकी प्रकृतिके बारे में बात हो सकती है – “बहु दयालु है”, “बहु स्नेही है” आदि।</p> <p>4 विलोम शब्द –</p> <p>छात्रों को अध्यापिका द्वारा दिए गए एक शब्दों के भंडार से विलोम शब्दों के जोड़े को छांट कर ए – 4 साइज शीट पर लिखेंगे।</p>	<p>• क्रिजलिक :- विशेषण</p> <p>https://wordwall.net/resource/4049766</p> <p>• क्रिजलिक (विलोम शब्द)</p> <p>https://www.liveworksheets.com/f01415618or</p> <p>• क्रिजलिक (विलोम शब्द)</p> <p>https://www.likhopadho.com/quiz/hindi-antonyms?set=1</p>	<p>https://wordwall.net/resource/4049766</p> <p>ऊपर दी गई क्रिजलिक करने में बच्चों की सहायता करें।</p>
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E.V.S.

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
<p>Ch-3: Animals and Their Young Ones (Project) (Science)</p> <p>Ch-4: Animal Adaptations (Science)</p>	<p>• LO 2 : Observes and explores the immediate surroundings, i.e., home, school and neighbourhood for different animals / birds and identifies different features of birds and animals</p> <p>• LO 3 : Identifies relationship with and among family members in extended family.</p> <p>• LO 4 : Explains the herd / group behaviour in animals, birds; changes in family</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)</p> <p>2: Nature Rangers: Students will explore endangered and extinct animals and will prepare a powerpoint presentation on related information about them . They will also mention the ways by which the endangered animals can be protected. (Art Integration)</p>	<p>Collin's DigiSuite YouTube video links:</p> <p>* Egg-laying animals</p> <p>https://www.youtube.com/watch?v=RQn3_LCbl-Y</p>	<p>Motivate your ward to take care of animals around them.</p> <p>Motivate your ward to watch Discovery and National Geographic channel to know more about different animals.</p>

	<p>•LO 8 : 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>•LO 16 : Creates collage, designs, models, rangolis, posters, albums, simple maps, flow diagrams, etc. using available material or local /waste material</p> <p>•LO 19 : 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>3 : "जीवकीरक्षादेशकीरक्षा "</p> <p>P.R.- Group of five students from each section will be formed by the respective class teacher using chits of each student's name. They will compose a poem in Hindi with the help of the keywords provided to them.</p> <p>The best group will be chosen for the FR.</p> <p>F.R.- One student from each selected groups from all the sections will recite the poem (max 2mins) with proper intonation and expressions.</p>	<p>Collin's DigiSuite YouTube video links:</p> <p>*Adaptations in animals</p> <p>https://www.youtube.com/watch?v=IupmbuvRGKQ&t=762s</p>	
Ch-5: Circulatory System and Excretory System (Science)	<p>•LO 9 : 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.</p> <p>•LO 16 : Creates collage, designs, models, rangolis, posters, albums, simple maps, flow diagrams, etc. using available material or local /waste material.</p>	<p>1 : Heart Pumping Model: Students will conduct an experiment to see how the heart pumps blood. (Experiential Learning)</p> <p>2 : Fun with Clay: Students will make a model of the excretory system using clay.</p> <p>3 : Poster Making: Poster making on 'A Healthy Heart' will be conducted in the class. (Art Integration)</p>	<p>Collin's DigiSuite YouTube video links:</p> <p>*Circulatory System</p> <p>https://www.youtube.com/watch?v=W3PwEiqxl7g</p> <p>*Excretory System</p> <p>https://www.youtube.com/watch?v=dZREDWD_5Ba</p>	<p>a) Help your ward to perform the experiment to see how the heart pumps blood.</p> <p>b) Encourage your ward to perform physical activities such as running, skipping, swimming, etc. to maintain physical fitness and health.</p>

Co-Scholastic

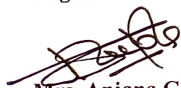
Subject	Content to be covered
IT	<p>Collins-Smart Tech</p> <p>Chapter 2- (Continued) Formatting Text In MS Word</p> <p>Chapter 3 Adding Features to a Presentation</p> <p>Cambridge- Coding Sandpit</p> <p>Chapter 3 Sudoku</p> <p>Chapter 4 Puzzle: Arithmagon</p> <p>Chapter 5 Patterns in Words</p>

General Knowledge	Ch 2: Our Feathered Friends Ch 5: How do they move? Ch 15: Great Lines Ch 20: Northward Ho! Ch 23: Extinct animals Ch 24: Mountains of India
Value Education	Value Card 4 : Nurture the Nature
Art & Craft	Lotus (other flower study) (Pg 5) Still Life (Pg 4) Neck Tie- paper folding (Pg 22) Greeting Card (Potato block print) (Pg 26) Spray painting (Pg 36) Topic : Halloween eye mask Material required: A4 different coloured pastel sheet (2-3), glitters, sketch pens, craft Glue , Scissors , Elastic String Etc
Music & Dance	Practice of National song Practice of school prayers ('Teri haizameen' and 'Itinshaktihumeindena data') Practice of hastak, neck and eye movements in dance.
Health and Physical Education	Games: PEC 06 : Intercepting the ball PEC 08 : Dribble and pass Yoga: Basic warm up with stretching exercise • Surya Namaskar (with breathing)
ICA	Card Making: Showing Gratitude, Theme: Friendship and Empathy 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 a half folded A-4 coloured sheet with borders and the rest will do in the class. They will use waste material to beautify their card. Material Required: A-4 size sheet, colours, scissors, fevicol, etc.

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