

CLASS 5 SYLLABUS
(COMPETENCY-BASED SYLLABUS 2026–2027)

ENGLISH LITERATURE

MT1: Foundational Literacy & Narrative Skills
[APRIL–JUNE]

Units: *Marching to Freedom*, *My Books*, *Peter and Wendy*

1. Knowledge & Understanding (LOTS)

- **History & Fiction:** Identify historical figures in *Marching to Freedom* (e.g., Gandhiji) and fantastical characters in *Peter and Wendy*.
- **Grammar:** Identify **Abstract Nouns** (courage, freedom) and **Collective Nouns** (flock, crowd) within the texts.
- **Poetry:** Recall the narrator's feelings toward reading in *My Books*.

2. Application (MOTS)

- **Contextual Vocabulary:** Use descriptive adjectives to compare the world of reality (Dandi March) with the world of fantasy (Neverland).
- **Sentence Structure:** Rewrite simple sentences from the text into **Interrogative** or **Exclamatory** forms.

3. Analysis (HOTS)

- **Perspective:** Contrast Dhani's point of view in *Marching to Freedom* with an adult's perspective on the Dandi March.
- **Literary Analysis:** Discuss the symbolism of "flying" in *Peter and Wendy*—is it literal or a metaphor for imagination?

Half Yearly: Communication & Emotional Intelligence
[JULY–SEPT]

Units: *The Owls in the Family*, *Clothing Problems of the Hermit Crab*, *The Secret Garden*, *Book Uncle and Me*

1. Knowledge & Understanding (LOTS)

- **Nature & Ethics:** Describe the physical appearance of the owls and the hermit crab's

"clothing" issues.

- **Grammar:** Identify **Verbs** and their forms

2. Application (MOTS)

- **Letter Writing:** Write a formal letter to a local official, inspired by *Book Uncle and Me*, to save a neighborhood space.
- **Tense Mastery:** Transform a passage from *The Secret Garden* from Past Tense to Present Tense to create a sense of immediacy.

3. Analysis (HOTS)

- **Character Growth:** Analyze how Mary Lennox's personality changes as the garden blooms in *The Secret Garden*.
- **Comparison:** Compare the humorous tone of *The Hermit Crab* poem with the environmental activism in *Book Uncle and Me*.

MT2: Analytical & Functional English [OCT–DEC]

Units: *Louder than a Clap of Thunder*, *Everybody's Water*, *Red Eye*, *From A Railway Carriage*

1. Knowledge & Understanding (LOTS)

- **Poetic Devices:** Identify **Onomatopoeia** (sound words) in *Louder than a Clap of Thunder* and **Similes** in *From A Railway Carriage*.
- **Grammar:** Identify and use **Adverbs of Manner and Frequency**.

2. Application (MOTS)

- **Dialogue Writing:** Create a conversation between two people arguing over "Everybody's Water" using appropriate punctuation for direct speech.
- **Rhythm & Pace:** Recite *From A Railway Carriage*, adjusting speed to match the rhythm of a moving train.

3. Analysis (HOTS)

- **Social Commentary:** Analyze the central argument of *Everybody's Water*—who truly "owns" natural resources?
- **Synthesis:** Use **Conjunctions** to link the cause (lack of water) to the effect (community struggle).

Final Term: Comprehensive Mastery [JAN–MARCH]

Units: *Christmas Morning*, *The BFG*, *Paper Boats*, *The Wizard of Hockey*, *A Hero*, *The Mountain and the Squirrel*, *A Ruined Holiday*

Weightage: 70–80% New Content | 20–30% Application from previous terms.

1. Knowledge & Understanding (LOTS)

- **Biography & Fiction:** Recall facts about Dhyan Chand (*The Wizard of Hockey*) and characterize the BFG's unique way of speaking.
- **Grammar:** Identify **Direct and Indirect Speech** and **Active/Passive Voice**.

2. Application (MOTS)

- **Report Writing:** Write a short news report on Dhyan Chand's Olympic victory or Swami's "bravery" in *A Hero*.
- **Vocabulary:** Create "Gobblefunk" words (inspired by *The BFG*) and provide their "English" definitions using **Prefixes/Suffixes**.

3. Analysis (HOTS)

- **Thematic Comparison:** Compare the "Small vs. Big" theme in *The BFG* with the "Great vs. Small" argument in *The Mountain and the Squirrel*.
- **Critical Thinking:** Evaluate Swami's "Heroism" in *A Hero*—was he truly brave, or just lucky?

4. Real-Life Connection

- **Project-Based Learning:** Create a **Street Play (Nukkad Natak)** script based on the environmental themes of *Everybody's Water* or the civic duty in *Book Uncle and Me*.

Teacher's Strategy for 2026-2027

- **The "Why" Factor:** In *A Ruined Holiday*, don't just ask what happened; ask how the characters' expectations influenced their disappointment.
- **Skill Integration:** Use *Paper Boats* to practice creative writing where students write a "message in a bottle" to an imaginary friend.
- **Quality over Quantity:** Focus on the student's ability to use a **Metaphor** correctly rather than just defining it.

ENGLISH LANGUAGE

MID TERM I [APRIL – JUNE]

- **Sentences:** Identify subject and predicate (LOTS); classify types (MOTS); construct and transform sentences; analyze errors (HOTS)
- **Nouns:** Identify kinds (LOTS); change number and gender (MOTS); apply in writing (HOTS)
- **Composition Writing:** Recall structure (LOTS); write organized compositions (MOTS); create original writing (HOTS)

- Comprehension: Identify main ideas (LOTS); interpret and answer (MOTS); analyze and evaluate (HOTS)
- Informal Letter Writing: Recall format (LOTS); write structured letters (MOTS); express ideas effectively (HOTS)

HALF YEARLY [JULY – SEPTEMBER]

- Adjectives: Identify types (LOTS); classify and use degrees (MOTS); enhance writing (HOTS)
- Tenses: Identify forms (LOTS); apply correctly (MOTS); analyze and correct errors (HOTS)
- Articles: Identify usage (LOTS); apply correctly (MOTS); edit errors (HOTS)
- Subject-Verb Agreement: Identify (LOTS); apply rules (MOTS); correct errors (HOTS)
- Prepositions: Identify types (LOTS); apply correctly (MOTS); analyze usage (HOTS)
- Vocabulary: Identify synonyms/antonyms (LOTS); use correctly (MOTS); apply in writing (HOTS)
- Composition Writing: Recall structure (LOTS); write organized text (MOTS); create imaginative work (HOTS)
- Letter Writing: Recall format (LOTS); write structured letters (MOTS); express ideas creatively (HOTS)
- Comprehension: Recall facts (LOTS); interpret (MOTS); analyze and infer (HOTS)

MID TERM II [OCTOBER – NOVEMBER]

- Pronouns: Identify types (LOTS); use correctly (MOTS); avoid repetition (HOTS)
- Conjunctions: Identify (LOTS); join sentences (MOTS); form compound sentences (HOTS)
- Adverbs: Identify types (LOTS); apply correctly (MOTS); enhance writing (HOTS)
- Composition Writing: Observe (LOTS); describe (MOTS); create imaginative stories (HOTS)
- Letter Writing: Recall format (LOTS); write clearly (MOTS); express creatively (HOTS)
- Comprehension: Recall (LOTS); interpret (MOTS); analyze (HOTS)

FINAL TERM [DECEMBER – FEBRUARY]

- Capital Letters: Identify rules (LOTS); apply (MOTS); edit errors (HOTS)
- Punctuation: Identify marks (LOTS); use correctly (MOTS); edit passages (HOTS)
- Direct & Indirect Speech: Identify (LOTS); convert (MOTS); apply in writing (HOTS)
- Words Often Confused: Identify (LOTS); use correctly (MOTS); analyze context (HOTS)
- Transformation of Sentences: Identify (LOTS); transform (MOTS); apply in writing (HOTS)
- Tenses (Revision): Recall (LOTS); apply (MOTS); correct errors (HOTS)
- Grammar (Integrated): Recall (LOTS); apply (MOTS); edit writing (HOTS)
- Composition Writing: Recall (LOTS); write organized (MOTS); create original work (HOTS)
- Informal Letter Writing: Recall (LOTS); write (MOTS); express ideas (HOTS)
- Comprehension: Recall (LOTS); interpret (MOTS); analyze and evaluate (HOTS)

SECOND LANGUAGE

(HINDI)

APRIL- MID TERM 1

Ch-3: Noun

Paragraph Writing (60–80 words)

Ch-1: Aa Rahi Ravi ki Sawari

Competencies

- Identifies nouns and their types
- Uses naming words correctly in sentences
- Forms meaningful sentences
- Writes short structured paragraphs
- Organizes ideas logically
- Reads and understands the poem
- Identifies theme and message
- Improves pronunciation and fluency

JUNE

Ch-5: Number

Ch-11: Paryayvachi Shabd (1–10)

Ch-17: Muhaware (1–10)

Ch-3: Mehnat ka Fal

Competencies:

- Identifies singular and plural forms
- Uses correct number forms in sentences
- Recognizes synonyms and expands vocabulary
- Understands and applies idioms
- Reads and understands the lesson
- Identifies moral value of hard work
- Improves comprehension and expression

JULY

Ch-12: Vilom Shabd (1–10)

Ch-14: Anek Shabdo ke Liye Ek Shabd (1–10)

Competencies:

- Identifies antonyms and uses them correctly
- Uses one-word substitutions effectively
- Expands vocabulary
- Applies grammar concepts correctly
- Strengthens language understanding

AUGUST

Ch-6: Pronoun

Ch-11: Paryayvachi Shabd (11–20)

Ch-4: Desh Ki Aan Baan aur Shaan

Competencies:

- Uses pronouns correctly in sentences
- Identifies synonyms and expands vocabulary
- Reads and understands the lesson
- Identifies patriotic theme and message
- Improves reading fluency and comprehension

SEPTEMBER- HALFYEARLY

Ch-16: Asudhi Sodhan

Ch-12: Vilom Shabd (11–20)

Ch-14: Anek Shabdo ke Liye Ek Shabd (11–20)

Ch-17: Muhaware (11–20)

Ch-5: Ek Boond

Comprehension

Paragraph Writing (60–80 words)

Competencies:

- Identifies and corrects grammatical errors
- Uses antonyms and one-word substitutions correctly
- Understands and applies idioms
- Reads and understands the lesson
- Develops comprehension skills
- Writes short structured paragraphs
- Organizes ideas clearly
- Strengthens grammar and vocabulary

OCTOBER- MID TERM 2

Ch-1: Adjective

Ch-4: Gender

Ch-11: Paryayvachi Shabd (21–30)

Ch-9: Honhaar Birwaan ke Hot Chikne Paat

Competencies:

- Uses adjectives correctly
- Differentiates gender forms
- Expands vocabulary
- Reads and understands the lesson
- Identifies moral values
- Improves comprehension skills
- Enhances sentence formation

NOVEMBER

Ch-12: Vilom Shabd (21–30)

Ch-14: Anek Shabdo ke Liye Ek Shabd (21–30)

Ch-17: Muhaware (21–30)

Ch-11: Do Chiriya

Comprehension

Competencies:

- Uses antonyms correctly
- Applies one-word substitutions
- Understands and uses idioms
- Reads and understands the story
- Identifies key ideas and themes
- Develops comprehension skills
- Improves vocabulary and expression

DECEMBER

Ch-8: Verb

Ch-11: Paryayvachi Shabd (31–40)

Ch-13: Imaandaar Balak

Competencies:

- Identifies verbs and uses them correctly

- Forms sentences using correct verb forms
- Expands vocabulary
- Reads and understands the lesson
- Identifies moral values
- Improves comprehension and expression

JANUARY

Ch-14: Punctuation

Ch-12: Vilom Shabd (31–40)

Ch-14: Anek Shabdo ke Liye Ek Shabd (31–40)

Ch-17: Muhaware (31–40)

Ch-15: Rashtriya Parwa – Desh ka Gaurav
Paragraph Writing (60–80 words)

Competencies:

- Uses punctuation marks correctly
- Applies antonyms and one-word substitutions
- Understands and uses idioms correctly
- Writes structured paragraphs
- Organizes ideas clearly
- Reads and understands the lesson
- Identifies national values
- Improves sentence formation and clarity

FEBRUARY- FINAL TERM

Comprehension

Paragraph Writing (60–80 words)

Grammar Revision:

Ch-11 Paryayvachi Shabd (31–40)

Ch-12 Vilom Shabd (31–40)

Ch-14 Anek Shabd (31–40)

Ch-17 Muhaware (31–40)

Competencies:

- Reads and comprehends unseen passages
- Writes short structured paragraphs
- Organizes ideas logically
- Applies grammar concepts correctly
- Uses vocabulary effectively

- Develops confidence in expression
- Integrates all language skills

(2nd Language)

প্রথম পর্যায় (Unit Test 1)

১. দুর্ভাসা'র অভিশাপ (অবনীন্দ্রনাথ ঠাকুর):

- পৌরাণিক গল্পের আধারে ভাষার অলঙ্কার ও বর্ণনাভঙ্গি বুঝতে পারা।
- রাগের কুফল এবং ধৈর্য ও বিনয়ের গুরুত্ব অনুধাবন করা।
- রূপকধর্মী ভাষা ও প্রাচীন পটভূমির শব্দভাণ্ডার আয়ত্ত করা।

২. আমার সোনার বাংলা (রবীন্দ্রনাথ ঠাকুর):

- নিজের দেশের প্রকৃতি, মাটি ও সংস্কৃতির প্রতি গভীর মমত্ববোধ তৈরি।
- গানের ছন্দের মাধ্যমে কবিতার ছন্দ ও সুরের মেলবন্ধন বুঝতে পারা।
- দেশপ্রেম ও জাতীয় চেতনার প্রাথমিক পাঠ গ্রহণ।

৩. ব্যাকরণ (রচনা ও শুদ্ধ বানান):

- একটি বিষয়কে কেন্দ্র করে নিজের ভাবনাকে যুক্তিপূর্ণভাবে সাজিয়ে লিখতে পারা।
- বানানরীতি সম্পর্কে সচেতন হওয়া এবং লেখায় নির্ভুলতা আনা।

অর্ধ-বার্ষিক পরীক্ষা (Half Yearly)

১. লালু (শরৎচন্দ্র চট্টোপাধ্যায়):

- চরিত্রের মনস্তত্ত্ব এবং শৈশবের চপলতা বুঝতে পারা।
- মানুষের উপস্থিত বুদ্ধি এবং নিঃস্বার্থ পরোপকারের আদর্শ গ্রহণ করা।
- উপভাষা ও কথ্য ভাষার মিশেলে গল্পের বুনন বোঝা।

২. মাঠ মানে ছুটি (কার্তিক ঘোষ):

- যান্ত্রিক জীবনের বাইরে প্রকৃতির কোলে শিশুদের স্বাধীনতার আনন্দ উপলব্ধি করা।
- রূপক ও উপমার ব্যবহার (যেমন- মাঠ মানে কী?) বিশ্লেষণ করতে শেখা।
- একধেয়েমি কাটিয়ে সৃজনশীল কাজের প্রতি আগ্রহ বাড়ানো।

৩. ব্যাকরণ (সন্ধি, পদ-পরিবর্তন, বিপরীত শব্দ):

- সন্ধির নিয়মে নতুন শব্দ গঠন ও ভাঙার নিয়ম শেখা।
- শব্দের শ্রেণিবিভাগ (বিশেষ্য-বিশেষণ) বুঝে প্রয়োগ করা।
- শব্দের বিপরীত অর্থ বোঝার মাধ্যমে ভাষার শব্দভাণ্ডার সমৃদ্ধ করা।

দ্বিতীয় পর্যায় (Unit Test 2)

১. ইদুরের ভোজ (রবীন্দ্রনাথ ঠাকুর):

- হাস্যরসের মাধ্যমে কোনো গুঢ় সত্য বা মানবিক সম্পর্ক বুঝতে পারা।

- গল্পের নাটকীয় মোড় এবং সংলাপের ব্যবহার আয়ত্ত করা।
- বড়দের প্রতি শ্রদ্ধা এবং ছোটদের প্রতি স্নেহের মেলবন্ধন শেখা।

২. আদর্শ ছেলে (কুম্ভকুমারি দাশ):

- শুধু কথা নয়, কাজে বড় হওয়ার নৈতিক শিক্ষা লাভ।
- সাহসিকতা, তেজস্বিতা এবং চারিত্রিক দৃঢ়তার গুরুত্ব অনুধাবন।
- সমাজ ও দেশের জন্য নিজেকে প্রস্তুত করার অনুপ্রেরণা পাওয়া।

৩. ব্যাকরণ (বোধ-পরীক্ষণ ও বানান):

- কোনো অজানা অনুচ্ছেদ পড়ে তার নির্যাস বা মূল বক্তব্য খুঁজে বের করা।
- দ্রুত পঠন ও সঠিক উপলব্ধির ক্ষমতা বৃদ্ধি।

বার্ষিক পরীক্ষা (Final Examination)

১. রোগীর চিকিৎসা (রাজশেখর বসু/পরশুরাম):

- বাঙ্গ ও কৌতুকের ছলে সামাজিক বা পেশাগত ত্রুটিগুলো বুঝতে পারা।
- রম্য রচনার ধাঁচ এবং চরিত্র সৃষ্টির দক্ষতা পর্যবেক্ষণ।
- কঠিন বিষয়কে সহজ ও মজার ছলে উপস্থাপন করার কৌশল শেখা।

২. রঙ বদলের চাদর (ভবানীপ্রসাদ মজুমদার):

- পরিবর্তনের নিয়ম এবং বৈচিত্র্যের মধ্যে ঐক্যের শিক্ষা পাওয়া।
- কল্পনা ও বাস্তবের সংমিশ্রণে আধুনিক কবিতার রস আন্বাদন।
- পারিপার্শ্বিক পরিবেশের ক্ষুদ্রাতিক্ষুদ্র পরিবর্তন লক্ষ্য করার ক্ষমতা বৃদ্ধি।

৩. ব্যাকরণ (সমার্থক ও সমোচ্চারিত শব্দ):

- একই অর্থের বিভিন্ন শব্দ প্রয়োগ করে লেখাকে আরও শ্রুতিমধুর করা।
- বানানে সামান্য পার্থক্যে শব্দের অর্থ কীভাবে বদলে যায় (যেমন- অল্প/অন্য), তা শিখে সচেতন হওয়া।
- সামগ্রিক শিখন উদ্দেশ্য (General Outcomes):

- সৃজনশীলতা: প্রতিটি অধ্যায় শেষে ছাত্রছাত্রীরা যেন নিজেরাই ছোট অনুচ্ছেদ বা কবিতা লেখার সাহস পায়।
- মূল্যায়ন: নৈতিকতা, দেশপ্রেম এবং হাস্যরসের মাধ্যমে জীবনের প্রতি ইতিবাচক দৃষ্টিভঙ্গি তৈরি হওয়া।
- ভাষাগত শুদ্ধতা: ব্যাকরণকে শুধু নিয়ম হিসেবে নয়, বরং ভাষার অলঙ্কার হিসেবে ব্যবহার করতে শেখা।

সিলেবাসটি নিচে সুন্দরভাবে তালিকা আকারে দেওয়া হলো। এটি চারটি প্রধান ভাগে (U.T. 1, H.Y., U.T. 2 এবং Final) বিভক্ত:

U.T. 1 (প্রথম ইউনিট টেস্ট)

- গদ্য: দুর্বাশার অভিশাপ — অবনীন্দ্রনাথ ঠাকুর
- কবিতা: আমার সোনার বাংলা — রবীন্দ্রনাথ ঠাকুর
- ব্যাকরণ: রচনা + শুদ্ধ বানান

H.Y. (অর্ধ-বার্ষিক পরীক্ষা / Half Yearly)

- গদ্য: লালু — শরৎচন্দ্র চট্টোপাধ্যায়
- গদ্য: মাঠ মানে ছুট — কার্তিক ঘোষ
- ব্যাকরণ:
- রচনা
- বোধ-পরীক্ষণ
- সন্ধি
- পদ-পরিবর্তন
- বিপরীতার্থক শব্দ
- শুদ্ধ বানান

U.T. 2 (দ্বিতীয় ইউনিট টেস্ট)

- গদ্য: হাঁদুরের ভোজ — রবীন্দ্রনাথ ঠাকুর
- পদ্য: আদর্শ ছেলে — কুসুমকুমারী দাশ
- ব্যাকরণ: বোধ-পরীক্ষণ + শুদ্ধ বানান

Final (বার্ষিক পরীক্ষা)

- গদ্য: রোগের চিকিৎসা — বনী (ভবানীপ্রসাদ মজুমদার)
- পদ্য: রঙ বদলের ঝাপ্পর — (ভবানীপ্রসাদ মজুমদার)
- ব্যাকরণ:
- সমার্থক শব্দ
- সমোচ্চারিত ভিন্নার্থক শব্দ
- সন্ধি

THIRD LANGUAGE HINDI

APRIL

- Identify & pronounce varnmala → LOTS
- Read/write words without matra → LOTS
- Develop listening & reading skills → MOTS
- Recite poems with expression → MOTS
- Understand sound–letter relationship → MOTS

JUNE

- Identify/read/write numbers (1–20) → LOTS
- Understand Barahkhadi → MOTS
- Improve pronunciation → LOTS
- Recite confidently → MOTS
- Recognize sound patterns → HOTS

JULY

- Identify matras → LOTS
- Read/write matra words → MOTS
- Understand meanings → MOTS
- Recitation expression → MOTS
- Develop communication skills → HOTS

AUGUST

- Use matras in sentences → MOTS
- Write days of the week → LOTS
- Construct sentences → MOTS
- Improve LSRW skills → MOTS
- Participate in group activities → HOTS

SEPTEMBER

Use Anuswar/Visarg/Chandrabindu → MOTS

Develop pronunciation & writing → LOTS

Differentiate similar sounds → MOTS

Appreciate sound patterns → HOTS

Develop listening skills → MOTS

OCTOBER

Identify joint letters → LOTS

Apply 'र' forms → MOTS

Write months → LOTS

Read/write complex words → MOTS

Understand language structure → HOTS

NOVEMBER

Apply Hindi numbers → MOTS

Identify fruits/vegetables → LOTS

Build vocabulary → MOTS

Form words/sentences from pictures → HOTS

Develop oral confidence → HOTS

DECEMBER

Read unseen passage → LOTS

Answer comprehension → MOTS

Write paragraph → MOTS

Creative writing (poem) → HOTS

Express ideas using language → HOTS

JANUARY

Revise concepts → LOTS

Identify & correct errors → MOTS

Self-assessment → HOTS

Apply language in daily life → HOTS

FEBRUARY (FINAL)

Full syllabus recall → LOTS

Application of concepts → MOTS

Independent language use → HOTS

Third Language Bengali

APRIL:

- Varnmala
- Words without matra
- Poem recitation

Competencies

- Identify and correctly pronounce Bengali letters (Varnmala) (LOT)
- Read and write simple words without matras (LOT)
- Develop listening and reading skills(MOT)
- Recite poems with correct rhythm, expression, and pronunciation (HOT)
- Understand the relationship between sounds and letters (MOT)

MAY:

- Bengali number
- Words without matras, aakar
- Poem recitation

Competencies:

- Identify, read, and write Bengali numbers (1–20) (LOT)
- Understand the sign of matras and use it to form words (MOT)
- Improve pronunciation and phonetic awareness (MOT)
- Recite poems confidently (HOT)
- Recognize patterns in language (sound to word formation) (HOT)

JUNE:

- Matra: harswa i kar, dirgha i kar,
- Recitation

Competencies;

- Identify different matras and use them correctly (LOT)
- Read and write words with matras (LOT)
- Understand meanings of simple words (LOT)
- Improve expression through poem recitation (MOT)
- Develop basic communication skills (HOT)

JULY:

- Matra: harswa u kar, dirgha u kar
- Recitation
- Name of days in Bengali

Competencies:

- Use matras to form words and simple sentences (MOT)
- Name and write days of the week in Bengali (LOT)
- Construct simple sentences
(MOT)
- Improve listening, speaking, and reading skills (MOT)
- Participate actively in group activities (HOT)

- **AUGUST:**

- Wri kar,
- A kar,
- Recitation

Competencies:

- Understand and correctly use Wri kar and A kar (LOT)
- Develop correct pronunciation and writing skills (MOT)
- Differentiate between similar sounding words (HOT)
- Appreciate sound patterns through poetry (MOT)
- Develop attentive listening skills (LOT)

SEPTEMBER

- Ai kar,
- Name of months

Competencies;

- Identify and use the matras. (LOT)
- Name and write months in Bengali (LOT)
- Read and write simple words (LOT)
- Understand basic language structure (MOT)

OCTOBER

1. O kar,
2. Ou kar,
3. Fruits and vegetables name
4. Recitation

Competencies:

- Identify, speak, and write names of fruits and vegetables (LOT)
- Build vocabulary (LOT)
- Form words and simple sentences from pictures (MOT)
- Develop confidence in oral expression (HOT)

NOVEMBER

- Anuswar
- Short paragraph Writing

Competencies:

- Read and comprehend unseen passages (LOT)
- Answer questions based on reading comprehension (MOT)
- Write simple paragraphs expressing ideas (HOT)
- Use language for expression and communication (HOT)

DECEMBER

- Anuswar
- Visarg
- Chandrabindu
- Recitation

Competencies:

- Understand and correctly use Anuswar, Visarg, and Chandrabindu (LOT)
- Develop correct pronunciation and writing skills (MOT)
- Differentiate between similar sounding words (HOT)
- Appreciate sound patterns through poetry (MOT)
- Develop attentive listening skills (LOT)

JANUARY :-

- Revision
- Competencies:
- Revise and consolidate all topics learned (LOT)
- Identify and correct errors (MOT)
- Develop self-assessment skills (HOT)
- Apply language skills in daily life (HOT)

FEBRUARY ;

Assessment: full syllabus

Mathematics –

- **MT1: Foundational concepts [months : APRIL-JUNE END]**

CH 1 – LARGE NUMBERS

1. Knowledge & Understanding (LOTS)

- Read and write large numbers (up to **lakhs and crores**)
- Identify **place value** and **face value** of digits
- Write numbers in:
 - Numerals
 - Number names
 - Expanded form
- Know **Indian and International number systems**
- Recall **successor and predecessor** of numbers
- Recognize **Hindu Arabic Numbers** and **Roman Numerals**

2. Application [MOTS]

- Recognize the method to read and write a number.

- Understand the method to put a number in the place value chart.

3. Analysis [HOTS]

- Understand value of each digit in big numbers
- Analyze which number is bigger/smaller
- Break numbers or build them
- Analyze number representation
- Think beyond direct questions
- Think about Hindu arabic Numbers and Roman Numerals.

4. Skill-Based Learning [HOTS]

- Students understand how numbers work
- Break and examine numbers
- Express numbers in multiple ways
- Switch between systems (Indian and International number system)
- Think beyond direct questions

5. Real-Life Connection

- Use large numbers in everyday situations
- Understand numbers in **money, shopping, bills**
- Use numbers in **population, distances, measurements**
- Connect numbers with money handling
- Read large amounts (lakhs, crores)
- Understand real-world data
- Read numbers in:
 - Population charts
 - Newspapers
 - Reports
 - Understand the world through numbers
- Compare population of cities/states
- Understand large-scale quantities (people, resources)

CH 2 – ADDITION AND SUBTRACTION

1. Knowledge & Understanding (LOTS)

- Understanding the Concept of Addition
- Know that **addition means combining quantities**
- Recognize terms:
 - Addend
 - Sum
- Understand symbol (+)

- Understanding the Concept of Subtraction
- Know that **subtraction means taking away or finding difference**
- Recognize terms:
 - Minuend
 - Subtrahend
 - Difference
- Understand symbol (–)

2. Application [MOTS]

- **Applying Operations in Word Problems**
 - Identify whether to **add or subtract**
 - Convert real-life situations into mathematical form
 - Solve correctly
 - **Choosing the Correct Operation**
 - **Decide:**
 - When to **add (total, sum)**
 - When to **subtract (difference, left, remaining)**
 - **Applying Estimation in Daily Situations**
 - Estimate sums and differences using rounding
 - Check if answers are reasonable

3. Analysis [HOTS]

- Breaking Down Word Problems
- Identify:
 - Given data
 - Required answer
- Divide problem into steps
- Identifying the Correct Operation
- Analyse whether to:
 - Add (total, altogether)
 - Subtract (difference, left)
- Distinguish between similar-looking situations

4. Skill-Based Learning [HOTS]

- Computational Skill (Accuracy & Speed)
 - Perform addition and subtraction of **large numbers (up to 9 digits)**
 - Use **column method correctly**
 - Maintain speed with accuracy

- Place Value Application Skill
 - Align numbers correctly (ones, tens, hundreds, etc.)
 - Apply place value while adding/subtracting
- Carrying & Borrowing Skill
- Apply:
 - Carry over in addition
 - Borrowing in subtraction
 - Understand when and how to use them

5. Real-Life Connection

- Money and Shopping Skills
 - Add prices of items while shopping
 - Subtract to find balance money
 - Calculate total bill or remaining money
- School and Daily Life Situations
 - Calculate total students in classes
 - Find difference in attendance or scores
 - Add resources like books, notebooks
- Distance and Travel Context
 - Add distances travelled
 - Subtract remaining distance
 - Compare travel data
- Data Handling in Real Life
 - Interpret numbers from tables or charts
 - Add or subtract data values
 - Understand real-world information (population, attendance, etc.)

CH 3 – MULTIPLICATION

1. Knowledge & Understanding (LOTS)

Understanding the Concept of Multiplication

- Know that multiplication means **repeated addition**
- Understand multiplication as **grouping equal sets**
- Recognise the symbol (\times)

Knowledge of Multiplication Facts

- Recall multiplication tables (up to at least 10 or 12)
- Understand basic multiplication facts quickly
- Recognise product patterns in tables

Understanding Place Value in Multiplication

- Know how place value changes when multiplying
- Understand shifting of digits in multiplication
- Recognise importance of aligning numbers correctly

Understanding Standard Multiplication Method

- Know step-by-step **column method (standard algorithm)**
- Understand multiplication of:
 - 2-digit \times 1-digit
 - 3-digit \times 2-digit (large numbers)
- Recognise steps in calculation

2. Application [MOTS]

- **Solving Real-Life Word Problems**
 - Identify multiplication situations in daily life
 - Convert statements into multiplication expressions
 - Solve correctly
- **Money and Shopping Applications**
 - Calculate total cost of multiple items
 - Multiply price \times quantity
 - Apply in bills and expenses
- **Repeated Groups / Equal Sets Problems**
 - Understand “equal groups” in real situations
 - Multiply number of groups \times items in each group
- **Distance, Time, and Measurement Use**
 - Multiply distance travelled repeatedly
 - Use multiplication in time or measurement contexts
- **Data and Quantity Handling**
 - Multiply values in tables or charts
 - Calculate total production, population, or items

3. Analysis [HOTS]

- **Breaking Down Multiplication Problems**
 - Identify parts of a word problem
 - Separate known and unknown values
 - Break multi-step problems into smaller steps
- **Identifying Patterns in Multiplication**
 - Observe number patterns in multiplication tables

- Recognise relationships like doubling, tripling
- Detect patterns in product growth
- **Comparing Products**
 - Compare results of different multiplications
 - Decide which product is greater or smaller
 - Justify comparison using logic (not guessing)
- **Linking Multiplication with Addition & Division**
 - Understand multiplication as repeated addition
 - Check multiplication using division
 - Connect all three operations logically

4. Skill-Based Learning [HOTS]

Computational Skill (Accuracy in Calculation)

- Multiply large numbers correctly (2-digit \times 2-digit, 3-digit \times 2-digit)
- Use standard column method accurately
- Maintain correct place value alignment

Multiplication Table Skill

- Recall multiplication tables up to 12 fluently
- Apply tables quickly in problem-solving
- Use tables to simplify large calculations

Place Value Application Skill

- Correctly place digits while multiplying large numbers
- Understand shifting (zeros/place shifts) in multiplication
- Avoid digit placement errors

Step-by-Step Procedure Skill

- Follow multiplication steps in correct order
- Apply carry-over properly
- Organize work neatly and systematically

5. Real-Life Connection

Money and Shopping Situations

- Multiply cost of one item by number of items
- Calculate total bill in shopping situations
- Estimate expenses in daily purchases

Grouping and Equal Sets in Daily Life

- Solve problems involving equal groups
- Multiply number of groups \times items in each group

- Understand “each”, “every”, “groups of” in real life

Travel and Distance Applications

- Calculate total distance travelled repeatedly
- Multiply distance per trip \times number of trips
- Apply multiplication in journey planning

School-Based Real Situations

- Calculate total students, books, or stationery items
- Multiply quantity across sections or classes
- Use real classroom data

CH 4 – DIVISION

1. Knowledge & Understanding (LOTS)

Concept of Division

- Understand division as equal sharing and grouping.
- Recognize division as the inverse of multiplication.

Division Facts

- Recall and use basic division facts (tables up to 12).
- Understand the relationship between dividend, divisor, quotient, and remainder.

Division Terminology

- Identify and define:
 - Dividend
 - Divisor
 - Quotient
 - Remainder

Types of Division

- Perform:
 - Exact division (no remainder)
 - Division with remainder

Division of Large Numbers

- Understand the long division method for larger numbers.
- Estimate quotient before solving.

2. Application [MOTS]

Solving Word Problems

- **Apply division to solve real-life problems involving:**
 - **Equal sharing (e.g., distributing sweets)**
 - **Grouping (e.g., arranging objects in rows)**
 - **Finding “how many in each” or “how many groups”**

Multi-step Problem Solving

- **Solve problems that involve division along with other operations (addition, subtraction, multiplication).**
- **Decide when division is required in a mixed-operation situation.**

Interpretation of Remainders

- **Understand how to use remainders in real-life contexts:**
 - **Ignore remainder**
 - **Round up (e.g., number of buses needed)**
 - **Use remainder meaningfully**

Estimation and Reasonableness

- **Estimate answers before solving.**
- **Check if the answer is reasonable in context.**

3. Analysis [HOTS]

Breaking Down Problems

- **Analyse word problems to identify:**
 - **What is given**
 - **What is required**
 - **Whether division is needed**

Choosing the Correct Operation

- **Differentiate between division and other operations.**
- **Justify why division is the correct method in a given situation.**

Interpreting Remainders

- **Analyse different situations and decide:**
 - **When to ignore remainder**
 - **When to round up**
 - **When to include remainder as part of the answer**

Estimation and Verification

- **Estimate quotient before solving.**
- **Check if the final answer is reasonable.**

Pattern Recognition

- **Identify patterns in division:**
 - **Dividing by multiples of 10, 100**
 - **Relationship with multiplication tables**

4. Skill-Based Learning [HOTS]

Computational Accuracy

- **Perform division correctly with and without remainders.**
- **Maintain accuracy in long division steps (divide, multiply, subtract, bring down).**

Speed and Fluency

- **Develop quick recall of division facts.**
- **Solve division problems with improved speed and confidence.**

Use of Standard Algorithms

- **Apply the long division method systematically.**
- **Follow correct steps and layout while solving**

Estimation Skills

- **Estimate quotient before solving.**
- **Round numbers to simplify division**

Problem-solving Skills

- **Apply division to solve structured and unstructured problems.**

- Break complex problems into simpler steps.

5. Real-Life Connection

Equal Sharing in Daily Life

- Apply division to situations like:
 - Sharing food, money, or objects equally among people
- Understand fair distribution.

Grouping and Arrangement

- Use division to:
 - Arrange objects into equal groups (rows, columns, packets)
 - Determine number of groups or items per group

Money and Transactions

- Apply division in real-life money situations:
 - Splitting bills equally
 - Finding cost per item (unitary method – basic level)
 - Budget sharing

Problem Solving in Real Contexts

- Solve real-life word problems involving division.
- Connect mathematical solutions with practical situations.

Decision Making Using Division

- Use division to make simple decisions:
 - How many groups/items are needed
 - How to distribute resources efficiently

● Half Yearly: MT1 + new chapters (moderate depth) (JULY - AUGUST - SEPTEMBER)

CH 4 – FACTORS AND MULTIPLES

1. Knowledge & Understanding (LOTS)

Concept of Factors

- Understand that **factors** are numbers that divide another number exactly (without remainder).
- Recognize factors as **divisors of a number**.

Concept of Multiples

- Understand that **multiples** are the products obtained by multiplying a number with whole numbers.
- Recognize that multiples are **infinite**.

Difference between Factors and Multiples

- Distinguish clearly between:
 - Factors (finite, smaller or equal to the number)
 - Multiples (infinite, greater than or equal to the number)

Finding Factors

- List all factors of a given number systematically.
- Use division or factor pairs to identify factors.

Finding Multiples

- Generate multiples of a number using multiplication tables.

Prime and Composite Numbers

- Understand:
 - **Prime numbers** (only 2 factors: 1 and itself)
 - **Composite numbers** (more than 2 factors)

Common Factors

- Identify **common factors** of two or more numbers.

Highest Common Factor (HCF)

- Understand the concept of **HCF (Greatest Common Divisor)**.
- Find HCF using listing method (basic)

Common Multiples

- Identify **common multiples** of two or more numbers.

. Lowest Common Multiple (LCM)

- Understand the concept of **LCM**.
- Find LCM using listing method (basic level).

2. Application [MOTS]

Solve real-life problems using factors

- Apply factors to divide objects into equal groups (e.g., arranging students, sharing items).
- Identify all possible ways to group or arrange objects using factors.

Use multiples in practical situations

- Find multiples to solve problems involving repeated addition (e.g., counting in steps, scheduling events).
- Apply multiples in situations like buying items in packs or intervals of time.

Apply LCM (Least Common Multiple)

- Solve real-life problems such as:
 - Finding when two events will occur together (e.g., bells ringing, buses arriving).
 - Synchronizing repeating activities.

Apply HCF (Highest Common Factor)

- Use HCF to:
 - Divide items into the largest equal groups.
 - Solve problems involving sharing equally with no remainder.

Problem-solving using factors and multiples

- Analyze word problems and decide whether to use factors, multiples, LCM, or HCF.
- Choose appropriate strategies to arrive at solutions.

Logical reasoning and decision making

- Justify why a particular method (LCM or HCF) is used in a problem.
- Compare different methods and select the most efficient one.

Connection with everyday life

- Relate concepts to daily activities such as:
 - Packing, grouping, scheduling, and distribution.
- Recognize patterns in numbers in real-world contexts.

3. Analysis [HOTS]

Break down numbers into factors

- Analyze a number by listing all its factors systematically.
- Distinguish between prime and composite numbers based on their factors.

Examine relationships between factors and multiples

- Identify how factors and multiples are related.
- Analyze how multiplying factors produces multiples of a number.

Classify numbers

- Categorize numbers as:
 - Even or odd
 - Prime or composite
- Justify their classification with reasoning.

Analyze divisibility

- Apply and explain divisibility rules (2, 3, 5, 10, etc.).
- Determine why a number is or is not divisible by another.

Compare factors and multiples of different numbers

- Find common factors and common multiples.
- Analyze similarities and differences between two or more numbers.

Analyze HCF and LCM concepts

- Break down numbers to find:
 - HCF (Highest Common Factor) through common factors
 - LCM (Least Common Multiple) through multiples or prime factorization
- Explain the reasoning behind each step.

4. Skill-Based Learning [HOTS]

Develop accuracy in finding factors

- Quickly and correctly list all factors of a number.
- Use factor pairs efficiently.

Build fluency in identifying multiples

- Generate multiples through skip counting and multiplication.
- Recognize patterns in multiples for faster calculation.

Apply divisibility rules effectively

- Use rules of 2, 3, 5, 9, and 10 with speed and accuracy.
- Check divisibility without performing full division.

Master HCF (Highest Common Factor)

- Find HCF using different methods:
 - Listing factors
 - Prime factorization
- Choose the most suitable method confidently.

Master LCM (Least Common Multiple)

- Find LCM using:
 - Listing multiples
 - Prime factorization
- Work efficiently with larger numbers.
- Work efficiently with larger numbers.

Use prime factorization skillfully

- Break numbers into prime factors using factor trees.
- Apply this skill to find HCF and LCM.

Strengthen problem-solving techniques

- Apply factors and multiples in structured steps.
- Solve both direct and word problems accurately.

5. Real-Life Connection

Apply factors in daily grouping situations

- Use factors to divide objects into equal groups (e.g., sharing sweets, arranging chairs).
- Identify all possible grouping options using factors.

Use multiples in everyday patterns

- Recognize multiples in situations like:
 - Counting objects in steps

- Repeated events (e.g., clapping patterns, exercise routines)

Apply HCF in real-life sharing problems

- Use HCF (Highest Common Factor) to:
 - Distribute items equally into the largest possible groups
 - Solve problems with no leftovers

Connect divisibility to practical situations

- Check if items can be evenly divided (e.g., packing items into boxes).
- Decide feasibility of equal distribution

Solve real-world word problems

- Interpret and solve problems based on:
 - Sharing (factors/HCF)
 - Repetition and cycles (multiples/LCM)

Make logical decisions

- Decide the best method (factors, multiples, HCF, or LCM) based on the situation.
- Justify answers using real-life reasoning.

CH 5 – FRACTIONS

1. Knowledge & Understanding (LOTS)

Understand the concept of fractions

- Recognize a fraction as a **part of a whole** or a **part of a collection**.
- Identify **numerator** and **denominator** and explain their roles.

Identify different types of fractions

- Classify fractions as:
 - Proper fractions
 - Improper fractions
 - Mixed numbers
- Understand the differences between them.

Represent fractions visually

- Use diagrams such as:

- Shaded parts of shapes
- Number lines
- Relate visual models to numerical

Understand equivalent fractions

- Recognize and generate equivalent fractions.
- Explain how multiplying or dividing numerator and denominator by the same number creates equivalent fractions.

Compare and order fractions

- Compare fractions with:
 - Same denominators
 - Same numerators
 - Different denominators (using LCM or cross multiplication)
- Arrange fractions in ascending or descending order.

Understand simplest form (lowest terms)

- Reduce fractions to their simplest form using common factors.
- Explain why simplification is needed.

Convert between forms

- Convert:
 - Improper fractions to mixed numbers
 - Mixed numbers to improper fractions

Relate fractions to division

- Understand that a fraction represents division (e.g., $\frac{3}{4}$ means $3 \div 4$).

Recognize fractions in real-life contexts

- Identify fractions in daily life (e.g., food portions, measurements, sharing)

2. Application [MOTS]

Apply fractions in real-life situations

- Use fractions in daily contexts such as:
 - Sharing food (e.g., dividing a pizza or cake)
 - Measuring quantities (e.g., $\frac{1}{2}$ litre, $\frac{3}{4}$ kg)

Perform operations on fractions

- Add and subtract fractions:
 - With same denominators
 - With different denominators (using LCM)
- Multiply fractions by:
 - Whole numbers
 - Other fractions
- Divide fractions by whole numbers (basic level)

Solve word problems involving fractions

- Interpret and solve problems related to:
 - Sharing
 - Measurement
 - Money and quantities
- Translate real-life situations into fraction operations.

Apply equivalent fractions

- Use equivalent fractions to:
 - Simplify calculations
 - Compare quantities
- Choose convenient forms for problem-solving.
- Choose convenient forms for problem-solving.

Use fractions in measurement

- Apply fractions in:
 - Length ($\frac{1}{2}$ m, $\frac{1}{4}$ cm)
 - Weight ($\frac{1}{2}$ kg, $\frac{3}{4}$ kg)
 - Capacity ($\frac{1}{2}$ litre, $\frac{1}{4}$ litre)

Compare and order fractions in practical contexts

- Determine which quantity is greater or smaller.
- Arrange fractional quantities logically in real-life scenarios.

Convert and apply mixed numbers and improper fractions

- Use appropriate forms based on the situation.
- Convert between forms to simplify calculations.

Apply fractions in multi-step problems

- Solve problems involving:
 - More than one operation

- Combination of fractions and whole numbers

Use fractions in time and money contexts

- Apply fractions to:
 - Parts of an hour (e.g., $\frac{1}{2}$ hour, $\frac{1}{4}$ hour)
 - Splitting money or calculating portions

Logical reasoning and decision making

- Decide which operation (add, subtract, multiply, divide) to use.
- Justify the method used in solving problems.

3. Analysis [HOTS]

Decompose fractions

- Break a fraction into **numerator and denominator** and explain their roles.
- Analyze how changes in numerator or denominator affect the value.

Differentiate types of fractions

- Analyze and distinguish between:
 - Proper fractions
 - Improper fractions
 - Mixed numbers
- Explain relationships and conversions among them.

Examine equivalent fractions

- Identify equivalent fractions using multiplication/division.
- Justify why two fractions are equal.

Compare and order fractions

- Analyze fractions using:
 - Common denominators
 - Cross multiplication
- Provide logical reasoning for comparisons.

Analyze operations on fractions

- Break down steps in:
 - Addition and subtraction (especially unlike denominators)
 - Multiplication of fractions

- Explain *why* each step is performed.

Identify patterns and relationships

- Observe patterns when fractions are simplified or expanded.
- Relate fractions to division and ratios.

Detect and correct errors

- Identify mistakes such as:
 - Adding numerators and denominators directly
 - Incorrect simplification
- Explain corrections with reasoning.

Interpret word problems analytically

- Break down problems into:
 - Given information
 - Required result
- Decide appropriate operations based on analysis.

4. Skill-Based Learning [HOTS]

Representation Skills

- Represent fractions using **pictures, diagrams, and number lines**
- Shade figures to show given fractions
- Identify fractions in real-life objects (pizza, chocolate, etc.)

Comparison & Ordering Skills

- Compare fractions using models or common denominators
- Arrange fractions in ascending and descending order
- Identify greater, smaller, and equal fractions confidently

Simplification Skills

- Reduce fractions to their **simplest form**
- Identify equivalent fractions using division or multiplication
- Use factors and multiples to simplify fractions efficiently

Operation Skills (Practical Calculation)

- Add and subtract like and unlike fractions
- Multiply fractions by whole numbers and other fractions
- Divide fractions using proper methods (reciprocal concept)

Conversion Skills

- Convert:
 - Improper fractions ↔ Mixed numbers
 - Fractions ↔ Decimals (basic level)
- Express real-life quantities in fractional form

Problem-Solving Skills

- Solve word problems involving fractions (e.g., sharing, measuring)
- Apply fractions in **daily situations** like cooking or shopping
- Choose correct operations based on the situation

5. Real-Life Connection

Understanding Fractions in Daily Life

- Recognizes fractions in real-life situations such as sharing food ($\frac{1}{2}$ pizza, $\frac{1}{4}$ cake).
- Identifies fractional quantities in everyday objects (half glass of water, quarter hour).

Application in Measurement

- Uses fractions while measuring length, weight, and capacity (e.g., $\frac{1}{2}$ kg, $\frac{3}{4}$ litre).
- Reads and interprets fractional values on measuring tools like rulers and measuring cups.

Use in Time and Money

- Applies fractions in time (half an hour, quarter past).
- Understands money in fractional terms ($\text{₹}\frac{1}{2}$, $\text{₹}\frac{1}{4}$ in context of coins and division of money)

Sharing and Distribution

- Solves real-life problems involving equal sharing (dividing items among people).
- Demonstrates fair distribution using fractions (e.g., dividing chocolates among friends).

Fractions in Cooking and Daily Tasks

- Uses fractions in recipes ($\frac{1}{2}$ cup sugar, $\frac{1}{4}$ teaspoon salt).
- Adjusts quantities by understanding fractional parts.

Comparison in Real Context

- Compares fractions in practical situations (who ate more: $\frac{1}{2}$ or $\frac{3}{4}$?).
- Makes decisions based on fractional values in real-life contexts.

Problem Solving in Everyday Situations

- Solves word problems based on real-life scenarios involving fractions.
- Applies logical thinking to situations like shopping, sharing, and measuring.

Connection with Environment

- Identifies fractional representation in surroundings (part of a group, portion of land, etc.).
- Relates fractions to real-world contexts like sports scores, classroom groups, etc.

CH 9 – GEOMETRY

1. Knowledge & Understanding (LOTS)

Understanding the Concept of an Angle

- Defines an angle as a figure formed by two rays with a common endpoint (vertex).
- Identifies parts of an angle: arms and vertex.

Types of Angles

- Recognizes and names different types of angles:
 - Acute angle (less than 90°)
 - Right angle (exactly 90°)
 - Obtuse angle (more than 90° but less than 180°)
 - Straight angle (180°)
- Differentiates between these angles based on their measures.

Estimation of Angles in

- Estimates the size of angles by visual observation.
- Compares angles to determine which is smaller or larger.

Use of Degrees

- Understands that angles are measured in degrees ($^{\circ}$).
- Recognizes common angle measures like 30° , 45° , 60° , 90° , etc.

Drawing Angles Using a Protractor

- Identifies parts of a protractor (baseline, centre, degree markings).
- Follows step-by-step procedure to draw angles of given measures accurately.

Measuring Angles

- Uses a protractor to measure given angles correctly.
- Reads inner and outer scales of the protractor appropriately.

Construction Skills

- Draws angles of different types (acute, right, obtuse, straight) using a ruler and protractor.
- Constructs angles based on given instructions.

Representation of Angles

- Represents angles using proper notation (e.g., $\angle ABC$).
- Labels angles correctly with vertex and arms.

2. Application [MOTS]

Practical Use of Protractor

- Applies knowledge of a protractor to measure angles accurately in given figures.
- Selects the correct scale (inner/outer) based on the orientation of the angle.

Drawing Angles in Practical Situations

- Constructs angles of given measures (e.g., 30° , 60° , 120°) using ruler and protractor.
- Applies correct steps to ensure accuracy in drawing.

3. Analysis [HOTS]

Analysis of Angle Measurement

- Examines measured angles to verify correctness.
- Identifies errors in reading a protractor (wrong scale, misalignment of centre or baseline).

Comparison and Classification

- Compares different angles and classifies them as acute, right, obtuse, or straight.
- Analyzes which angle is greater or smaller and justifies the reasoning.

Error Detection and Correction

- Detects mistakes in drawn angles (incorrect degree marking, improper alignment).
- Suggests and applies corrections to improve accuracy.

4. Skill-Based Learning [HOTS]

Handling of Geometrical Instruments

- Uses a **protractor** and **ruler** correctly and confidently.
- Positions the protractor accurately (centre on vertex, baseline aligned properly).

Measuring Angles Accurately

- Measures given angles precisely using the correct scale.
- Reads degree markings carefully and records the measurement correctly.

Drawing Angles with Precision

- Draws angles of given measures (e.g., 45° , 90° , 120°) neatly and accurately.
- Follows proper step-by-step procedures for construction.

Stepwise Construction Skills

- Demonstrates systematic approach: draw baseline → place protractor → mark degree → join rays.
- Completes constructions independently with minimal guidance.

Neatness and Presentation

- Maintains clean, well-labeled diagrams.
- Uses sharp pencils, straight lines, and proper labeling of angles.

5. Real-Life Connection

Identifying Angles in Daily Life

- Recognizes angles in surroundings such as corners of rooms, doors, windows, books, and roads.
- Identifies different types of angles (acute, right, obtuse) in real objects.

Application in Time (Clock)

- Relates angles to positions of clock hands (e.g., right angle at 3:00, straight angle at 6:00).
- Interprets time using the concept of angles.

Use in Construction and Design

- Understands how angles are used in building structures (walls, roofs, bridges).
- Relates angle construction to drawing layouts and simple designs.

Navigation and Direction

- Uses angles to understand turns and directions (right turn, left turn, sharp turn).
- Connects angles with movement in maps and paths.

Measurement in Practical Tasks

- Applies angle measurement in activities like carpentry (cutting at specific angles) or craft work.
- Uses tools like protractor in real-life tasks or simulations.

CH 10 – SYMMETRY AND NETS

1. Knowledge & Understanding (LOTS)

Recognises symmetrical figures and identifies the line of symmetry in simple shapes.

Understands that a shape may have one or more lines of symmetry.

Identifies symmetrical and non-symmetrical objects from real life.

Understands the meaning of a **net** as a flat pattern that can be folded to make a solid shape.

Recognises simple nets of common 3D shapes such as **cube, cuboid, cone, and cylinder**.

Understands the relationship between a 2D net and the 3D solid formed from it.

Identifies faces, edges, and vertices of basic solids through their nets.

Understands that different nets can form the same solid shape.

2. Application [MOTS]

Applies the concept of symmetry to **draw the line(s) of symmetry** in given shapes.

Uses symmetry to **complete half-drawn figures or patterns** accurately.

Applies understanding of symmetry to **create symmetrical designs** (rangoli, patterns, alphabets, etc.).

Identifies and classifies objects based on **number of lines of symmetry**.

Applies knowledge of nets to **match nets with their corresponding 3D solids**.

Uses nets to **construct simple 3D shapes** like cube and cuboid.

Applies understanding of faces, edges, and vertices while **forming solids from nets**.

Solves problems involving **selection of correct net** for a given solid.

Applies spatial understanding to **visualise folding and unfolding of shapes**.

Uses symmetry and nets in **simple problem-solving situations** and activities.

3. Analysis [HOTS]

Applies the concept of symmetry to **draw one or more lines of symmetry** in given figures.

Completes **incomplete symmetrical shapes** using the line of symmetry.

Uses symmetry to **create and extend patterns and designs** in grids or on paper.

Identifies and groups shapes based on the **number of lines of symmetry**.

Applies understanding of nets to **identify which net forms a given 3D solid**.

Constructs **3D shapes (cube, cuboid, cylinder, cone)** using their nets.

Matches **nets to their corresponding solids** correctly.

Applies spatial reasoning to **visualise folding of a net into a solid shape**.

Uses nets to **count faces, edges, and vertices** of solids.

Solves simple problems involving **selection and correction of nets** for given solids.

4. Skill-Based Learning [HOTS]

Draws **lines of symmetry** accurately using a ruler and grid.

Completes **symmetrical figures** neatly with proper alignment and proportion.

Creates **symmetrical patterns and designs** using paper folding, tracing, or grids.

Uses **paper folding techniques** to identify lines of symmetry in different shapes.

Constructs **nets of 3D shapes** (cube, cuboid, cone, cylinder) using paper and cuts them precisely.

Folds and assembles nets to form **3D solids** with accuracy.

Demonstrates **neatness and precision** in drawing and constructing shapes.

Uses appropriate tools (ruler, pencil, scissors, glue) effectively while working with nets.

Develops **spatial visualization skills** by handling and manipulating nets and solids.

Verifies symmetry and correctness of nets through **practical checking and observation**.

5. Real-Life Connection

Identifies **symmetry in everyday objects** such as leaves, butterflies, buildings, and rangoli designs.

Recognises and appreciates **symmetrical patterns in art, architecture, and nature**.

Applies symmetry while **creating designs, decorations, and craft work**.

Relates nets to **packaging materials** like boxes, cartons, and gift packs.

Observes and identifies **3D shapes formed from nets** in daily life (dice, boxes, cans, cones, etc.).

Uses understanding of nets to **make simple models** (gift boxes, paper cubes, cylinders).

Applies spatial understanding to **visualise how flat materials fold into solid objects**.

Recognises the importance of symmetry in **balance, design, and aesthetics**.

Connects classroom learning with **practical activities like paper folding, origami, and model making**.

Develops awareness of how symmetry and nets are used in **designing objects and structures** in real life.

CH 11 – MEASUREMENTS

1. Knowledge & Understanding (LOTS)

Understands the standard units of **length** (millimetre, centimetre, metre, kilometre).

Understands the standard units of **weight** (gram, kilogram).

Understands the standard units of **capacity** (millilitre, litre).

Knows the **relationships between units** (e.g., $10\text{ mm} = 1\text{ cm}$, $100\text{ cm} = 1\text{ m}$, $1000\text{ m} = 1\text{ km}$; $1000\text{ g} = 1\text{ kg}$; $1000\text{ ml} = 1\text{ l}$).

Identifies appropriate units for measuring different quantities (e.g., distance, mass, liquid volume).

Understands the use of measuring tools such as **ruler, measuring tape, weighing scale, and measuring jar**.

Recognises the need for **standard units** in measurement.

Understands the concept of **conversion between smaller and larger units**.

Reads and interprets **simple measurements** given in different units.

Understands the basic terminology related to measurement (length, distance, mass, capacity, volume).

2. Application [MOTS]

Applies knowledge of units to **measure length, weight, and capacity** using appropriate tools.

Chooses and uses **suitable units** (mm, cm, m, km; g, kg; ml, l) for different real-life situations.

Performs **conversion between units** (e.g., cm to m, g to kg, ml to l) in practical problems.

Solves **word problems** involving addition, subtraction, multiplication, and division of measurements.

Applies measurement concepts to **estimate and compare quantities** (longer/shorter, heavier/lighter, more/less capacity).

Uses measurements in **daily life contexts** such as shopping, cooking, and travelling.

Reads and interprets **scales of measuring instruments** correctly.

Applies understanding to **calculate total length, weight, or capacity** in given situations.

Solves problems involving **mixed units** by converting them into the same unit.

Uses measurement skills to **check reasonableness of answers** through estimation.

3. Analysis [HOTS]

Analyses and **compares measurements** to determine longer/shorter, heavier/lighter, greater/less capacity.

Differentiates between **appropriate and inappropriate units** for given situations.

Breaks down and solves **multi-step word problems** involving different measurements.

Analyses problems involving **conversion between units** and selects the correct method.

Identifies and corrects **errors in measurement calculations**.

Interprets data involving measurements and **draws logical conclusions**.

Distinguishes between **exact values and estimated values** in measurement contexts.

Analyses relationships between units to **simplify complex problems**.

Compares quantities expressed in **different units by converting them into the same unit**.

Evaluates the **reasonableness of answers** in measurement-based problems.

4. Skill-Based Learning [HOTS]

Measures **length accurately** using a ruler, metre scale, or measuring tape.

Uses a **weighing scale** correctly to measure weight in grams and kilograms.

Measures **capacity of liquids** using measuring jars or containers marked in ml and litres.

Reads **scales of measuring instruments** carefully and records values correctly.

Converts units of length, weight, and capacity **fluently and accurately**.

Performs **calculations with measurements** (addition, subtraction, multiplication, division) with proper units.

Demonstrates **estimation skills** before actual measurement.

Maintains **neatness and accuracy** while recording measurements.

Uses appropriate tools and handles them **safely and effectively**.

Applies measurement skills in **hands-on activities** like measuring classroom objects, weighing items, or pouring liquids.

5. Real-Life Connection

Relates measurement of **length** to real-life situations such as measuring height, distance, or size of objects.

Applies understanding of **weight** while buying fruits, vegetables, and other goods in daily life.

Uses knowledge of **capacity** in activities like cooking, pouring liquids, and filling containers.

Identifies appropriate units used in **everyday contexts** (km for distance, kg for weight, litre for liquids).

Reads and interprets **labels and measurements** on packaged items (e.g., 1 kg, 500 ml).

Estimates and compares quantities in **practical situations** (longer roads, heavier bags, fuller containers).

Understands the role of measurement in **shopping, travelling, and household activities**.

Applies conversion of units in **real-life tasks** (e.g., converting grams to kilograms while shopping).

Recognises the importance of **accurate measurement** in daily life.

Connects measurement concepts to **practical activities** like measuring furniture, weighing ingredients, and filling bottles.

MT2: New concepts (OCTOBER - NOVEMBER)

CH 8 – NEGATIVE NUMBERS

1. Knowledge & Understanding (LOTS)

Understands the concept of **integers** as whole numbers that include positive numbers, negative numbers, and zero.

Identifies and distinguishes between **positive integers, negative integers, and zero**.

Recognises the **number line** and locates integers on it correctly.

Understands the concept of **opposite numbers** (additive inverses).

Knows that **zero has no sign** and lies between positive and negative integers.

Understands the **order of integers** (greater than, less than) using the number line

Recognises that integers extend **infinitely in both directions** on the number line.

Understands the basic rules for **addition and subtraction of integers** (introductory level).

Identifies real-life situations represented by integers (e.g., temperature, gain/loss).

Understands the use of **signs (+ and -)** to represent direction and value.

2. Application [MOTS]

Applies understanding of integers to **locate and represent numbers on a number line**.

Uses integers to **compare and order numbers** (greater than, less than).

Applies rules of **addition and subtraction of integers** in solving problems.

Solves **word problems** involving gain and loss, temperature, and elevation using integers.

Uses integers to represent **real-life situations** such as profit/loss and above/below zero levels.

Applies the concept of **opposite integers** in problem-solving.

Performs calculations involving **positive and negative numbers** accurately.

Uses number line representation to **solve addition and subtraction problems**.

Applies integers in **simple mathematical expressions**.

Checks correctness of solutions using **estimation or inverse operations**.

3. Analysis [HOTS]

Analyses and **compares integers** to determine greater, smaller, or equal values using the number line.

Differentiates between **positive and negative integers** in various contexts.

Analyses problems involving **addition and subtraction of integers** and selects appropriate operations.

Breaks down **word problems** involving integers into manageable steps for solution.

Identifies and corrects **errors in integer calculations**.

Interprets integer values in **real-life situations** (e.g., temperature changes, profit and loss).

Examines relationships between integers, such as **opposites and zero pairs**.

Analyses patterns in integer operations (e.g., effect of adding negative numbers).

Compares integer expressions and **evaluates their values logically**.

Judges the **reasonableness of answers** in integer-based problems.

4. Skill-Based Learning [HOTS]

Represents **integers on a number line** accurately.

Uses the number line to **perform addition and subtraction of integers**.

Writes and identifies **positive and negative numbers** correctly with proper signs.

Performs **integer calculations** (addition and subtraction) with accuracy.

Demonstrates skill in **ordering and comparing integers**.

Uses appropriate symbols ($>$, $<$, $=$) correctly while comparing integers.

Applies step-by-step methods to **solve integer-based problems** neatly.

Demonstrates **mental math skills** for simple integer operations.

Maintains **accuracy and clarity** in working with signs and operations.

Uses visual tools (number line, diagrams) to **understand and verify solutions**.

5. Real-Life Connection

Relates integers to **daily life situations** such as temperature above and below zero.

Uses integers to represent **profit and loss** in simple real-life contexts.

Connects integers with **elevation and depth** (above sea level and below sea level).

Applies integers in situations involving **increase and decrease** (e.g., bank balance, scores).

Identifies use of integers in **games and sports scoring systems**.

Interprets real-life data involving **positive and negative values**.

Uses integers to describe **direction and movement** (forward/backward, up/down).

Recognises the role of integers in **weather reports and temperature readings**.

Applies understanding of integers in **simple financial and practical situations**.

Develops awareness of how integers are used to **represent opposite situations** in real life.

1. Knowledge & Understanding (LOTS)

Understand the meaning of percentage as “per hundred.”

Recognize that percentage is a way of expressing a fraction with denominator 100.

Identify the relationship between fractions, decimals, and percentages.

Recall common percentage equivalents such as:

- $50\% = 1/2$
- $25\% = 1/4$
- $75\% = 3/4$

Understand how to **convert fractions to percentages** and **percentages to fractions** (basic cases).

Understand how to **convert decimals to percentages** and vice versa.

Recognize percentage notation using the **symbol (%)** correctly.

Understand that percentage represents a **part of a whole quantity**.

Interpret percentages in simple contexts (e.g., 20% of students, 50% marks).

Understand that **100% represents the whole** and values can be **less than or equal to 100%** at this level.

2. Application [MOTS]

Apply the concept of percentage to **find a percentage of a given quantity** (e.g., 25% of 200).

Solve problems involving **conversion between fractions, decimals, and percentages** in practical situations.

Use percentages to **compare quantities** (e.g., which is greater: 40% or $3/5$).

Apply percentage concepts to **calculate simple increases and decreases** (e.g., increase in marks, decrease in price).

Solve **word problems** involving percentage in everyday contexts.

Use percentages to **interpret data** such as marks, test scores, or survey results.

Apply percentage in **simple profit and loss situations** (basic understanding only).

Calculate **discounts in real-life situations** (e.g., sale prices in shops).

Use percentage to **find remaining quantities** (e.g., if 30% is used, find what is left).

Apply percentage in **group situations** (e.g., percentage of boys and girls in a class).

3. Analysis [HOTS]

Interpret percentage relationships

- Analyze how percentages relate to fractions and decimals.
- Compare different percentage values to determine greater or lesser quantities.

Break down word problems

- Identify given data (total, percentage, part) and what needs to be found.
- Distinguish between increase, decrease, and comparison situations.

Reason out percentage changes

- Analyze situations involving percentage increase or decrease (e.g., price rise, discount).
- Understand how changing the base value affects the percentage.

Compare multiple scenarios

- Examine two or more quantities expressed in percentages and draw conclusions.
- Analyze which option is more beneficial (e.g., higher discount vs. lower price).

Identify errors and justify answers

- Check correctness of solutions involving percentages.
- Explain reasoning and identify mistakes in calculations or logic.

Apply logical thinking in multi-step problems

- Solve problems requiring more than one operation (e.g., successive percentages).
- Analyze the sequence of steps needed to reach a solution.

Draw conclusions from data

- Interpret simple data (tables, charts) involving percentages.
- Make logical inferences based on percentage information.

Relate percentages to real-life contexts

- Analyze real-life situations like shopping discounts, exam scores, or population data.
- Evaluate outcomes based on percentage reasoning.

4. Skill-Based Learning [HOTS]

Accurate calculation skills

- Convert fractions and decimals into percentages and vice versa correctly.
- Calculate percentages of given quantities with speed and accuracy.

Procedural fluency

- Apply step-by-step methods to solve percentage problems (e.g., finding percentage, part, or whole).
- Use standard formulas confidently in different contexts.

Mental math and estimation

- Quickly estimate percentages (e.g., 10%, 25%, 50%) mentally.
- Use approximation to check the reasonableness of answers.

Problem-solving skills

- Solve real-life problems involving discounts, profit, and simple interest at a basic level.
- Choose appropriate methods (fraction method, unitary method, etc.) for solving problems.

Use of mathematical tools

- Represent percentages using diagrams such as pie charts or grids.
- Use tables or charts to organize and interpret percentage data.

Application of operations

- Perform addition and subtraction of percentages in simple contexts.
- Calculate increase or decrease in values using percentages.

Logical sequencing of steps

- Follow a systematic approach in multi-step problems.
- Present solutions clearly with proper steps and units.

Accuracy and self-checking

- Verify answers using reverse operations or estimation.
- Identify and correct errors independently.

Communication of mathematical ideas

- Express solutions using correct mathematical language and symbols.
- Explain steps and reasoning clearly in written or oral form.

Time management and efficiency

- Solve percentage problems within a reasonable time frame.
- Develop speed without compromising accuracy.

5. Real-Life Connection

Understanding everyday usage of percentages

- Recognize percentages in daily life such as discounts, marks, and statistics.
- Relate percentages to “out of 100” in practical situations.

Application in shopping contexts

- Calculate discounts and final prices during sales.
- Compare offers (e.g., 20% off vs ₹50 off) to make better purchasing decisions.

Interpretation of academic performance

- Calculate and understand percentage of marks in exams.
- Compare performance using percentages.

Use in financial awareness

- Apply basic percentage concepts to simple interest, savings, and profit/loss situations at an elementary level.
- Understand concepts like tax (GST) in a simplified manner.

Connection with daily measurements

- Relate percentages to quantities like water levels (e.g., tank 50% full), battery levels, or food portions.
- Estimate and interpret parts of a whole in real-life scenarios.

Reading and interpreting data

- Understand percentages shown in charts, advertisements, and reports.
- Draw conclusions from percentage-based information.

Decision-making skills

- Use percentage knowledge to make informed choices (e.g., best value deals, comparing results).
- Evaluate different real-life options logically.

Awareness of changes in real situations

- Understand increase or decrease in population, prices, or scores using percentages.
- Relate percentage change to real-life growth or reduction.

CH 15 – DATA HANDLING

1. Knowledge & Understanding (LOTS)

Understanding the concept of data

- **Recognize data as a collection of facts, numbers, or information.**
- **Differentiate between raw data and organized data.**

Types of data representation

- **Identify different ways of representing data such as pictographs, bar graphs, and tables.**
- **Understand the purpose and use of each type of representation.**

Reading and interpreting data

- **Understand how to read data from tables, pictographs, and bar graphs.**
- **Identify key elements like title, labels, scale, and symbols.**

Concept of tally marks

- **Understand how tally marks are used to record data.**
- **Convert tally marks into numerical data.**

2. Application [MOTS]

Organizing raw data

- **Convert raw data into structured forms like tables or tally charts.**
- **Classify and group data for better understanding.**

Constructing data representations

- **Draw pictographs and bar graphs using given data.**
- **Choose an appropriate scale while representing data.**

Using tally marks and frequency

- Record data using tally marks and convert them into frequency tables.
- Apply counting techniques accurately in real situations.

Interpreting graphical data

- Read and extract information from bar graphs, pictographs, and tables.
- Answer questions based on given data representations.

3. Analysis [HOTS]

Interpret and examine data critically

- Analyze information presented in tables, pictographs, and bar graphs.
- Identify patterns, trends, and relationships in data.

Compare and contrast data sets

- Compare different categories to find similarities and differences.
- Analyze which values are highest, lowest, or equal and justify answers.

Draw logical conclusions

- Interpret data to make meaningful conclusions.
- Support answers with evidence from the data.

4. Skill-Based Learning [HOTS]

Data collection skills

- Collect data through simple surveys (e.g., favourite fruit, mode of transport).
- Record observations accurately.

Organization of data

- Arrange raw data into tables, tally charts, and frequency tables.
- Classify and group similar data efficiently
- Draw pictographs and bar graphs neatly and correctly.
- Use appropriate titles, labels, symbols, and scales.

Use of tally marks

- Record data using tally marks correctly.

- Convert tally marks into numerical frequencies without errors.

5. Real-Life Connection

Understanding use of data in daily life

- Recognize how data is used in everyday situations like weather reports, sports scores, and school records.
- Relate data collection to real-life activities.

Collecting real-world data

- Conduct simple surveys (e.g., favourite food, hobbies, transport used).
- Record and organize real-life information meaningfully.

Interpreting information from surroundings

- Read and understand data from newspapers, charts, advertisements, and TV reports.
- Identify key messages conveyed through data.

Application in decision-making

- Use data to make simple decisions (e.g., most popular choice, best option).
- Compare options based on collected or given data.

CH 16 – PATTERNS

1. Knowledge & Understanding (LOTS)

Understanding the concept of patterns

- Recognize patterns as arrangements that follow a rule or sequence.
- Identify repeating and growing patterns in numbers and shapes.

Types of patterns

- Understand number patterns (skip counting, sequences).
- Recognize shape patterns and designs.
- Identify patterns in everyday objects.

Recognizing pattern rules

- Understand simple rules behind patterns (e.g., $+2$, -5 , $\times 3$).

- Identify the rule used in a given pattern.

Continuing patterns

- Extend number or shape patterns based on the given rule.
- Predict the next terms in a sequence.

2. Application [MOTS]

Applying pattern rules

- Use given rules (e.g., $+3$, $\times 2$, -4) to complete number patterns.
- Form patterns based on specified rules.

Extending and completing patterns

- Continue number and shape patterns accurately.
- Fill in missing terms in a sequence.

Solving problems using patterns

- Apply patterns to solve simple mathematical problems.
- Use patterns to find shortcuts in calculations (e.g., multiplication patterns).

Identifying patterns in operations

- Recognize patterns in addition, subtraction, multiplication, and division.
- Apply these patterns to simplify computations.

3. Analysis [HOTS]

Identify and analyze pattern rules

- Examine number or shape patterns to determine the underlying rule.
- Distinguish between different types of rules (addition, subtraction, multiplication, alternating patterns).

Compare different patterns

- Analyze similarities and differences between two or more patterns.
- Classify patterns based on their rules or structure.

Break down complex patterns

- **Analyze patterns involving more than one rule (e.g., +2, -1 alternately).**
- **Understand step-by-step changes within a sequence.**

Detect errors in patterns

- **Identify incorrect terms in a given pattern.**
- **Analyze and correct mistakes based on the rule.**

4. Skill-Based Learning [HOTS]

Pattern recognition skills

- **Identify repeating and growing patterns in numbers, shapes, and objects.**
- **Quickly recognize the rule governing a pattern.**

Pattern creation skills

- **Create number patterns using given rules (e.g., +4, $\times 2$).**
- **Design shape patterns using symmetry and repetition.**

Sequencing skills

- **Arrange numbers or objects in a logical order based on a pattern.**
- **Complete and extend sequences accurately.**

Application of operations

- **Use addition, subtraction, multiplication, and division to form and extend patterns.**
- **Apply multiple operations in complex patterns.**

5. Real-Life Connection

Recognizing patterns in daily life

- **Identify patterns in surroundings such as tiles, fabrics, wallpapers, and floor designs.**
- **Observe repeating and growing patterns in everyday objects.**

Understanding patterns in time and calendars

- Recognize patterns in days, weeks, and months.
- Identify recurring events (e.g., weekends, festivals, routines).

Application in daily routines

- Observe patterns in daily schedules (study time, play time).
- Understand sequencing of activities in real life.

Patterns in nature

- Identify patterns in leaves, flowers, shells, and animal markings.
- Recognize symmetry and repetition in natural objects.

Final : MT1 + HALF YEARLY + MT2 + NEW CHAPTERS (DECEMBER - JANUARY - FEBRUARY)

CH 7 – DECIMAL NUMBERS

1. Knowledge & Understanding (LOTS)

Understanding the concept of decimals

- Recognize decimals as another way of representing fractions.
- Understand decimals as part of a whole.

Place value understanding

- Identify place values: tenths, hundredths, and thousandths.
- Understand the value of each digit in a decimal number.

Reading and writing decimals

- Read decimal numbers correctly in words.
- Write decimals in numerical form from words and expanded form.

Decimal notation

- Understand the use of the decimal point.
- Recognize how the position of the decimal point affects value.

Comparison of decimals

- Compare decimal numbers using place value.
- Arrange decimals in ascending and descending order.

Conversion between fractions and decimals

- Convert simple fractions to decimals and vice versa.
- Understand the relationship between decimals, fractions, and percentages (basic level).

Understanding equivalent decimals

- Recognize decimals like 0.5 and 0.50 as equivalent.
- Understand the role of zeros in decimal numbers.

2. Application [MOTS]

Applying place value

- Use place value to read, write, and expand decimal numbers.
- Apply understanding of tenths and hundredths in problem-solving.

Performing operations

- Add and subtract decimal numbers correctly by aligning decimal points.
- Apply decimal operations in practical problems. Conversion skills
- Convert fractions to decimals and decimals to fractions in simple cases.
- Relate decimals to percentages in basic contexts.

Comparison and ordering

- Compare decimal numbers using place value.
- Arrange decimals in ascending and descending order.

Using decimals in real-life situations

- Solve problems involving money (e.g., bills, change, total cost).
- Apply decimals in measurements (length, weight, capacity).

Problem-solving with decimals

- Solve word problems involving addition and subtraction of decimals.
- Apply decimals in multi-step real-life problems.

3. Analysis [HOTS]

Analyze place value relationships

- Examine how the position of digits after the decimal point affects value.
- Compare the significance of tenths, hundredths, and thousandths.

Compare and evaluate decimals

- Analyze two or more decimal numbers to determine greater or smaller values.
- Justify comparisons using place value reasoning. Break down decimal problems
- Identify given data and required outcomes in word problems involving decimals.
- Analyze steps needed to solve multi-step problems.

Detect and correct errors

- Identify mistakes in decimal operations (e.g., misplacement of decimal point).
- Analyze incorrect solutions and provide corrections.

Analyze operations with decimals

- Examine results of addition and subtraction of decimals for accuracy.
- Understand the effect of carrying and borrowing in decimal operations.

Interpret decimals in real-life contexts

- Analyze situations involving money and measurements.
- Evaluate whether answers are reasonable in real-life scenarios.

4. Skill-Based Learning [HOTS]

Place value skills

- Identify and use place values (tenths, hundredths, thousandths) accurately.
- Expand and write decimals in place value form.

Reading and writing skills

- Read decimal numbers correctly in words.
- Write decimals from given words, fractions, or expanded forms.

Operational skills

- Add and subtract decimals with correct alignment of decimal points.
- Perform calculations accurately and systematically.

Conversion skills

- Convert fractions to decimals and decimals to fractions (simple cases).

- **Relate decimals to percentages in basic situations.**

Comparison and ordering skills

- **Compare decimal numbers using place value.**
- **Arrange decimals in ascending and descending order correctly.**

5. Real-Life Connection

Understanding use of decimals in daily life

- **Recognize decimals in everyday contexts such as money, measurements, and time.**
- **Relate decimals to parts of a whole in real situations.**

Application in money transactions

- **Use decimals while dealing with rupees and paise.**
- **Calculate total cost, change, and bills involving decimal values.**

Use in measurements

- **Apply decimals in measuring length (cm, m), weight (kg), and capacity (litres).**
- **Interpret measurements given in decimal form.**

Connection with shopping and budgeting

- **Read prices written in decimal form.**
- **Use decimals to compare costs and manage simple budgets.**

CH 12 – PERIMETER AND AREA

1. Knowledge & Understanding (LOTS)

Understanding basic concepts

- **Recognize perimeter as the total length of the boundary of a shape.**
- **Understand area as the amount of surface covered by a shape.**

Units of measurement

- **Identify units of perimeter (cm, m) and area (sq. cm, sq. m).**
- **Understand the difference between linear and square units.**

Shapes and their properties

- Recognize common 2D shapes such as square, rectangle, and triangle.
- Understand the sides and dimensions required to find perimeter and area.

Concept of perimeter

- Understand how to find perimeter by adding lengths of all sides.
- Recognize perimeter in regular and simple irregular shapes.

Concept of area

- Understand area using counting of squares on grids.
- Recognize area as covering a region without gaps or overlaps.

Basic formulas (introductory level)

- Understand formulas for perimeter and area of square and rectangle.
- Recognize how formulas are derived from repeated addition.

2. Application [MOTS]

Apply formulas to real situations

- Use appropriate formulas to calculate the perimeter of squares, rectangles, and simple shapes.
- Use formulas to find the area of squares and rectangles in practical contexts.

Solve word problems

- Calculate perimeter and area from real-life situations such as fencing a garden, tiling a floor, or framing a picture.
- Interpret given data and decide whether to use perimeter or area.

Choose correct units and conversions

- Apply suitable units (cm, m, sq. cm, sq. m) while solving problems.
- Convert between units when required in practical problems.

Compare measurements

- Compare the perimeter and area of different shapes to determine which is larger or smaller.

- Understand that shapes with the same area can have different perimeters and vice versa.

Apply in daily life contexts

- Estimate and calculate materials needed (e.g., length of boundary, amount of carpet, paper needed to cover surfaces).
- Use perimeter and area in planning simple layouts (e.g., classroom seating, playground design).

3. Analysis [HOTS]

Differentiate between concepts

- Analyze and distinguish between perimeter (boundary) and area (surface covered).
- Identify situations where perimeter or area is applicable.

Compare and evaluate shapes

- Compare shapes based on their perimeter and area.
- Analyze how changing dimensions affects perimeter and area.

Identify relationships

- Recognize that shapes with the same perimeter can have different areas and vice versa.
- Observe patterns in how length and breadth influence area.

Break down complex figures

- Analyze irregular shapes by dividing them into simpler shapes (rectangles/squares).
- Reconstruct shapes to calculate total area or perimeter.

4. Skill-Based Learning [HOTS]

Measurement skills

- Accurately measure length and breadth of objects using a ruler or measuring tape.
- Record measurements correctly with appropriate units.

Drawing and construction skills

- Draw squares and rectangles with given dimensions using scale and ruler.
- Represent shapes neatly on grid paper.

Calculation skills

- Perform correct calculations of perimeter and area using formulas.
- Apply addition and multiplication accurately in solving problems.

Use of formulas

- Recall and use formulas for perimeter and area of squares and rectangles efficiently.
- Apply formulas step-by-step in a systematic manner.

Unit handling skills

- Write and use correct units (cm, m, sq. cm, sq. m).
- Convert between units when required.

5. Real-Life Connection

Relate concepts to everyday situations

- Understand perimeter as the boundary around objects (e.g., fencing a garden, boundary of a playground).
- Understand area as the space covered (e.g., floor of a room, surface of a book cover).

Apply in practical scenarios

- Calculate the length of fencing required for a garden or park.
- Determine the amount of material needed for covering surfaces (tiles, carpets, paper).

Make informed decisions

- Decide whether to use perimeter or area in real-life situations.
- Choose cost-effective options (e.g., less fencing vs more area covered).

Estimate real-world measurements

- Estimate dimensions of rooms, fields, or objects and approximate their perimeter and area.
- Check if calculated answers are reasonable in real-life contexts.

Solve daily life problems

- Solve problems involving planning (e.g., arranging desks, designing a garden layout).
- Use perimeter and area in simple budgeting tasks (e.g., cost of tiles or fencing).

CH 13 – MONEY AND TIME

1. Knowledge & Understanding (LOTS)

Understand basic concepts of money

- Recognize Indian currency (rupees and paise).
- Understand the relationship between rupees and paise (1 rupee = 100 paise).

Read and write money values

- Read and write amounts using the symbol ₹ correctly.
- Express amounts in words and figures.

Identify denominations

- Recognize different coins and currency notes.
- Understand the value of each denomination.

Understand decimal representation

- Represent money in decimal form (e.g., ₹25.50).
- Relate money with decimal numbers.

Understand units of time

- Know units such as seconds, minutes, hours, days, weeks, months, and years.
- Understand relationships (e.g., 60 seconds = 1 minute, 60 minutes = 1 hour).

Read and interpret time

- Read time from analog and digital clocks.
- Understand terms like quarter past, half past, quarter to.

Understand time formats

- Distinguish between AM and PM.
- Understand the 12-hour and 24-hour clock systems.

Understand time formats

- Distinguish between AM and PM.
- Understand the 12-hour and 24-hour clock systems.

Understand calendar concepts

- **Read and interpret calendars.**
- **Identify days, dates, months, and number of days in each month.**

Sequence and order of time

- **Arrange events in chronological order.**
- **Understand concepts like before, after, earlier, and later.**

2. Application [MOTS]

Perform transactions

- **Calculate total cost of multiple items.**
- **Find balance or change after payment.**

Solve word problems

- **Apply addition, subtraction, and simple multiplication in money-related problems.**
- **Interpret real-life situations like shopping, billing, and budgeting.**

Use decimal operations

- **Add and subtract money expressed in decimal form.**
- **Apply correct placement of decimal points in calculations.**

Make financial decisions

- **Compare prices and choose economical options.**
- **Plan simple purchases within a given budget.**

Read and apply time in daily situations

- **Use clocks to determine time of events.**
- **Read and interpret timetables (school, transport, etc.).**

Calculate duration

- **Find the time interval between two events.**
- **Solve problems involving start time, end time, and duration.**

Convert units of time

- **Convert minutes to hours, hours to days, and vice versa in practical problems.**

Apply time concepts in planning

- **Organize daily schedules (study time, playtime, travel).**
- **Sequence events logically using time**

3. Analysis [HOTS]

Compare and evaluate amounts

- **Compare different amounts of money to determine greater or smaller values.**
- **Analyze price differences and identify best value options.**

Break down transactions

- **Analyze bills and receipts to understand total cost, discounts, and balance.**
- **Separate amounts into rupees and paise for better understanding.**

Error detection and correction

- **Identify mistakes in money calculations (e.g., incorrect decimal placement).**
- **Verify correctness of transactions and solutions.**

Interpret problem situations

- **Analyze word problems to decide appropriate operations (addition, subtraction, multiplication).**
- **Distinguish relevant and irrelevant information in problems.**

Analyze time relationships

- **Compare durations of different events.**
- **Understand sequence and order of events logically.**

Interpret time formats

- **Analyze and convert between 12-hour and 24-hour clock systems.**
- **Distinguish between AM and PM in real-life contexts.**

Break down time intervals

- **Analyze problems involving start time, end time, and duration.**
- **Decompose time into hours and minutes for easier calculation.**

Error detection in time calculations

- Identify and correct mistakes in time conversion and calculations.
- Check logical correctness of answers (e.g., duration cannot be negative).

4. Skill-Based Learning [HOTS]

Calculation skills

- Accurately add, subtract, and multiply amounts of money.
- Perform calculations involving rupees and paise with correct decimal placement.

Handling money notation

- Write amounts correctly using the ₹ symbol and decimal form.
- Align decimal points properly in written work.

Practical transaction skills

- Simulate buying and selling activities (role-play).
- Prepare simple bills and calculate total cost and change.

Estimation skills

- Estimate total expenses before actual calculation.
- Check the reasonableness of answers.

Reading and recording time

- Read time accurately from analog and digital clocks.
- Record time correctly in both 12-hour and 24-hour formats.

Time calculation skills

- Calculate duration using addition and subtraction of time.
- Solve problems involving elapsed time.

Conversion skills

- Convert between units of time (seconds, minutes, hours, days).
- Apply conversions correctly in problem-solving.

Use of tools

- Use clocks, watches, and calendars effectively.
- Interpret timetables and schedules accurately.

5. Real-Life Connection

Apply money in daily life

- **Use money concepts in activities like shopping, buying, and selling.**
- **Handle simple transactions and understand the value of money.**

Budgeting and spending

- **Plan and manage small budgets (e.g., pocket money).**
- **Make choices based on affordability and needs.**

Interpret financial documents

- **Read and understand bills, receipts, and price lists.**
- **Identify total cost, discounts, and balance in real-life contexts.**

Develop financial awareness

- **Understand saving habits and responsible spending.**
- **Recognize the importance of money in everyday life.**

Manage daily routine

- **Plan and follow a daily schedule (school, homework, leisure).**
- **Allocate time appropriately for different activities.**

Apply time in real situations

- **Use clocks and watches to keep track of time.**
- **Understand timings for events, travel, and activities.**

Interpret schedules

- **Read timetables (school, buses, trains).**
- **Understand start time, end time, and duration in real contexts.**

Develop time management skills

- **Prioritize tasks based on time availability.**
- **Understand the importance of punctuality.**

EVS

MID TERM 1 (APRIL – JUNE)

April

Chapter 2: Animals Our Friends

Competencies: Usefulness, empathy, classification

LOTS (Basic Recall & Understanding):

Identify domestic and wild animals; list uses of animals.

MOTS (Application):

Classify animals based on habitat and usefulness.

HOTS (Critical Thinking):

Justify how humans depend on animals and suggest ethical ways to treat them.

Chapter 3: Animal Sense and Behaviour

Competencies: Adaptation, behaviour interpretation

LOTS:

Name different sense organs in animals.

MOTS:

Explain migration and hibernation with examples.

HOTS:

Analyze how animal behaviour helps survival in extreme conditions.

May

Chapter 4: Save Wildlife

Competencies: Conservation awareness

LOTS:

Define endangered species; list examples.

MOTS:

Explain causes of extinction.

HOTS:

Propose solutions to protect wildlife in your locality.

Chapter 5: How Plants Survive

Competencies: Adaptation in plants

LOTS:

Identify different plant types (desert, aquatic, etc.).

MOTS:

Explain how adaptations help plants survive.

HOTS:

Compare survival strategies of plants in contrasting environments.

June: Revision & Assessment

LOTS: Recall key concepts

MOTS: Solve worksheet-based applications

HOTS: Project work (model/chart on environment)

HALF YEARLY (JULY – SEPTEMBER)

July

Chapter 1: Changing Families

Competencies: Social awareness

LOTS:

Define family types.

MOTS:

Compare nuclear and joint families.

HOTS:

Analyze how family structure impacts values and relationships.

Chapter 6: Soil

Competencies: Scientific observation

LOTS:

Name types of soil.

MOTS:

Conduct simple soil testing activities.

HOTS:

Evaluate soil importance in agriculture and suggest conservation methods.

August

Chapter 7: Spacewalk

Competencies: Scientific curiosity

LOTS:

Identify astronauts and space vehicles.

MOTS:

Explain basic space missions.

HOTS:

Imagine life in space and justify challenges faced by astronauts.

Chapter 8: Our Culture

Competencies: Cultural awareness

LOTS:

List festivals and traditions.

MOTS:

Explain cultural diversity.

HOTS:

Analyze how culture shapes identity and unity.

Chapter 9: Occupation and Clothing

Competencies: Life connections

LOTS:

Identify occupations and clothing types.

MOTS:

Relate clothing to climate and profession.

HOTS:

Evaluate how occupation influences lifestyle and environment.

September

Chapter 11: We Are Equal

Competencies: Value education

LOTS:

Define equality and discrimination.

MOTS:

Identify examples of inequality.

HOTS:

Suggest ways to promote equality in school and society.

MID TERM 2 (OCTOBER)

Chapter 12: Dignity of Labour

LOTS: Define labour

MOTS: Explain importance of all professions

HOTS: Reflect on respect for workers in real-life situations

Chapter 19: Travelling Around

LOTS: List modes of transport

MOTS: Compare transport types

HOTS: Evaluate safest and most sustainable transport methods

Chapter 20: Maps

LOTS: Identify symbols and directions

MOTS: Read simple maps

HOTS: Design a basic map of your neighbourhood

Chapter 21: Local Institution

LOTS: Name local bodies

MOTS: Explain their functions

HOTS: Analyze role of local governance in community development

FINAL TERM (NOVEMBER – FEBRUARY)

November

Chapter 13: Producing Food

LOTS: List crops and seasons

MOTS: Explain farming practices

HOTS: Evaluate challenges faced by farmers

Chapter 14: Food for All

LOTS: Define balanced diet

MOTS: Explain food distribution

HOTS: Suggest solutions for hunger and food wastage

December

Chapter 15: Water Around Us

LOTS: Identify water sources

MOTS: Explain water cycle

HOTS: Analyze importance of water in ecosystems

January

Chapter 16: Water – A Precious Resource

LOTS: Define water conservation

MOTS: Identify causes of scarcity

HOTS: Design a water-saving plan for home/school

Chapter 17: Clean Water Safe Water

LOTS: List purification methods

MOTS: Explain water pollution causes

HOTS: Evaluate impact of polluted water on health and environment

February: Revision & Project Work

LOTS: Concept recap

MOTS: Worksheet practice

HOTS: Model making / awareness campaign

NEP PEDAGOGICAL INTEGRATION

Experiential learning (activities, field visits)

Competency-based assessments (LOTS–MOTS–HOTS balance)

Real-life application focus

Development of values, environmental awareness & critical thinking

ROBOTICS

TERM-WISE SYLLABUS

MID TERM 1 (MT1)

[Months: April – June]

Topics Covered:

- What is Robotics (Mechanical + Electronics + Coding)
- Types of Robots (Industrial, Humanoid, Autonomous)
- Robot Systems (Input–Process–Output)
- Components: Sensors, Controller, Actuators
- How Robots Work (System Flow, Automation)

Competencies / Learning Outcomes:

1. Knowledge & Understanding (LOTS)

- Define robotics and its components
- Identify types of robots and their uses

- Understand input–process–output system

2. Application (MOTS)

- Classify robots based on function
- Identify robot components in real-life examples

3. Analysis (HOTS)

- Differentiate between robot and machine
- Analyze how robots perform tasks step-by-step

4. Skill-Based Learning

- Draw and label robot system diagrams
- Identify components in models

5. Real-Life Connection

- Relate robotics to real-world applications
- Understand role of automation in daily life

HALF YEARLY

[Months: July – September]

Topics Covered:

- Sensors (Light, Ultrasonic, IR)
- Actuators (Motors, Servo, LEDs, Buzzers)
- Power & Energy (Battery, safety rules)
- Basic Circuits (Battery → Controller → Output)
- Mechanisms (Gears, Wheels, Movement Types)

Competencies / Learning Outcomes:

1. Knowledge & Understanding (LOTS)

- Identify sensors, actuators, and circuit components
- Understand movement and mechanisms

2. Application (MOTS)

- Build simple circuits (guided)
- Identify sensors and outputs in devices

3. Analysis (HOTS)

- Analyze circuit flow and outcomes
- Differentiate movement types

4. Skill-Based Learning

- Construct simple circuits
- Observe and classify robot movement

5. Real-Life Connection

- Relate circuits to household devices
- Understand importance of electrical safety

MID TERM 2 (MT2)

[Months: October – December]

Topics Covered:

- Robotics Kit Components (Controller, Motors, Sensors)
- Structure Design (Balance, Stability)
- Motor Integration & Movement
- Direction Control (Forward, Backward, Turning)
- Sensor Integration
- Troubleshooting & Debugging

Competencies / Learning Outcomes:

1. Knowledge & Understanding (LOTS)

- Identify robotics kit components

- Understand structure and movement principles

2. Application (MOTS)

- Build and operate simple robotic models
- Demonstrate controlled movement

3. Analysis (HOTS)

- Identify causes of robot failure
- Analyze errors in connections or design

4. Skill-Based Learning

- Build and improve robotic models
- Integrate sensors into working systems

5. Real-Life Connection

- Relate robot movement to machines and vehicles
- Understand automation in real-world systems

FINAL TERM

[Months: January – March]

Topics Covered:

- Coding Platforms (Block-based interface)
- Sequencing, Loops, Conditionals
- Design Thinking (Problem → Solution)
- Mini Project (Build + Program Robot)
- Presentation & Assessment

Competencies / Learning Outcomes:

1. Knowledge & Understanding (LOTS)

- Define coding and explain basic concepts

- Understand sequence, loop, and condition

2. Application (MOTS)

- Create simple programs using coding blocks
- Apply logic to control robot behavior

3. Analysis (HOTS)

- Solve problems using logical steps
- Debug simple coding errors

4. Skill-Based Learning

- Design and build a functional robot project
- Program robot using basic coding

5. Real-Life Connection

- Apply logical thinking to real-life situations
- Present ideas confidently through projects

Overall Learning Outcomes (End of Year)

Students will:

- Understand **robotics systems and working clearly**
- Build and control **functional robotic models**
- Apply **coding concepts (sequence, loops, conditions)**
- Develop **problem-solving and logical thinking skills**
- Gain confidence in **designing and presenting projects**

COMPUTER SYLLABUS

MID TERM 1

APRIL – MAY : CH 1: COMPUTER AND ITS EVOLUTION

Competencies: The learner will be able to :

LOTS (Knowledge & Understanding)

- Identify early calculating devices like the Abacus, Pascaline, and Napier's Bones.

- Recall the inventors of key machines, such as Charles Babbage
- List the primary electronic components for each computer generation (e.g., Vacuum Tubes, Transistors, ICs, Microprocessors).
- Respond orally and digitally to identify pictures and speak about characteristic features

MOTS (Application & Analysis)

- **Differentiate** between the various generations of computers based on size, speed, and technology.
- **Explain** the characteristics and limitations of early computers compared to modern ones.
- **Categorize** specific computers (e.g., ENIAC, UNIVAC, IBM 360) into their respective generations.

HOTS (Evaluation & Creation)

- **Evaluate** the impact of Artificial Intelligence (AI) on the evolution of fifth-generation computers.
- **Analyze** how the improvement of components led to the development of personal computers and handheld devices.
- **Create** a timeline chart

JUNE – JULY - CH 2 - TYPES OF SOFTWARE

Competencies: The learner will be able to :

LOTS (Knowledge & Understanding)

- Define software and distinguish it from hardware.
- Identify the two main categories of software
- Recall examples of operating systems (e.g., Windows 10, Android) and application software (e.g., MS Word, Paint).
- List common utility programs like Antivirus, Backup, and Disk Defragmenter.
- Respond orally and digitally to identify logo and speak about uses/characteristic features

MOTS (Application & Analysis)

- Explain the primary functions of an Operating System
- Differentiate between general-purpose and customized application software.
- Classify various software programs into categories like word processing, spreadsheet, or multimedia based on their tasks.

HOTS (Evaluation & Creation)

- Evaluate why a computer cannot function without system software even if application software is present.
- Justify the importance of regular data backup and the use of antivirus utilities for system health.
- Predict which type of software would be needed for a specific real-world scenario, such as writing a poem, designing a school magazine or managing a library database.

HALF YEARLY

JULY - AUGUST – SEPTEMBER - CH 3 – UNDERSTANDING WINDOWS 10

Competencies: The learner will be able to :

LOTS (Knowledge & Understanding)

- Define Windows 10 as an Operating System and explain the concept of a GUI.
- Identify key desktop elements
- Recognize new features like Microsoft Edge
- Recall the difference between a File and a Folder
- Identify icons for File and a Folder, copy & move files between folders

MOTS (Application & Analysis)

- Demonstrate how to create, rename, copy, move, and delete files/folders using [File Explorer](#).
- Use Windows search or Cortana to find specific applications and settings.
- Illustrate the process of personalizing the desktop background and taskbar location.
- Apply keyboard shortcuts like Win + D (show desktop) and Win + E (open File Explorer) for efficiency.

HOTS (Evaluation & Creation)

- Evaluate the necessity of the [Recycle Bin](#) for system safety and data recovery.
- Compare Windows 10 with previous versions based on features like Live Tiles and Virtual Desktops.
- Organize a cluttered digital workspace by designing a logical folder hierarchy for different school subjects.

SEPTEMBER – OCTOBER - EDITING IN WORD PROCESSOR – A RECAP [supporting notes will be shared]

Competencies: The learner will be able to :

LOTS (Knowledge & Understanding)

- Identify MS Word as application software.
- Identify basic interface elements
- Recall steps to start MS Word, create a new file, and save documents with the .docx extension.
- List common editing tools such as Cut, Copy, Paste, Undo, and Redo.

MOTS (Application & Analysis)

- Demonstrate how to select text (a word, sentence, or paragraph) using a mouse or keyboard for Cut, Copy, Paste, Undo, and Redo
- Apply formatting features like changing font type, size, and colour to make documents presentable.
- Differentiate between "Save" and "Save As"

HOTS (Evaluation & Creation)

- Evaluate the importance of the Thesaurus and Spell Check tools in improving the quality of a written report.
- Design a formal notice or letter by combining text editing with alignment and font styling.

MID TERM 2

- EDITING IN WORD PROCESSOR – A RECAP

NOVEMBER – DECEMBER - CH 6 - INTERNET

Competencies: The learner will be able to :

LOTS (Knowledge & Understanding)

- Define the Internet as a global network of interconnected computers.
- Identify basic terminology such as [WWW](#), [Web Browser](#), [URL](#), [Home Page](#), and [Hyperlink](#).
- Recall the hardware required for an internet connection, including a [Modem](#), [ISP](#), and Network Cable.
- Recognise a website
- List the parts of an email address (e.g., username, '@' symbol, and domain name).

MOTS (Application & Analysis)

- Demonstrate how to use a search engine like [Google](#) to find information on specific school topics.
- Illustrate the steps to [Sign In](#), compose, read and respond to mail and Sign Out of an email account safely.
- Categorize different internet services such as e-learning, e-commerce, and social networking.

- Distinguish between the Internet and the World Wide Web.

HOTS (Evaluation & Creation)

- Evaluate the importance of [Internet Ethics](#) and safety rules, such as not sharing passwords or personal details.
- Analyze the advantages and disadvantages of using the internet for daily tasks like banking and shopping.
- Create a formal email draft to a teacher or peer using proper netiquette.

FINAL TERM

CH 6 - INTERNET

JANUARY – FEBRUARY – CH 5 – MS POWERPOINT

Competencies: The learner will be able to :

LOTS (Knowledge & Understanding)

- Appreciate difference between document, presentation and a slide.
- Identify PowerPoint interface elements
- Recall the steps to insert a new slide and use templates.
- Recognize various view options and use them

MOTS (Application & Analysis)

- Apply different Themes and Background Styles to enhance visual appeal.
- Demonstrate how to insert and format text, pictures, and shapes within a slide.
- Illustrate the process of moving, copying, and deleting slides using the Slide Sorter view.

HOTS (Evaluation & Creation)

- Design a 3-slide presentation on a given topic (e.g., "Save Water") with a consistent theme and clear headings. [PROJECT]

