

# City Montessori School, Lucknow

## Syllabus 2024 – 2025

### Class IV

S.No.	Subject	Page Number
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**NOTE:** The semester system will be followed for all the subjects EXCEPT the following:

- (1) English Language      (2) Hindi Language      (3) Mathematics

## AIMS AND OBJECTIVES

### MORAL EDUCATION:

1. To enable the students to develop good habits and character right from childhood.
2. To enable the students to learn basic manners and etiquette.
3. To enable the students to know and practice certain values like caring, sharing, generosity, friendliness, thankfulness, cooperation etc. during their growing years.
4. To enable them to appreciate the beauty of the creation and to be grateful to its creator (God).

### ENGLISH:

1. To develop in pupils the ability to express themselves in intelligible and acceptable forms of English.
2. To encourage fluent self-expression – in speech and writing.
3. To develop the habit of micro-skills of listening.
4. To develop the ability to read aloud intelligibly and to read silently with understanding.
5. To form enduring reading habits and to extend the range of their ideas by the reading of factual and imaginative writing.
6. To enable the students to appreciate the literary work of various writers.
7. To enable the students to develop their phonetics, pronunciation and voice modulation skills.
8. To develop an elegant cursive handwriting.

### HINDI:

1. To impart the knowledge of the structure of the language.
2. To enable the students to use idioms and phrases appropriately through their regular use and practice.
3. To develop the ability to use difficult literary terms appropriately and pronounce them correctly.
4. To enable the students to understand and to speak flawlessly.

### SOCIAL STUDIES:

1. To help the children to understand the world they live in.
2. To develop the qualities of cooperation, generosity and sympathetic outlook.
3. To develop the love for nature, travels and knowledge about other countries.
4. To develop international understanding.
5. To provide the learners with an understanding of past events and persons and their roles in shaping present day lives and a visualisation of future changes.
6. To provide knowledge of human systems in areas of government and culture.

**Example is always more efficacious than precept. – Dr. Johnson**

CLASS IV

**MATHEMATICS:**

- To develop the skills in mathematical computations and calculations.
- To develop a scientific attitude to analyse any situation logically.
- To develop the ability of presenting a thought with exactness and brevity.
- To enable the pupils to put forth arguments when convinced about their correctness without hesitation.
- To help the children to appreciate the geometrical and symmetrical shapes of the natural objects.

**COMPUTATIONAL THINKING & ICT:**

- To develop logical and analytical thinking.
- To enable the students to comprehend the concepts and practices of computer science.
- To help the students to comprehend and to apply the fundamental concepts of programming.
- To develop the detailed insight of applications of computer.
- To develop the ability to solve problems using both structured and modular approach.
- To create an awareness of ethical issues related to computing.
- To appreciate the implications of computer in contemporary society.
- To acquire knowledge on theoretical concepts, applications and programming aspects of computer science.

**SCIENCE:**

- To develop the child's creative potential.
- To enhance the observational and drawing skills of the child.
- To develop a scientific attitude in the learner.
- To acquaint the child with the wonderful achievements of science.

**MORAL EDUCATION**

**Name of the Textbook: Moral Education Lessons Grade 4**

**Author: Dr Foo M. Mohajer**

**Publisher: Royale Publishers**

**MORAL EDUCATION IS A GRADED SUBJECT.**

**MARCH – SEPTEMBER (FIRST TERM)**

Suggested Months	Chapter Number	Name of the Chapter	Page
<b>MARCH - MAY</b>	1	Obedience The Train that Would not Stay on the Track Ground Rules (written) Memorise – Prayer on pg 7	1-8
	2	Forgiveness Memorise – Prayer on pg 13 Once Enemies, Now Friends	9-14
<b>JULY</b>	3	Courtesy	15-21

**Example is always more efficacious than precept. – Dr. Johnson**

		The Prince of Virtues Memorise – Prayer on pg 20	
<b>AUGUST</b>	4	Consideration	
		Memorise – Prayer on pg 25 Travelling Without Reservation	22-25
<b>SEPTEMBER</b>	5	Love and Gratitude	26-32
		The Wise and Grateful Project based on the virtue of the month.	
		<b>REVISION</b>	

**In addition, the following virtues should be discussed while explaining the chapters:** Sharing, Caring, Cooperation, Friendship, Peacefulness, Creativity, Helpfulness, Manners, Obedience, Thankfulness, High Aim / Perfection, Courage, Perseverance, Will Power.

**Note:**

- For the virtues project scrap book to be maintained.
- CMS Philosophy to be taught orally during the Prayer Assembly.
- Co-operative Games: Minimum two games will be mastered by every child each month.
- Flowers of One Garden, CMS Song Book, Prayer book to be carried to the Prayer Assembly by every child.

**OCTOBER – FEBRUARY (SECOND TERM)**

Suggested Months	Chapter Number	Name of the Chapter	Page
<b>OCTOBER</b>	6	Unity and Abolition of all Prejudices In Search of a New Home Memorise prayer on pg 38	33-39
<b>NOVEMBER</b>	7	One World Auxiliary Language I want Vinograd Activity – Skit on the theme of the story	40-43
<b>DECEMBER</b>	8	Sacrifice The Sacrifice of the Grasshoppers – Activity 1 - Greeting cards, Activity 2 – Field Trips. Activity 3 -Visit for taking care of under privileged children.	44-48
<b>JANUARY</b>	9	Service Florence Nightingale CMS Slogan “One day I Will Unite the World” – Explanation	49-56
<b>FEBRUARY</b>		<b>REVISION</b> Project based on Peace & Unity after the Tableau show.	

**In addition, the following virtues should be discussed while explaining the chapters:** Empathy, Kindness, Caring, Generosity, Responsibility, Happiness and Fairness.

ENGLISH  
Name of the Textbook: New Mulberry English Course Book 4  
(Term I & Term II)  
New Mulberry English Workbook 4  
Author: Anahita Lee  
Publisher: Oxford University Press

TERM I - MARCH – SEPTEMBER							
Name of the Topic	Genre	Author	Skills	Vocabulary focus March to May	Integrated grammar	Creative writing	Activities suggested
Pippi Goes to the Circus <b>Written</b>	Fiction	Astrid Lindgren	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Drawing</li> <li>Inferences &amp; conclusions</li> <li>Justifying action and consequences</li> <li>Writing skills</li> <li>Syllabification</li> </ul>	Sensorial words (words of sound) Practice Wb Pg 46	Nouns: Concrete and Abstract, Syllabification (Cb:Pgs:20-23) (Wb: Pgs:10-11) <b>Comprehension - Pippi Goes to Circus (fable)</b> Wb Pgs 7-9	<b>An able fable.</b> What is a Fable? Write a paragraph of 60-70 words, ending with a moral.	<ul style="list-style-type: none"> <li>Read a Fable (Any from Aesop's, Jataka Tales, Panchatantra)</li> <li>Story Writing – Write a story using any of the prompts given on Cb Pg 23</li> </ul>
Sunday <b>(Poem Written)</b>	Lyrical Poetry	Rabindranath Tagore	<ul style="list-style-type: none"> <li>Interpretation of the poem</li> <li>Identifying - rhyming scheme, theme/mood of the poem.</li> <li>Learning about Indian poets</li> <li>Writing skills</li> </ul>	Personification, Rhyming words Practice Cb Pg 64		Use of Figurative Language Write a verse of four lines to describe your Sunday	<ul style="list-style-type: none"> <li><b>Visual Poetry:</b> Create a visual representation of 'Sunday' by using images, drawings, or collages to complement the themes and emotions conveyed in the poem.</li> <li>Elocution drill</li> </ul>

July							
Name of the Topic	Genre	Author	Skills	Vocabulary focus	Integrated grammar	Creative writing	Activities suggested
Henry <b>(Written)</b>	Fiction	Ruskin Bond	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Learning about Indian authors</li> <li>Empathising with nature</li> <li>Discussion</li> <li>Writing skills</li> </ul>	Adjectives, Strong Verbs	<b>Comprehension – Henry</b> Wb Pgs 18- 20 Revision of Tenses, Spelling Cb Pgs 45-48 Wb Pgs 20-22	<ul style="list-style-type: none"> <li><b>Paragraph Writing –</b> Write a short composition (40-50 words) about a time when you were kind to someone and how it made you feel Cb Pg 48.</li> <li><b>Character Sketch -</b> Write a character sketch of author's grandfather in 40-50 words</li> </ul>	<ul style="list-style-type: none"> <li><b>TWIST IN THE TALE</b> Write a paragraph in about 60-70 words, exploring what happens next in Henry's life or imagine and describe a twist in the plot.</li> <li><b>Debate</b> Should individuals be allowed to keep unusual animals as pets</li> <li>Investigate the consequences of Henry's appearance at the nursery school, highlighting the fear and myth related to an unfamiliar creature (Oral discussion)</li> </ul>
The Bell Of Atri <b>(Oral)</b>	Folk tale	Adapted From An Italian Folk tale	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Cultural awareness</li> <li>Moral reasoning of the text</li> </ul>	Nouns (common, proper, collective, abstract)	Articles & Punctuation (comma, period, hyphen, capital letters, quotation marks, question mark, exclamation	<b>What if...? (Alternate Endings)</b> Change the climax of the story and craft a new ending for it	Summarise an Indian folktale that you've read recently.

Name of the Topic	Genre	Author	Skills	Vocabulary focus	Integrated grammar	Creative writing	Activities suggested
The Sick Young Dragon (Poem Oral)	Children's Poetry	John Foster	<ul style="list-style-type: none"> <li>Reading</li> <li>Comprehension - evaluative and extrapolative</li> <li>Inferential</li> <li>Empathy</li> <li>Family bond and values</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words</li> <li>Similes</li> <li>Metaphor</li> </ul>	mark) Cb Pgs - 33-39, Wb Pgs 14-16 Appreciation Cb Pgs 26-27	in not more than 60 -70 words. Write a sequel to show what did the young dragon do once it had its fire back again. (60-70 words) Make a get-well-soon card for someone to light up his/her day.	<ul style="list-style-type: none"> <li>Discuss the research work about dragons in the Chinese Mythology.</li> <li>Elocution drill</li> </ul>
<b>August</b>							
The Great Mouse Plot (Written)	Fiction	Roald Dahl	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Interpretation of imaginative writing.</li> <li>Drawing a connection between action and consequences.</li> <li>Interpretation - social mirror through literature</li> <li>Writing skills</li> </ul>	Sensorial Words - Words of taste / flavour / fragrance	Degrees of Adverbs - Cb Pgs 58-60 Wb Pgs 56-59 Contractions	<b>Under a spell:</b> <ul style="list-style-type: none"> <li>Change a noun into an adjective or an adverb by adding suffix/ prefix to a root word.</li> <li>Write a recipe using the template given on Cb Pg 60-61</li> </ul>	<b>Stretching a sentence</b> while writing a recipe- Answer who? what? when? where? why? and stretch the sentence. <b>What's cooking?</b> Step-wise writing to create a recipe.
The Hero of Haarlem (Oral)	Folktales	Mary Mapes Dodge	<ul style="list-style-type: none"> <li>Reading and comprehension</li> <li>Inclusion of folktales in</li> </ul>	References and expressions of a folklore. Culture and Place words.	Future Tense Cb. Pgs. 85-87, Wb: Pgs 25-28	<b>Paint with words:</b> <ul style="list-style-type: none"> <li>Write a well-known folktale</li> </ul>	Setting and Characters - Write an introductory paragraph of 50-60

Name of the Topic	Genre	Author	Skills	Vocabulary focus	Integrated grammar	Creative writing	Activities suggested
Tenali Rama And The Dream Kingdom (Oral)	Historical Factual		<ul style="list-style-type: none"> <li>framing cultural expectations.</li> <li>Analysis - actions have consequences.</li> <li>Writing skills</li> </ul>		Fact or Fiction: Story genres Cb Pg: 84	in your own words (60-70 words) <ul style="list-style-type: none"> <li>Make your own Word Wall of 5 difficult words from the chapter, write one synonym and one antonym of each and use those words which suit best to your paragraph.</li> </ul>	words (introducing characters and setting) of your story, and leave the reader wanting for more!
<b>September</b>							
Lullaby (Poem Oral)	Lyrical Poetry	Alan Norman Bold	<ul style="list-style-type: none"> <li>Communication</li> <li>Imagination</li> <li>Collaboration</li> <li>Coordination</li> <li>Show of Emotions</li> <li>Stage Presence</li> <li>Expression</li> <li>Learn about Indian History of Medieval times</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words</li> <li>Similes</li> <li>Metaphor</li> </ul>	<ul style="list-style-type: none"> <li>Indefinite Pronouns</li> <li>Distributives</li> <li>Apostrophe 's'</li> <li>Contractions</li> <li>Cb - Pg 73-77</li> <li>Wb Pgs 43-46, 56</li> <li>Word Wall Cb Pgs 72-73</li> </ul>	Write a paragraph (60-70 words) on technology and sleep	<b>Role Play</b> Enact any one scene of your choice from the story.
			<ul style="list-style-type: none"> <li>Communication rhyming scheme</li> <li>identification of figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Similes and Metaphors</li> <li>Cb Pgs 51-52</li> </ul>	Paragraph Writing: Write a paragraph of 40-50 words on Benefits of		

Name of the Topic	Genre	Author	Skills	Vocabulary focus	Integrated grammar	Creative writing	Activities suggested
<b>HALF YEARLY EXAMINATION</b>							
<b>October-November</b>							
The Girl who Hated Books (Oral)	Imaginary Fiction	Manjusha Pawagi	<ul style="list-style-type: none"> <li>Reading and comprehension</li> <li>Communication - using imaginative language</li> <li>Reading about Indian poets</li> <li>Reading analysis - poetic expression</li> <li>Writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Vigorous verbs</li> <li>Frayer model vocabulary</li> </ul>	Collective Nouns, Types of Sentences Cb: Pgs 51-54 Spelling, Punctuation, Sentence, Write Well Wb: Pgs. 81-86	Write a story review (favourite story) must include - introduction, characters, setting, plot, favourite part, lesson or message, reader's opinion, recommendation and conclusion. <b>In the form of a graphic organizer Cb Pg 69</b>	<ul style="list-style-type: none"> <li>Story sequencing :Arrange the given events(7-8) from the story in the correct sequence.</li> </ul>
The Railway Children (Written)	Fiction	Edith Nesbit	<ul style="list-style-type: none"> <li>Reading and comprehension</li> <li>Communication - social message (understanding circumstances) through literature</li> </ul>	<ul style="list-style-type: none"> <li>Topic-specific vocabulary (for instance- railway jargon, household furnishings)</li> </ul>	Conjunctions & Punctuation Cb: Pgs 42-44, Wb: Pgs 70-71	<b>Character diaries-</b> Let the learners create a diary/journal from their favourite character's	Storyboarding/Comic strip (Cb pg -131) OR Draw a Venn diagram to compare and contrast city life and country life.

Cypress Street (Poem Written)	Lyrical Poetry	Todd-Michael St. Pierre.	<ul style="list-style-type: none"> <li>Character - analysis through traits.</li> <li>Writing skills</li> <li>Reading comprehension</li> <li>Interpretation</li> <li>Evaluation</li> <li>Social message</li> <li>Writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Sensory vocabulary</li> <li>Adjectival descriptors</li> </ul>	Rhyme & rhythm - rhyming words	Write a paragraph (80-100 words) from the perspective of a tree witnessing the changes in the neighbourhood. Describe the sights, sounds, and emotions as you watch the urbanization unfold and emphasize on the importance of trees in the community.	<ul style="list-style-type: none"> <li>Comparative Analysis of the environmental scenario of the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>Creative writing on the SDG-15 Life on Land (70-80 words)</li> <li>Problem solving: Brainstorming ideas on effect of climate change on life on land.</li> <li>Elocution drill</li> </ul>
Making A Difference (Written)	Environmental Fiction	_____	<ul style="list-style-type: none"> <li>Reading comprehension and drawing conclusion</li> <li>Problem solving</li> <li>Writing skills</li> </ul>	Adverb rich text	Reported Speech, Punctuation Wb: Pgs 77-80 Cb: Pgs 29-32 <b>Comprehension-Making a Difference</b> Poster Reading	<b>Paragraph Writing (80-100 words):</b> Develop a character with a special power tailored for Earth's protection. Elaborate the power and eco-	<ul style="list-style-type: none"> <li>Comparative analysis: Discuss the perspective of the children before and after the story narration.</li> <li>JAM on how to reduce pollution.</li> </ul>

Name of the Topic	Genre	Author	Skills	Vocabulary focus	Integrated grammar	Creative writing	Activities suggested
The Princess (Oral)	Fiction	Kathleen M. Muldoon	<ul style="list-style-type: none"> <li>Reading</li> <li>Comprehension - evaluative and extrapolative</li> <li>Inferential</li> <li>Empathy</li> <li>Family values</li> </ul>	Location - based vocabulary	Prepositions Cb: Pgs 75-77 Wb: Pgs 67-68 <b>Comprehension - The Princess</b> Wb Pgs 65-68	friendly endeavours. <b>Write a short paragraph</b> (60-70 words) on any one of the many successful people who are specially-abled (disabled) and have excelled in different fields. <b>Gratitude journal</b> - Make a journal and write on things that you are thankful for. (60-70 words)	<ul style="list-style-type: none"> <li>Character Analysis of the protagonist(Oral)</li> <li>Discussion Circles : Is it important for everyone, including those with special abilities, to be treated equally?</li> </ul>
<b>January-February</b>							
In Conversation With J.K.Rowling (Oral)	Interview Media		<ul style="list-style-type: none"> <li>Comprehension of an interview text.</li> <li>Comprehension - analysis of questions</li> <li>Evaluative communication - effective, productive and</li> </ul>	Using Interrogative words to form open-ended questions for an interview	Subject-Verb Agreement, Subject & Predicate Cb: Pgs 16-19; Wb.Pgs: 39-41 <b>Comprehension- An Interview With JK Rowling</b> Wb Pgs 37-39	<b>The Interview:</b> Conduct a five-question interview with a staff member employed at your school.	<b>Interview Rules:</b> Make a Graphic Organiser to depict the following: <ul style="list-style-type: none"> <li>steps required to conduct an Interview, include basic manners,</li> </ul>

Foreign Lands (Poem Oral)	Lyrical Poetry	R. L. Stevenson	succinct conversation. <ul style="list-style-type: none"> <li>Writing skills - question-making</li> <li>Interpretation of the poem - using figurative language</li> <li>Identifying - rhyming scheme, theme/mood of the poem.</li> <li>Exploring cultural diversity</li> <li>Writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Similes</li> <li>Metaphors</li> <li>Personification</li> <li>Imagery</li> <li>Sensorial vocabulary</li> </ul>	Expressing Imagination	<b>My Precious Postcard-</b> Imagine that you are the child mentioned in the poem 'Foreign Lands'. Write a letter to a family member back home, describing your adventures in the new land.	<ul style="list-style-type: none"> <li>relevance of questions, purpose of the interview.</li> <li><b>Travel Talk Show-</b> Choose your favourite travel destination, research and gather information about the landscape, landmarks, culture etc. Work in groups and make an itinerary.</li> <li>Elocution drill</li> </ul>
The River (Poem Oral)	Lyrical Poetry	Valerie Bloom	<ul style="list-style-type: none"> <li>Reading and comprehension - communication - appreciation of nature through literature</li> <li>Interpretation of text - using figurative language</li> <li>Writing skills</li> <li>Communication - Imagination</li> <li>Collaboration</li> <li>Coordination</li> </ul>	<ul style="list-style-type: none"> <li>Similes</li> <li>Metaphors</li> <li>Personification</li> <li>Imagery</li> <li>New adjectives</li> <li>Sound words</li> </ul>	Sound Words - Cb: Pg 59	Compose a verse/poem (theme - nature) guidelines – 1-2 stanzas, include rhyming words or figurative speech.	<ul style="list-style-type: none"> <li>Circle Time</li> <li>.Discuss how a river can be beneficial or destructive?</li> <li>Character exploration</li> <li>Elocution drill</li> </ul>
The Caucasus Race (Written)	Play	Lewis Carroll	<ul style="list-style-type: none"> <li>Communication - Imagination</li> <li>Collaboration</li> <li>Coordination</li> </ul>	Words showing emotions Idioms Cb Pgs 65-66	<ul style="list-style-type: none"> <li>Degrees of Adjectives (revision) Cb Pgs 67-68</li> </ul> Wb Pgs 50-53	Write well Wb Pgs 53-54	<b>Role Play</b> Enact any one scene of your choice from the story.

Name of the Topic	Genre	Author	Skills	Vocabulary focus	Integrated grammar	Creative writing	Activities suggested
			<ul style="list-style-type: none"> <li>Show up Emotions</li> <li>Stage Presence</li> <li>Expression</li> </ul>		<ul style="list-style-type: none"> <li>Comprehension - The Caucus Race Wb Pgs 47-50</li> <li>Assessment 2</li> <li>Final assessment</li> <li>Mock Paper</li> </ul>		

ANNUAL EXAMINATION

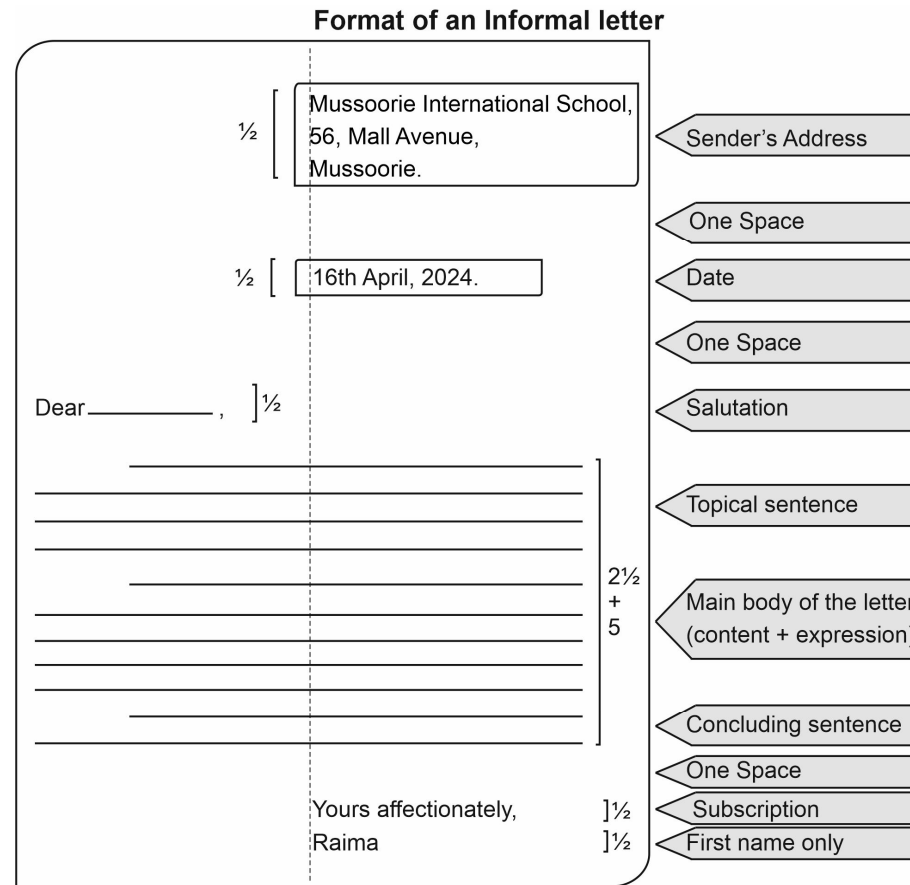
Note: The assessments will be prepared on the content of the columns marked Integrated Grammar and Creative Writing (oral + written topics) along with the text of the written chapters only.

<b>SYLLABUS OF MID TERM I ASSESSMENT</b> Pippi Goes to the Circus, Henry, Nouns: Common, Proper, Concrete & Abstract Articles Comprehension Paragraph Writing (60-70 words)	<b>SYLLABUS OF MID TERM II ASSESSMENT</b> The Railway Children, Cypress Street, Conjunctions, Punctuation, Collective Nouns, Types of Sentences Letter writing (informal), Comprehension Descriptive Essay (80 to 100 words)
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BREAK UP OF MARKS	
Half Yearly/Annual Examinations:	
Written Paper	45 Marks
Reading	10 Marks
Recitation	5 Marks
Spoken English	5 Marks
Dictation	5 Marks
<b>Total</b>	<b>70 Marks</b>
<b>MIDTERM ASSESSMENTS I / II</b>	<b>30 Marks</b>
<b>GRAND TOTAL</b>	<b>100 Marks</b>

**Please note:**

- The learners will be tested on their **previous knowledge of functional grammar (of all the levels)** in the Half-Yearly and Annual Examination.
- The teacher may refer to **Wren & Martin** to give **extra practice** for the grammar topics. You may give more of **cloze passages**
- One notebook may be maintained for Functional Grammar and Creative Writing.**
- Synonyms, Antonyms and Homophones will be assessed from the reading texts.**
- Integrated Grammar and Creative Writing topics should be taken up in the class for the oral chapters ALSO as they would be tested.**



Format:  $2\frac{1}{2}$  Marks

Content:  $2\frac{1}{2}$  Marks

Expression: 5 Marks  
Total: 10 Marks

**Please note:**  
\* One space signifies one writing space (one line).

## Reading and Conversation

Name of the Textbook: Gulliver's Travels  
Author: Jonathan Swift  
Publisher: Orient BlackSwan

MARCH – SEPTEMBER (FIRST TERM)	
Suggested Months	Name of the Theme
MARCH-MAY	<ul style="list-style-type: none"> <li>• <b>Reading Aloud</b> – Gulliver gains his freedom</li> <li>• <b>Conversation Themes</b> – Adventure, Travel (Refer to – Adventures in the Capital – Page no. 77)</li> <li>• A Memorable Trip (Refer to- Gulliver Lands at Brobdingnag; pg 50)</li> </ul>
JULY	<ul style="list-style-type: none"> <li>• <b>Read Aloud</b> – Life and customs in Lilliput</li> <li>• <b>Conversation Themes</b> – Customs, Safety. (Refer to - Life and customs in Lilliput – Page no. 33)</li> <li>• Peace v/s War (Refer to Gulliver Battles for the Lilliputians, page no- 28)</li> </ul>
AUGUST – SEPTEMBER	<ul style="list-style-type: none"> <li>• <b>Read Aloud</b> – Gulliver in Blefuscu</li> <li>• <b>Conversation Themes</b> – My Dream Destination (Refer to – Life at the Palace – Page no. 70)</li> <li>• Idea of a Fantasy Land (Refer to- Lemuel Gulliver in a Strange Land; page 3)</li> </ul>
<b>HALF – YEARLY EXAMINATION</b>	

OCTOBER – FEBRUARY (SECOND TERM)	
Suggested Months	Name of the Theme
OCTOBER – NOVEMBER	<ul style="list-style-type: none"> <li>• <b>Read Aloud</b> – Gulliver is Received in Lilliput</li> <li>• <b>Conversation Themes</b> – More about my country. (Refer to - Back in England – Page no. 95)</li> <li>• A Skill I Wish to Learn. (Refer to – Gulliver Learns a few Things about Lilliput – Page no. 24)</li> </ul>
DECEMBER	<ul style="list-style-type: none"> <li>• <b>Read Aloud</b> – Danger in the Kingdom of Lilliput</li> <li>• <b>Conversation Theme</b> – If I were a King/Queen (Refer to – Gulliver and the King of Brobdingnag – Page no. – 85)</li> <li>• My Priceless Possession (Refer to Gulliver is sold to the Queen; page no 63)</li> </ul>
JANUARY – FEBRUARY	<ul style="list-style-type: none"> <li>• <b>Read Aloud</b> – Gulliver is Sold to the Queen</li> <li>• <b>Conversation Themes</b> – Rural v/s Urban Life (Refer to – In the Farmer's House – Page no. 57)</li> <li>• Freedom (Refer to – Escape from Brobdingnag; page 91)</li> </ul>
<b>ANNUAL EXAMINATION</b>	

Note: (i) Teachers must take up different activities and discussions based on the content available on the C.M.S Reading App (Freedom).  
(ii) The elements of Reading will be assessed in each term.

## हिंदी भाषा

Name of the Textbook: सुंदर हिंदी व्याकरण तथा निबंध रचना भाग-2  
(ONLY FOR TEACHERS)  
Publisher: वेद प्रकाश एण्ड सन्ज़

MARCH – SEPTEMBER (FIRST TERM)	
Suggested Months	Name of the Topic
MARCH – MAY	संज्ञा
	गिनती (61 से 80 तक) हिन्दी के अंकों व शब्दों में लिखना तथा बोलना।
	कहानी लेखन (100 से 120 शब्दों तथा तीन पैराग्राफ में)
JULY	सर्वनाम
	विलोम शब्द – मान, आस्तिक, जन्म, जागना, प्रशंसा, आदि, जय, आज्ञा, सज्जन, आय।
AUGUST	विशेषण
	पर्यायवाची शब्द (तीन-तीन) – आकाश, इन्द्र, पुत्र, चन्द्रमा, आग, पानी, नदी, आँख, जंगल, पुष्प।
	क्रिया
	अपठित गद्यांश
SEPTEMBER	निबंध – वर्णनात्मक (100 से 120 शब्दों तथा तीन पैराग्राफ में)
	REVISION
<b>HALF-YEARLY EXAMINATION</b>	

OCTOBER – FEBRUARY (SECOND TERM)	
Suggested Months	Name of the Topic
OCTOBER – NOVEMBER	काल (मुख्य तीन भेद)
	विराम-चिह्न { पूर्ण विराम (।), अल्प विराम ( , ), विस्मयबोधक ( ! ), प्रश्नवाचक ( ? ) }
	वाक्यांश के लिए एक शब्द
	वचन बदलो – थाली, गुड़िया, अध्यापिका, कथा, नारी, झण्डा, मिठाई, बहन, भेड़िया, कविता
DECEMBER	लिंग बदलो – लेखक, शिष्य, सेठ, सिंह, दास, सखा, नायक, ब्राह्मण, बालक, देव



	<b>समुच्चयबोधक</b> (योजक शब्द) (परिभाषा और दिए गए शब्दों से अभ्यास कार्य – और, इसलिए, लेकिन, क्योंकि, अथवा आदि)
	अपठित गद्यांश
	<b>पत्र – औपचारिक (प्रार्थना पत्र/शिकायती पत्र)</b>
<b>JANUARY</b>	<b>निबंध – कल्पनात्मक</b> (100 से 120 शब्दों तथा तीन पैराग्राफ में)
	<b>अनेकार्थी शब्द</b> (प्रत्येक शब्द के दो अर्थ लिखवाएँ)
<b>FEBRUARY</b>	<b>कहानी लेखन</b> (100 से 120 शब्दों तथा तीन पैराग्राफ में)
	औपचारिक पत्र (पुनरावृत्ति)
	<b>REVISION:</b> वार्षिक परीक्षा में हिंदी भाषा के संपूर्ण पाठ्यक्रम से प्रश्न पूछे जाएँगे। अतः दोनों सत्रों (Term I and Term II) की पुनरावृत्ति कराना अपेक्षित है।
<b>ANNUAL EXAMINATION</b>	

**वाक्यांश के लिए एक शब्द**

1.	जीवन भर रहने वाला	आजीवन
2.	साग-सब्जी खाने वाला	शाकाहारी
3.	जो पढ़ा लिखा हो	शिक्षित
4.	जो जल में रहता हो	जलचर
5.	अच्छे आचरण वाला	सदाचारी
6.	साथ पढ़ने वाला	सहपाठी
7.	गाने वाला	गायक
8.	जो नीचे लिखा हो	निम्नलिखित
9.	उपकार करने वाला	उपकारी
10.	जो आकाश में रहता हो	नभचर

**अनेकार्थी शब्द**

1.	अर्क	रस, सूर्य
2.	तप	साधना, धूप
3.	कनक	सोना, गेहूँ
4.	अर्थ	धन, व्याख्या
5.	फल	खाने का फल, परिणाम
6.	बाल	केश, बालक
7.	लाल	रंग, बेटा
8.	अंक	गोद, संख्या
9.	दल	समूह, पत्ता
10.	अंबर	आकाश, वस्त्र

**औपचारिक पत्र (प्रारूप काउन्सिल के अनुरूप)**

नोट: दोनों पत्रों में प्रारूप के लिए 4 अंक, विषय-वस्तु के लिए 6 अंक।

प्रेषक का पता

एक लाइन छोड़ें

दिनांक

एक लाइन छोड़ें

प्राप्तकर्ता का पता

एक लाइन छोड़ें

संक्षिप्त मूल विषय

एक लाइन छोड़ें

सम्बोधन

प्रारंभिक वाक्य तथा मुख्य कारण

एक लाइन छोड़ें

विषय विस्तार

एक लाइन छोड़ें

अन्तिम अनुच्छेद

एक लाइन छोड़ें

अन्तिम वाक्य

एक लाइन छोड़ें

आभार

एक लाइन छोड़ें

समापन

सरस्वती सदन,  
तिलक पथ,  
दिल्ली - (पिनकोड)

16 अप्रैल, 2024

सेवा में,  
संपादक महोदय,  
दैनिक जागरण,  
राजवीर नगर,  
दिल्ली - (पिनकोड)

विषय: \_\_\_\_\_

महोदय/महोदया, \_\_\_\_\_  
सविनय निवेदन है कि \_\_\_\_\_

आशा है/अनुरोध है \_\_\_\_\_

कष्ट के लिए क्षमा कीजिएगा।

धन्यवाद।

भवदीय/भवदीया  
नाम \_\_\_\_\_

नोट - विद्यालयी पत्रों में प्रेषक का पता अनिवार्य नहीं है तथा समापन निम्न प्रकार से किया जा सकता है।  
आपका आज्ञाकारी / आपकी आज्ञाकारिणी,  
नाम - \_\_\_\_\_  
कक्षा - \_\_\_\_\_ प्रभाग - \_\_\_\_\_  
दिनांक - \_\_\_\_\_

## हिंदी साहित्य

Name of the Textbooks: 1- किंजल  
2- ऐसे थे हमारे पूर्वज – 4  
(TERM I and TERM II)

Authors: 1- ऋतु सिंह  
2. कृष्ण गोपाल आबिद

Publications: 1- किडलवर्ल्ड पब्लिकेशन प्रा. लि.  
2. न्यूमैन पब्लिशिंग हाउस

MARCH – SEPTEMBER (FIRST TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
MARCH – MAY	1	हिमालय (कविता) मौखिक	11
	4	अनोखी चिड़िया (लेख)	33
JULY	1	ऐसे थे हमारे पूर्वज – गुरु नानकदेव	5
	8	सिद्धार्थ का गृह त्याग (नाटक)	65
	6	रवींद्रनाथ टैगोर (मौखिक)	49
AUGUST	2	ऐसे थे हमारे पूर्वज – संत कबीर	12
	5	पेट दर्द (कहानी)	41
	14	कबीर के दोहे (दोहे) मौखिक	113
SEPTEMBER	3	ऐसे थे हमारे पूर्वज – महाकवि कालीदास	19
	7	हम तेरे आभारी मेट्रो (कविता) मौखिक	56
	4	ऐसे थे हमारे पूर्वज – राणा सांगा	27
		REVISION	

### HALF-YEARLY EXAMINATION

OCTOBER – FEBRUARY (SECOND TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
OCTOBER - NOVEMBER	10	यह दीवाली याद रहेगी (त्योहार)	80
	12	हल्ला-गुल्ला (कविता) (मौखिक)	97
DECEMBER	5	ऐसे थे हमारे पूर्वज – मीरा बाई	33
	6	ऐसे थे हमारे पूर्वज – पन्ना धाय	38
	11	मैं और मेरा देश (कहानी)	88
JANUARY	13	खाचिड़ी, उड़चिड़ी, फँसचिड़ी (मौखिक)	103
	7	ऐसे थे हमारे पूर्वज – महाराणा प्रताप	43
	2	दो बिल्लियों और बंदर (कहानी – मौखिक)	18
FEBRUARY	9	हरिद्वार की सैर (पत्र)	73
		REVISION	

### ANNUAL EXAMINATION

## मेरी नई सुलेख माला (न्यूमैन भाग-4)

Ist term	IInd term
पृष्ठ 1 – 14	पृष्ठ 15 – 24
निर्देश: 'मेरी नई सुलेख माला' से प्रत्येक माह दो पृष्ठ कराये जाएँगे।	

- नोट: • हिन्दी भाषा में पूर्वज्ञान पर आधारित प्रश्न भी पूछे जाएँगे।  
• हिन्दी भाषा के विषयों को हिन्दी साहित्य के पाठों के साथ एकीकृत करके पढ़ायें।  
• मात्राओं की अशुद्धियों का प्रत्येक पाठ से वार्तालाप तथा सुधार कार्य करवाएँ। इससे भी प्रश्न पूछा जाएगा।  
• प्रत्येक पाठ से इमला अवश्य करवाएँ।  
• 'ऐसे थे हमारे पूर्वज' से प्रति माह एक कहानी मौखिक रूप से अवश्य पढ़ाई जाएगी तथा समझाई जाएगी। प्रश्न-पत्र में इससे कोई प्रश्न नहीं पूछा जाएगा।  
• 'ऐसे थे हमारे पूर्वज' से सुलेख तथा श्रुतलेख भी कराया जा सकता है।  
• प्रश्नपत्र में विचारात्मक प्रश्न (HOTS) तथा बहुविकल्पीय प्रश्न (MCQs) भी पूछे जाएँगे। अतः उन पर विशेष ध्यान दें।  
• GCE को अपने पाठों में सम्मिलित करें।

### Syllabus for:

**Mid Term Assessment I:** संज्ञा, गिनती (61 से 80 तक) हिन्दी के अंकों व शब्दों में लिखना तथा बोलना, कहानी-लेखन (100 से 120 शब्दों तथा तीन पैराग्राफ में), सर्वनाम, अनोखी चिड़िया

**Mid Term Assessment II:** काल, विराम-चिह्न { पूर्ण विराम (।), अल्प विराम ( , ), विस्मयबोधक (!), प्रश्नवाचक (? ) }, वाक्यांश के लिए एक शब्द, वचन बदलो, अपठित गद्यांश, यह दीवाली याद रहेगी।

### BREAK-UP OF MARKS

Half Yearly/Annual Exam	=	70 marks
Mid Term Assessment I /		
Mid Term Assessment II	=	30 marks
Grand total	=	100 marks

## MATHEMATICS

Name of the Textbook: **SMILE 4 – MATHS**  
Coursebook & Workbook  
(Term I & Term II)  
Publisher: **SAAR Education (I) Pvt. Ltd.**

### MARCH – SEPTEMBER (FIRST TERM)

Suggested Months	Chapter Number	Name of the Chapter	Page	Hands-on apparatus that may be used
MARCH – MAY	1	Numbers up to 9,99,999	1-19	Dice, Number Cards, Ice Cream Sticks, Dienes Blocks, Counters, Place Value Holder, Letter Flash Cards
	2	Making More and Less	20-38	Cups and Beans, Ice Cream Sticks, Place Value Holder, Counters
JULY	3	Multiplying and Sharing	39-53	Ice Cream Sticks, Paper Tiles, Dienes Blocks, Counters
	4	Factors, Multiples and Divisors	54-67	Unifix Cubes, Dienes Blocks, Counters
AUGUST – SEPTEMBER	4	Factors, Multiples and Divisors <b>(continued)</b>	54-67	Unifix Cubes, Dienes Blocks, Counters
	5	Parts of a Whole	68-75	Unifix Cubes, Paper Plates, Fraction Tiles
	6	Introduction to Fractions	76-93	Unifix Cubes, Paper Plates, Fraction Tiles
	7	More on Fractions	1-7 <b>(Part B)</b>	Unifix Cubes, Paper Plates, Fraction Tiles
<b>REVISION</b>				
<b>Tables 2 to 15</b>				

### HALF-YEARLY EXAMINATION

**Syllabus for Mid Term Assessment I:**  
**Topics:** Numbers up to 9,99,999, Making More and Less, Multiplying and Sharing.

### OCTOBER – FEBRUARY (SECOND TERM)

Suggested Months	Chapter Number	Name of the Chapter	Page	Hands-on apparatus that may be used
OCTOBER-NOVEMBER	12	Lines and Shapes	56-63	Geometry Box, Ice Cream Sticks, 2D and 3D Models

	13	Angles and Turns	64-73	Geometry Box
	9	Introduction to Perimeter and Area	24-34	Ruler, Measuring Tape, Geoboards, Grid Sheets
	10	More on Perimeter and Area	35-43	Ruler, Measuring Tape, Geoboards, Grid Sheets
<b>DECEMBER</b>	11	Time	44-55	Clock Model, Calendar
<b>JANUARY-FEBRUARY</b>	8	Measurements: Length, Mass and Capacity	8-23	Ruler, Measuring Tape, Beam Balance, Weights and Measuring Cans, Real Objects
	14	Symmetry and Patterns	74-84	Tangram Set
	15	Graphs and Charts <b>(drawing of Bar Graphs to be excluded)</b>	85-92, 94-95	Graph Sheets, Coloured Sheets

**REVISION OF THE TOPICS FOR BOTH THE TERMS SHOULD BE DONE FOR THE ANNUAL EXAMINATION.**

### Tables 2 to 15

### ANNUAL EXAMINATION

**Syllabus for Mid Term Assessment II:**  
**Topics:** Lines and Shapes, Angles and Turns, Introduction to Perimeter and Area, More on Perimeter and Area

<b>● Book:</b>	<b>Book of Tables</b>
<b>Publisher:</b>	<b>F K Publications (Future Kids Pvt. Ltd.)</b>
<b>Page Numbers:</b>	Relevant pages of the book may be done as per the prescribed syllabus for both the terms.
<b>BREAK-UP OF MARKS</b>	
<b>Half Yearly Examination / Annual Examination</b>	<b>= 70 marks</b>
<b>Mid Term Assessment I / Mid Term Assessment II</b>	<b>= 30 marks</b>
<b>Total</b>	<b>= 100 marks</b>

**Note:** (i) **Higher Order Thinking Skills (HOTS)** questions will be tested in the Mid Term Assessments as well as in the Half-Yearly and Annual Examinations.  
(ii) Previous knowledge of the students may also be tested.

*Example is always more efficacious than precept. – Dr. Johnson*  
CLASS IV

Name of the Textbook: **SMILE 4 – WORKBOOK  
(Term I & Term II)**

<b>MARCH – SEPTEMBER (FIRST TERM)</b>			
Suggested Months	Chapter Number	Name of the Chapter	Page
<b>MARCH – MAY</b>	1	Numbers up to 9,99,999	1-12
	2	Making More and Less	13-20
<b>JULY</b>	3	Multiplying and Sharing	21-31
		<b>Assessment 1</b>	32-33
	4	Factors, Multiples and Divisors	34-41
<b>AUGUST – SEPTEMBER</b>	4	Factors, Multiples and Divisors <b>(continued)</b>	34-41
	5	Parts of a Whole	42-47
	6	Introduction to Fractions	48-63 (excluding Q3 on pg 51)
		<b>Assessment 2</b>	64-65
	7	More on Fractions	1-10 <b>(Term II)</b>
		<b>REVISION (Term I)</b>	66-73
		<b>Tables 2 to 15</b>	

**HALF-YEARLY EXAMINATION**

**Syllabus for Mid Term Assessment I:**

**Topics:** Numbers up to 9,99,999, Making More and Less, Multiplying and Sharing

<b>OCTOBER – FEBRUARY (SECOND TERM)</b>			
Suggested Months	Chapter Number	Name of the Chapter	Page
<b>OCTOBER-NOVEMBER</b>	12	Lines and Shapes	40-44
	13	Angles and Turns	45-49
	9	Introduction to Perimeter and Area	18-24
	10	More on Perimeter and Area	25-30
		<b>Assessment 3</b>	31-32
<b>DECEMBER</b>	11	Time	33-39
<b>JANUARY-FEBRUARY</b>	8	Measurements: Length, Mass and Capacity	11-17
	14	Symmetry and Patterns	50-54
	15	Graphs and Charts <b>(drawing of Bar Graphs to be excluded)</b>	55-56, 58
		<b>Assessment 4</b>	59-60
		<b>REVISION (Term II)</b>	61-65
		<b>REVISION (Term I &amp; II)</b>	66-69

**REVISION OF THE TOPICS FOR BOTH THE TERMS SHOULD BE DONE FOR THE ANNUAL EXAMINATION.**

**Tables 2 to 15**

**ANNUAL EXAMINATION**

*Example is always more efficacious than precept. – Dr. Johnson*

**Syllabus for Mid Term Assessment II:**

**Topics:** Lines and Shapes, Angles and Turns, Introduction to Perimeter and Area, More on Perimeter and Area

**Note:** The Coursebook exercises and the Practice worksheets may be peer checked.

**SCIENCE**

Name of the Textbook: **Let's Master Science  
(TERM I and TERM II)**

Author: **Dr Pramod Mahajan, Sujit Kumar Jana**

Publisher: **Arya Book Depot**

<b>MARCH – SEPTEMBER (FIRST TERM)</b>			
Suggested Months	Chapter Number	Name of the Chapter	Page
<b>MARCH – MAY</b>	1	Human Body: Food We Eat	7
<b>JULY</b>	3	Materials and Solutions	38
<b>AUGUST</b>	6	Air	73
<b>SEPTEMBER</b>		<b>Experiential Learning Project - Plants in the Surroundings and Environment (not to be tested)</b>	
		<b>REVISION</b>	

**HALF-YEARLY EXAMINATION**

**OCTOBER – FEBRUARY (SECOND TERM)**

Suggested Months	Chapter Number	Name of the Chapter	Page
<b>OCTOBER</b>	3	Light	36
<b>NOVEMBER</b>	4	Push and Pull	48
<b>DECEMBER</b>	5	Friction as a force	59
<b>JANUARY</b>	5	Friction as a force (contd.) <b>Experiential Learning Project – Adaptation in animals (not to be tested)</b>	59
<b>FEBRUARY</b>		<b>REVISION</b>	

**ANNUAL EXAMINATION**

**Syllabus for Mid Term Assessment I: July**

**Topic:** Human Body: Food We Eat

**Syllabus for Mid Term Assessment II: December**

**Topic:** Light

<b>BREAK-UP OF MARKS</b>	
Half Yearly/Annual Exam	= 60 marks (Textbook)
	= 10 marks (ELP)
<b>Total</b>	= 70 marks
<b>Mid Term Assessment I &amp; II</b>	= 30 marks each
<b>Grand total</b>	= 100 marks

**GUIDELINES FOR PROJECT WORK**

1. Children may be encouraged to present the project work in the form of hard copy. They may use scrap books.
2. Children's work will be marked according to the rubrics set for the experiential learning project.

**SOCIAL STUDIES**

**Name of the Textbook: Let's Master Social Studies-4 (TERM I and TERM II)**

**Author: Dr (Fr) Thomas T O, CMI, Dr Seema Negi, Bineesh K S**

**Publisher: Arya Book Depot**

**MARCH – SEPTEMBER (FIRST TERM)**

Suggested Months	Chapter Number	Name of the Chapter	Page
<b>MARCH – MAY</b>	8	Major Domains and Landforms of Earth	82
		<b>Map Work – Mountains, Peak and Capitals of States</b>	
<b>JULY</b>		<b>Experiential Learning Project – The Northern and North-East India (not to be tested)</b>	
		<b>Map Work – Coasts</b> Revision of previous month's map work	
<b>AUGUST</b>	6	The Northern Plains	50
		<b>Map Work – Rivers and Water Bodies</b> Revision of previous month's map work	
<b>SEPTEMBER</b>		<b>REVISION</b>	
		<b>*Map Work - Class III - All the States and Union Territories</b>	

<b>Map Work</b>	<b>Political map of India:</b> <b>Capitals of States:</b> Dispur, Gangtok, Itanagar, Chandigarh, Patna, Lucknow, Dehradun, Gandhinagar, Bhopal, Shimla, Raipur, Panaji, Aizawl <b>River marked map of India:</b>
	<ul style="list-style-type: none"> <li>• <b>Mountains</b>– Himalayas, Aravalli Range, Karakoram Range, Raj Mahal Hills, Nilgiri Hills</li> <li>• <b>Mountain Peak</b> – Mt. Everest</li> <li>• <b>Water Bodies</b> – Arabian Sea, Indian Ocean, Bay of Bengal</li> <li>• <b>Rivers</b> – Satluj, Ganga, Yamuna, Indus, Jhelum, Chenab, Chambal, Brahmaputra</li> <li>• <b>Coasts</b> – Konkan Coast, Malabar Coast, Coromandel Coast, Northern Circars, Eastern Coastal Plains, Western Coastal Plains</li> </ul>
<p><b>Please note: *(i)</b> The learners will also be tested on previous knowledge: <b>MAP WORK of Class III on States (in addition to the North Eastern States and Union Territories)</b> in the Half-yearly Examination. <b>(ii)</b> The teachers may refer to class III syllabus (2024-25) to practise map work on <u>all</u> the States and Union Territories. <b>(iii)</b> Latest map should be used for marking the Union Territories, States and their Capitals.</p>	
<b>HALF-YEARLY EXAMINATION</b>	

**OCTOBER – FEBRUARY (SECOND TERM)**

Suggested Months	Chapter Number	Name of the Chapter	Page
<b>OCTOBER – NOVEMBER</b>	3	Our Responsibilities	24
	8	The People of India	80
		<b>Map Work – Capitals of States, Rivers and Lakes</b>	
<b>DECEMBER</b>		<b>Experiential Learning Project – Southern India (not to be tested)</b>	
		<b>Map Work – Desert, Mountains</b> Revision of previous month's map work	
<b>JANUARY</b>	4	Western and Central India	31
		<b>Map Work – Plateaus</b> Revision of previous month's map work	
<b>FEBRUARY</b>		<b>REVISION</b>	
		<b>*MAP WORK - Class III – All the States and Union Territories Class IV – Capitals of States (First Term)</b>	

<b>Map Work</b>	<b>Political map of India:</b> <b>Capitals of States:</b> Imphal, Shillong, Jaipur, Kolkata, Mumbai, Chennai, Hyderabad (Andhra Pradesh and Telangana), Bengaluru, Ranchi, Bhubaneshwar, Kohima, Agartala, Thiruvananthapuram <b>River marked map of India:</b> <ul style="list-style-type: none"> <li>• <b>Plateaus</b> – Malwa Plateau, Chota Nagpur Plateau, Deccan Plateau</li> <li>• <b>Rivers</b> – Narmada, Tapi, Mahanadi, Godavari, Krishna, Kaveri</li> <li>• <b>Lakes</b> – Wular Lake, Sambhar Lake, Chilka Lake, Pulicat Lake, Vembanad Lake</li> <li>• <b>Desert</b> – Thar</li> <li>• <b>Mountains</b> – Cardamom Hills, Vindhya Range, Satpura Range, Eastern Ghats, Western Ghats</li> </ul>
	<b>Please note:</b> *(i) The learners will also be tested on previous knowledge of <b>MAP WORK: Class III - States (in addition to the North Eastern States and Union Territories), Class IV (Capitals of States - First Term)</b> in the Annual Examination. (ii) The teachers may refer to class III syllabus (2024-25) to practise map work on <u>all</u> the States and Union Territories. (iii) Latest map should be used for marking the Union Territories, States and their Capitals.
<b>ANNUAL EXAMINATION</b>	

<b>BREAK-UP OF MARKS</b>	
Half Yearly/Annual Exam	= 60 marks (Textbook) (includes Map work)
	= 10 marks (ELP)
<b>Total</b>	= 70 marks
<b>Mid Term Assessment I /</b>	
<b>Mid Term Assessment II</b>	= 30 marks (includes Map work)
<b>Grand total</b>	= 100 marks

<b>Mid Term Assessment I: July</b>
<b>Syllabus: Topic:</b> Major Domains and Landforms of India - <b>Pages 82-88</b>
<b>Map Work:</b> Mountains, Peak and Capitals of States
<b>Mid Term Assessment II: December</b>
<b>Syllabus: Topic</b> – Our Responsibilities
<b>Map Work:</b> Capitals of States, Lakes and Rivers

<b>GUIDELINES FOR PROJECT WORK</b>	
1.	Children may be encouraged to present the project work in the form of hard copy.
2.	Children's work will be marked according to the rubrics set for the experiential learning project.

## ART & CRAFT

Name of the Textbook: **New Let's Draw and Colour with Alphabet – IV (Revised Edition)**  
 Publisher: **Newman**

ART & CRAFT IS A GRADED SUBJECT.

- Monthly break-up of the syllabus may be done by the teachers at the branch level.

## COMPUTATIONAL THINKING AND ICT

Name of the Textbook: **Tekie Accelerate (Grade 4)**  
 Publisher: **Uolo Ed Tech Pvt. Ltd.**

MARCH – SEPTEMBER (FIRST TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
<b>MARCH – MAY</b>	1	All About Data & Storage	1
	3	Managing Files & Folders	42
<b>JULY</b>	4	Formatting Documents (excluding: Setting Paper size, Indentation – Pg Nos. 76, 77)	60
<b>AUGUST</b>	5	Enhancing Documents	81
<b>SEPTEMBER</b>	6	Be Creative with AI	102
		<b>REVISION</b>	
HALF-YEARLY EXAMINATION			

OCTOBER – FEBRUARY (SECOND TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
<b>OCTOBER – NOVEMBER</b>	5	Introduction to Scratch 3.0	65
	6	Scratch Blocks	75
	7	Making a Scratch Project	84
<b>DECEMBER</b>	8	Drawing Shapes (including <i>Simple figures using turn 45 and 90 degrees command</i> )	98
	4	Creating Presentations	42
<b>JANUARY</b>	1	Exploring Internet	1
	2	The Internet of Things	17
<b>FEBRUARY</b>	2	The Internet of Things (contd.)	-
		<b>REVISION</b>	
ANNUAL EXAMINATION			

**Mid Term Assessment I: JULY**  
**Syllabus: March to May**  
**Topics:** Ch. 1: All about Data and Storage  
Ch. 3: Managing Files and Folders  
**Mid Term Assessment II: DECEMBER**  
**Syllabus: October to November**  
**Topics:** Ch. 5: Introduction to Scratch 3.0  
Ch. 6: Scratch Blocks  
Ch. 7: Making a Scratch Project

**ONLY Second Term Syllabus will be tested in the Annual Examination.**

**Note:**

1. Exercises are to be done in the textbooks.
2. Written work in the notebooks may be covered in the form of Competency /Programming Based questions or Formative Assessment.

**BREAK-UP OF MARKS**

Half Yearly / Annual Exam	=	50 marks
	=	<u>20 marks (Practical)</u>
<b>Total</b>	=	<b>70 marks</b>
<b>Mid Term Assessment I /</b>		
<b>Mid Term Assessment II</b>	=	<u>30 marks</u>
<b>Grand total</b>	=	<u>100 marks</u>