



# **GRADE 5 Curriculum & Assessment Annual Planner**

**2025-2026**

**SUBJECT: -P.E**

**STUDENT'S COPY**

## **LEARNING OUTCOMES**

**The students will be able to:**

- 1. Apply and refine Locomotors Skills and concepts effort space and relationship to perform and create a variety of activities to improve Personal performance.**
- 2. Adopt and improve activity specific skills for a variety of games.**
- 3. Select plan and create game that incorporates simple and more Challenging strategies and tactics.**
- 4. Adopt and improve activity specific skills in a variety of individual pursuits Eg: - Resistance Training Aerobics**
- 5. Communicate thoughts and feelings in an appropriate respectful Manner as they relate to participation in physical education.**
- 6. Discuss issues related to positive athletic / active living roles.**
- 7. Demonstrate etiquette and fair play.**
- 8. Describe apply monitor and assess leadership and followership skills Related to physical activity.**
- 9. Develop and apply practice that contributes to team work.**
- 10. Identify and Demonstrate positive behaviour that show respect for self and other.**

Curriculum Planner				
<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<b>1 Marching</b> <b>2 Athletics Selection</b> <b>Event: -</b> <b>50M,100M,200M,</b> <b>400M</b> <b>3 Drill Practice</b> <b>4 Football</b> <b>Dribbling &amp; Instep Kick</b> <b>5 Rules &amp; Regulation</b>	<b>1. Marching</b> <b>2. Athletes</b> <b>Selection</b> <b>Event</b> <b>Standing Board</b> <b>Jump</b> <b>Ball Throw</b> <b>3. Final Selection</b> <b>4. Drill Practice</b> <b>5. Basketball</b> <b>One Hand Shot</b>	<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Cricket</b> <b>High Catch</b> <b>(Reverse Cup)</b> <b>4. Athletes</b> <b>Selection</b> <b>5. Rules &amp;</b> <b>Regulation</b>	<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Term One</b> <b>Assessment</b> <b>4.Athleties</b> <b>Practice</b> <b>5. Rules &amp;</b> <b>Regulation</b>	<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Athletics Practice</b> <b>4. Rules &amp; Regulation</b>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Athletics Practice</b> <b>4. Volleyball</b> <b>Under Hand Serving</b> <b>Tennis Serving</b> <b>4. Rules &amp; Regulation</b>	<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Athletics</b> <b>Practice</b> <b>4. Rules &amp;</b> <b>Regulation</b>	<b>1. Cricket</b> <b>Front Foot Drive</b> <b>2. Cricket</b> <b>Selection</b> <b>3. Cricket Match</b> <b>4. Match</b> <b>Practice</b> <b>5. Volleyball</b> <b>Forearm</b> <b>Underarm</b> <b>Passing</b>	<b>1. Football</b> <b>Out step Kick</b> <b>Push pass</b> <b>(Medium</b> <b>Distance)</b> <b>2. Football</b> <b>Section</b> <b>3. Football Match</b> <b>4.Match Practice</b>	<b>1. Second Term</b> <b>Assessment</b> <b>2. Fun Game</b> <b>3. Fun Race</b> <b>4. Match Practice</b>

<b>Assessment Planner</b>		
<b><u>Half Yearly (5 marks)</u></b>		
<b>TERM -1 (Sep)</b>		<b>CHECK LIST</b>
<b>Grade criteria</b>	<b>Game: - FOOTBALL</b> <b>Skill:- PUSH PASS</b>	
<b>Mark 5 A</b>		<b>1 DISCIPLINE-1</b>
<b>Mark 4 B</b>		<b>2 APPROACH TOWARDS THE BALL-1</b>
<b>Mark 3 C</b>		<b>3 CONTACT OF THE BALL-1</b>
<b>Mark 2 C</b>		<b>4 EXECUTION-1</b>
<b>Mark 1 C</b>		<b>5 FOLLOW THROUGH-1</b>
<b><u>Annual Exam (5 marks)</u></b>		
<b>TERM -2 (Feb)</b>		<b>CHECK LIST</b>
<b>Grade criteria</b>	<b>Game: - Cricket</b> <b>Skill :- HIGH CATCH WITH ORTHODOX CUP</b>	
<b>Mark 5 A</b>		<b>1 DISCIPLINE -1</b>
<b>Mark 4 B</b>		<b>2 KEEP EYES ON THE BALL -1</b>
<b>Mark 3 C</b>		<b>3 TRYING TO COME UNDER THE BALL -1</b>
<b>Mark 2 C</b>		<b>4 MAKE AN ORTHODOX CUP-1</b>
<b>Mark 1 C</b>		<b>5 CATCH THE BALL &amp; FOLLOW THROUGH-1</b>

**\*\* Subject to change as per DIRECTIVES**



# GRADE - 5 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :-

STUDENT'S COPY

## LEARNING OUTCOMES

**Music Gives soul to the universe, wings to the mind, flight to the imagination and life to everything (Plato)**

### **Philosophy and Purpose of Music Education**

Music is a universal human endeavor which exists in various contexts in all cultures.

Music connects individuals and communities through the expression of thoughts and emotions.

Musical experiences enhance our lives and enrich our understanding of ourselves and the world.

music is a medium of self-expression.

IT enables the sharing of feelings, ideas and experiences. It has the capacity to cross cultural and social boundaries; it also helps us to understand culture through times.

Music plays important roles in encouraging social bond, strengthening social identities and national identity formation.

Music education therefore contributes to the appreciation and renewal of Indian cultural heritage and traditions.

Our music education philosophy embraces the belief that all children are musical and seek to develop their aural abilities to empower them, to appreciate and participate in music.

### **Program of Singing Training**

: We would like to cover per month two songs from the SDGS according to the standard, lyrics and karaoke will be provided on the smart Board as well as on the Material Box on the Google Class Room

: We would like to teach Basic common and Morden songs and will cover songs in other Language also, we will prepare the Children for Mélange, Tune and Tales and various combined assemblies, for example Republic Day and Independence Day assemblies, Christmas Carols and Easter assemblies, teachers day assemblies, Founder Day assemblies (Edmund Rice) and various festivals and celebrations and choir and Band Competitions.

: Selection criteria in the school Choir and in the school Band

: The person who plays the instruments Skill fully well and sing outstandingly Good will get a chance to participate in the school choir and in the school Band these students will go for inter-School Competition onsite and online.

: The students code of conduct and his presentation will also be taken into consideration.

### Assessment Tools

Teaching to a middle school class a song in an effective way to get all singers in an ensemble to technically and musically improve.

When all singers learn as a soloist.

Students should Focus on their range

1. **Flexibility Tone**
2. **Phrase Shape**
3. **Language Skills**
4. **Overall Musicality**
5. **Stage performance**

### Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Per Month Two Songs Selection For Mélange  Solo for classes 6 <sup>th</sup> and 7 <sup>th</sup>  Band Selection  Four Members & a singer	Per Month Two Songs Practice For Mélange  Solo Song Acapella Band Genre Rock	Per Month Song Practice For Mélange  Solo Song Acapella Band Genre Rock	<b>Independence, day Assembly</b>  Practice For <b>Tune And Tales</b>	<b>Teacher's Day Assembly</b>  Vocal Test
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<b>Gandhi Jayanti Assembly</b>  Tune and Tales	Two Songs and Carols	Christmas Carols and Songs	Republic Day Assembly  Vocal Test	Vocal Test

## Assessment Planner

### PA-1

#### Assessment Planner Term -1

Graded Singing Levels :- Key Features in singing Exam at classes 4 – level

:- Dynamics , Lyrics, Rhythms, and short Phrases

:- The Basic fundamentals of music and Songs for example :- Edmund Rice songs ,Prayer song, School song, School anthem ,National Anthem, Patriotic Songs, Happy Songs and Action songs

:- Small Major intervals and Basic Rhythms pattern  
For example 3/4, 2/4,

Introduction of the Instruments western and Indian

Singing Exams will be conducted in September.

### Criteria for Assessing the Graded Singing Levels

GRADE    PITCH    RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE

OUTSTANDING	Highly accurate notes and intonation Plus Perfect Rhythm (A)
MERIT	Largely accurate notes and intonation and Good Rhythm sense (B)
PASS	Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 <sup>st</sup> Beat/ Or sing in the Group of Boys

### PA-2

#### Assessment Planner Term -2

Graded Singing Levels :- Key Features in singing Exam at classes 4 – level

:- Dynamics , Lyrics, Rhythms, and short Phrases

:- The Basic fundamentals of music and Songs for example :- Songs on Friendship And Unity, Let there be Peace, Songs on other language ,Tunes and Tales Carols, and Christmas Song

:- Small Major intervals and Basic Rhythms pattern  
For example 3/4, 2/4, 4/4

Singing exam will be conducted in February

## Criteria for Assessing the Graded Singing Levels

GRADE   PITCH   RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE

<b>OUTSTANDING</b>	Highly accurate notes and intonation Plus Perfect Rhythm (A)
<b>MERIT</b>	Largely accurate notes and intonation and Good Rhythm sense (B)
<b>PASS</b>	Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 <sup>st</sup> Beat/ Or sing in the Group of Boys (C)



Subject Enrichment (SE) (5marks)

Project(PROJ) (5 marks)

Club Activity Making Charts

Writing Songs in the Music Copy

Making a diagram of Guitar

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\*

**\*\* Subject to change as per DIRECTIVES**



# GRADE 5 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: - SWIMMING

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

1. Discipline
2. Hard Working
3. Perseverance
4. Sense of Rhythm
5. Motor ability Skills
6. Socialization
7. Confidence
8. Building team work
9. Self-Innovation
10. Vision to win
11. Importance of health

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE 5 SWIMMING GALA SELECTION

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> <li>• DRILL PRACTICE</li> <li>• MARCHING PRACTICE</li> <li>• ATHLETIC PRACTICE</li> </ul> GAME (FOOTBALL, BASKETBALL, ETC)  RECREATIONAL GAMES	<ul style="list-style-type: none"> <li>• DRILL PRACTICE</li> <li>• MARCHING PRACTICE</li> <li>• ATHLETIC PRACTICE</li> </ul> GAME (FOOTBALL, BASKETBALL, ETC)  RECREATIONAL GAMES	1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL (ONE HAND SHOT)	1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.)	1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.)

## Assessment Planner TERM-1

TERM -1 (Sep) Grade criteria	Game :- Swimming Skill :- Free Style	CHECK LIST
Mark 5 A		1 JUMPING
Mark 4 B		2 SUBMERGING
Mark 3 C		3 KICKING
Mark 2 C		4 FLOATING
Mark 1 C		5 ARM ACTION

## Assessment Planner TERM-2

TERM -2 (Feb) Grade criteria	Game :- Basketball Skill :- One Hand Shot	CHECK LIST
Mark 5 A		1 DISCIPLINE -1
Mark 4 B		2 Foot Movement -1
Mark 3 C		3 Body Posture-1
Mark 2 C		4 Release -1
Mark 1 C		5 FOLLOW THROUGH

**\*\* Subject to change as per DIRECTIVES**



# GRADE 5 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- ENGLISH

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

1. Understand, express orally and report events in simple sentences.
2. Read independently and interpret the text in different sentences.
3. Should be able to use meaningful sentences (grammatically correct) to describe incidents.
4. Should be able to answer coherently in written or oral form to questions in English based on today's life experiences.
5. Make sentences with unfamiliar words.
6. Read text with comprehension; locate details and sequence of events.

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> <li>• Wonderful Waste (<i>prose</i>)</li> <li>• The Sentence-punctuations, kinds and jumbled. (<i>grammar</i>)</li> <li>• Ice-cream Man (<i>poem</i>)</li> <li>• Nouns-revision of common, proper and collective (<i>grammar</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of <b>P.A.-1</b></li> <li>• Nouns-Abstract, countable and uncountable; possessive nouns. (<i>grammar</i>)</li> <li>• Teamwork (<i>poem</i>)</li> <li>• My Elder Brother (<i>prose</i>) {H.H.W}</li> <li>• Crying (<i>poem</i>) {H.H.W.}</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Together (<i>prose</i>)</li> <li>• Simple Tenses (<i>grammar</i>)</li> <li>• Robinson Crusoe discovers a footprint (<i>prose</i>)</li> <li>• Verbs: regular and irregular verbs. (<i>grammar</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Malu Bhalu (<i>poem</i>)</li> <li>• Conjunctions- and, or, but, because, either/ or, neither/ nor. (<i>grammar</i>)</li> <li>• Story Writing</li> </ul> <p><b>**Tunes &amp; Tales-practice**</b></p>	<ul style="list-style-type: none"> <li>• Story Writing-cont.</li> <li>• Articles (<i>grammar</i>)</li> <li>• <b>Half yearly</b> revision.</li> </ul> <p><b>**Tunes &amp; Tales-practice**</b></p>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> <li>Continuous Tenses- (<i>grammar</i>)</li> <li>My Shadow (<i>poem</i>)</li> <li>The Talkative Barber (<i>prose</i>)</li> </ul> <p><b>**Tunes &amp; Tales- practice**</b></p>	<ul style="list-style-type: none"> <li>Revision of <b>P.A.-2</b></li> <li>Class Discussion (<i>poem</i>)</li> <li>Pronouns- personal, possessive and emphasizing (<i>grammar</i>)</li> <li>Who will be Ningthou? (<i>prose</i>)</li> <li>Rip Van Winkle (<i>prose</i>)</li> <li>Subject- Verb Agreement (<i>grammar</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Subject- Verb Agreement- cont. (<i>grammar</i>)</li> <li>Adjectives- Descriptive/ Quality, Quantity, Number, Demonstrative (<i>grammar</i>)</li> <li>Degrees of Comparison (<i>grammar</i>)</li> <li>Topsy Turvy Land (<i>poem</i>)</li> <li>The Little Bully (<i>prose</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Letter writing- informal letter</li> <li>Adverbs- manner, place, time, frequency, (<i>grammar</i>)</li> <li>Gulliver's Travels (<i>prose</i>)</li> <li>Preposition (<i>grammar</i>)</li> <li>Nobody's friend (<i>poem</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song of people (<i>poem</i>)</li> <li>Revision of the <b>Final Exam</b></li> </ul>

<b>Assessment Planner</b>
<p align="center"><b><u>PA-1 (20 marks)</u></b></p> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>Unseen Comprehension</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The Sentence- kinds, jumbled and punctuations.</li> <li>Nouns- proper, Common and collective.</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>Wonderful Waste (<i>prose</i>)</li> <li>Ice- Cream Man (<i>poem</i>)</li> </ul>
<p align="center"><b><u>Half Yearly (50 marks)</u></b></p> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>Unseen Comprehension</li> <li>Story Writing</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Nouns- countable, uncountable and abstract.</li> <li>Verbs- regular and irregular.</li> <li>Simple Tenses</li> <li>Conjunctions- and, but, because, or, neither/ nor and either/or.</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>Robinson Crusoe discovers a footprint (<i>prose</i>)</li> <li>Flying Together (<i>prose</i>)</li> <li>Malu Bhalu (<i>poem</i>)</li> </ul>

<ul style="list-style-type: none"> <li>Teamwork (<i>poem</i>)</li> </ul>		
<p style="text-align: center;"><b><u>PA-2 (20 marks)</u></b></p> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>Unseen Comprehension</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Continuous Tenses</li> <li>Articles</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>My Shadow (<i>poem</i>)</li> <li>The Talkative Barber (<i>prose</i>)</li> </ul>		
<p style="text-align: center;"><b><u>Multiple Assessment (MA) (5 marks)</u></b></p> <table border="1"> <tr> <td><b>MA1-</b> Malu Bhalu (<i>poem</i>)</td></tr> <tr> <td><b>MA2-</b> Who will be Ningthou? (<i>prose</i>)</td></tr> </table>	<b>MA1-</b> Malu Bhalu ( <i>poem</i> )	<b>MA2-</b> Who will be Ningthou? ( <i>prose</i> )
<b>MA1-</b> Malu Bhalu ( <i>poem</i> )		
<b>MA2-</b> Who will be Ningthou? ( <i>prose</i> )		
<p style="text-align: center;"><b><u>Portfolio Assessment (PORT) (5 marks)</u></b></p> <p style="text-align: center;"><b><u>(Notebook -3 marks + Activity-2 marks)</u></b></p> <table border="1"> <tr> <td><b>PORTFOLIO 1-</b> Little Bully (<i>poem</i>)</td></tr> <tr> <td><b>PORTFOLIO 2-</b> Nobody's Friend (<i>poem</i>)</td></tr> </table>	<b>PORTFOLIO 1-</b> Little Bully ( <i>poem</i> )	<b>PORTFOLIO 2-</b> Nobody's Friend ( <i>poem</i> )
<b>PORTFOLIO 1-</b> Little Bully ( <i>poem</i> )		
<b>PORTFOLIO 2-</b> Nobody's Friend ( <i>poem</i> )		
<p style="text-align: center;"><b><u>Subject Enrichment (SE) (5 marks)</u></b></p> <ul style="list-style-type: none"> <li>Travel Brochure (Art integrated activity)</li> </ul> <p style="margin-left: 40px;"><i>Travel to Sikkim</i></p>		
<p style="text-align: center;"><b><u>Project(PROJ) (5 marks)</u></b></p> <ul style="list-style-type: none"> <li>Wonderful Waste- Best out of waste.</li> </ul>		
<p style="text-align: center;"><b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b></p>		
<p style="text-align: center;"><b><u>Annual Exam (50 marks)</u></b></p> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>Unseen comprehension</li> <li>Informal Letter Writing</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Subject- Verb Agreement</li> <li>Adjectives (Descriptive/ Quality, Quantity, Number, Demonstrative)</li> <li>Degrees of Comparison</li> <li>Adverbs (manner, place, time, frequency)</li> <li>Prepositions- kinds</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>Rip Van Winkle (<i>prose</i>)</li> <li>Gulliver's Travels (<i>prose</i>)</li> </ul>		

- Sing a song of people (*poem*)
- Topsy -Turvy land (*poem*)

**Informal Assessment**

**Class Tests:**

- Class Discussion (*poem*)
- Pronouns (*grammar*)

**\*\* Subject to change as per DIRECTIVES.\*\***



# **GRADE 5 Curriculum & Assessment Annual Planner**

**2025-2026**

**SUBJECT :- MATHEMATICS**

**STUDENT'S COPY**

## **LEARNING OUTCOMES**

**Students will be able to: -**

- ☐ read and write large numbers. perform four basic arithmetic operations by
- ☐ understanding the place value of numbers.
- ☐ apply the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time. solve real life problems based on
- ☐ multiplication and division. check symmetry and find line of symmetry in
- ☐ various objects and shapes.
- ☐ identify shapes, numbers, objects which look the same after half a turn, one- fourth turn, one-third turn etc.
- ☐ make cube, cone, cylinder using nets designed for this purpose identify the
- ☐ pattern in triangular number and square number develop the idea of
- ☐ multiples of a number through multiplication facts develop the concept of
- ☐ factors through division of numbers classify the different types of triangles
- ☐ on the basis of their sides and angles. compare fractions and develop the
- ☐ idea of equivalence of fractions express a given fraction in decimal notation
- ☐ and vice versa do addition and subtraction operations with decimal
- ☐ numbers.
- ☐ compare different commonly used larger and smaller units of length, weight and volume and convert large units to small units and vice versa.
- ☐ measure volume by counting the number of unit cubes that can fill a given space
- ☐ add and subtract different units of metric measures.
- ☐ apply the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time.
- ☐ collect data related to various daily life situations, represent it in tabular form and as bar graphs and interpret it.

Curriculum Planner				
<p><b><u>April</u></b></p> <ul style="list-style-type: none"> <li>LARGE NUMBERS (including addition and subtraction. Material will be provided)</li> <li>WAYS TO MULTIPLY AND DIVIDE</li> </ul>	<p><b><u>May</u></b></p> <ul style="list-style-type: none"> <li>THE FISH TALE</li> <li><b>REVISION</b></li> <li><b>PA-I</b></li> </ul>	<p><b><u>July</u></b></p> <ul style="list-style-type: none"> <li>THE FISH TALE (continued)</li> <li>BOXES AND SKETCHES</li> <li>SMART CHARTS</li> </ul>	<p><b><u>Aug</u></b></p> <ul style="list-style-type: none"> <li>BE MY MULTIPLE, I'LL BE YOUR FACTOR</li> <li>PART AND WHOLES</li> </ul>	<p><b><u>Sep</u></b></p> <ul style="list-style-type: none"> <li>PARTS AND WHOLES (continued)</li> <li><b>REVISION</b></li> <li><b>EXAMS</b></li> </ul>
<p><b><u>Oct</u></b></p> <ul style="list-style-type: none"> <li>TENTHS AND HUNDREDTHS</li> <li>CAN YOU SEE THE PATTERN +</li> <li>DOES IT LOOK THE SAME?</li> </ul>	<p><b><u>Nov</u></b></p> <ul style="list-style-type: none"> <li><b>REVISION</b></li> <li><b>PA-II</b></li> <li>HOW MANY SQUARES?</li> <li>AREA AND ITS BOUNDARY</li> </ul>	<p><b><u>Dec</u></b></p> <ul style="list-style-type: none"> <li>AREA AND ITS BOUNDARY (continued)</li> <li>MAPPING YOUR WAY</li> </ul>	<p><b><u>Jan</u></b></p> <ul style="list-style-type: none"> <li>SHAPES AND ANGLES</li> <li>HOW BIG?HOW HEAVY?</li> </ul>	<p><b><u>Feb</u></b></p> <ul style="list-style-type: none"> <li>HOW BIG?HOW HEAVY? (continued)</li> <li><b>REVISION</b></li> <li><b>EXAMS</b></li> </ul>

Assessment Planner
<p><b><u>PA-1 (20 marks)</u></b></p> <ul style="list-style-type: none"> <li>LARGE NUMBERS</li> <li>WAYS TO MULTIPLY AND DIVIDE</li> </ul>

**Half Yearly (50 marks)**

- THE FISH TALE
- BOXES AND SKETCHES
- SMART CHARTS
- BE MY MULTIPLE, I'LL BE YOUR FACTOR
- PARTS AND WHOLES

**PA-2 (20 marks)**

- TENTHS AND HUNDREDTHS
- CAN YOU SEE THE PATTERN?

**Multiple Assessment (MA) (5 marks)**

**MA1-** PARTS AND WHOLES

**MA2-** MAPPING YOUR WAY

**Portfolio Assessment (PORT) (5 marks)**

**(Notebook -3 marks + Activity-2 marks)**

**PORTFOLIO 1-** MAKE A FACTOR TREE FOR THE GIVEN NUMBER

**PORTFOLIO 2-** SHAPES AND ANGLES

**Subject Enrichment (SE) (5 marks)**

SMART CHARTS (Activity on neighbouring state)

**Project (PROJ) (5 marks)**

□ Art integrated- BOXES AND SKETCHES

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**Annual Exam (50 marks)**

- HOW MANY SQUARES?
- AREA AND ITS BOUNDARY
- MAPPING YOUR WAY
- SHAPES AND ANGLES
- HOW BIG? HOW HEAVY?

**\*\* Subject to change as per DIRECTIVES**



# GRADE 5 Curriculum & Assessment Annual Planner

2025-2026

## SUBJECT :- COMPUTER SCIENCE

### STUDENTS' COPY

#### LEARNING OUTCOMES

The students will be able to:

1. Describe different types of Malware.
2. List the most dangerous Malwares.
3. Name the harms caused by Computer Malware.
4. List the ways that a computer get infected.
5. List the symptoms of an infected computer.
6. Explain Do's and Don'ts to protect the computer from Malware.
7. Define Antivirus.
8. List the important features of Excel 2019.
9. Identify the components of Excel 2019 Window
10. Use the various keys to change the active cell.
11. Create a new Workbook and enter data.
12. Add/Remove/Rename a Worksheet.
13. Save/Open/Close a Workbook.
14. Define Internet, E-mail, Web browser, URL.
15. Describe different types of Internet connection.
16. List the advantages of an E-mail.
17. Describe the use of different types of operators used in Scratch.
18. Explain the use of Sensing block in Scratch.
19. Define Variable and explain how to create it in Scratch.
20. Describe the use of conditional blocks in Scratch programming.
21. Explain the use of different types of Loops in Scratch.

#### **Curriculum Planner**

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> <li>Chapter 6: Safeguarding your Computer (Page 77 to 81)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 6: Safeguarding your Computer (Page 82 to 84)</li> <li>Revision and Worksheet</li> <li><b>PA-1 Exam</b></li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4: Introduction to Excel 2019 (Page 53 to 57)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4: Introduction to Excel 2019 (Page 58 to 62)</li> </ul>	<ul style="list-style-type: none"> <li>Revision and Worksheet</li> <li><b>Half Yearly Exam</b></li> </ul>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> <li>Chapter 7: Internet and Email (Page 85 to 88)</li> </ul>	<ul style="list-style-type: none"> <li>Revision and Worksheet</li> <li><b>PA-2 Exam</b></li> <li>Internet and Email (Page 89)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9: Conditional Blocks in Scratch (Page 103 to 107)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9: Conditional Blocks in Scratch (Page 108 to 113)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9: Conditional Blocks in Scratch (Page 113 contd)</li> <li>Revision and Worksheet</li> <li><b>Annual Exam</b></li> </ul>

<b>Assessment Planner</b>
<p align="center"><b><u>PA-1 (20 marks)</u></b></p> <p>Chapter 6: Safeguarding your computer (Page 77 to 84)</p>
<p align="center"><b><u>Half Yearly (30 marks)</u></b></p> <p>Chapter 6: Safeguarding your computer (Page 77 to 84) Chapter 4: Introduction to Excel 2019 (Page 53 to 62)</p>
<p align="center"><b><u>PA-2 (20 marks)</u></b></p> <p>Chapter 7: Internet and Email (Page 85 to 88)</p>
<p align="center"><b><u>Multiple Assessment (MA) (5 marks)</u></b></p> <p><b>MA1:</b> Jumbled Word from the topics covered so far. <b>MA2:</b> Crossword from the topics covered in Term-2</p>
<p align="center"><b><u>Portfolio Assessment (PORT) (5 marks)</u></b> <b><u>(Notebook -3 marks + Activity-2 marks)</u></b></p> <div> <p><b>PORTFOLIO 1:</b> Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Make a Collage on different types of Malware.</p> <p><b>PORTFOLIO 2:</b> Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Write the given scratch code and its output on an A4 sheet.</p> </div>
<p align="center"><b><u>Subject Enrichment (SE) (5 marks)</u></b></p> <ul style="list-style-type: none"> <li>Students will be asked to write a program in Scratch as per the instructions given.</li> <li>Artistic skills will also be integrated with the above given task.</li> <li>It will be a hands-on experience on the computer.</li> </ul>
<p align="center"><b><u>Project (PROJ) (5 marks)</u></b></p> <ul style="list-style-type: none"> <li>Students will create an Excel sheet based on topic related to paired state Sikkim.</li> <li>Artistic skills will also be integrated with the above given task.</li> </ul>
<b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b>
<p align="center"><b><u>Annual Exam (30 marks)</u></b></p> <p>Chapter 7: Internet and E-mail (Page 85 to 89) Chapter 9: Conditional Blocks in Scratch (Page 103 to 113)</p>

**\*\* Subject to change as per DIRECTIVES**



# GRADE 5 Curriculum & Assessment Annual Planner

**2025 - 2026**

**SUBJECT : हिंदी**

**STUDENT'S COPY**

## LEARNING OUTCOMES

छात्र ये समझने में सक्षम होंगे -

1. छात्र कविता, कहानी, नाटक एवं संस्मरण आदि को पढ़कर साहित्य की विविध विधाओं से परिचित होंगे।
2. छात्रों का शब्द भंडार बढ़ेगा, वर्तनी संबंधी त्रुटियों में कमी आएगी, भाषा की समझ और अभिव्यक्ति का विकास होगा।
3. छात्र पढ़ी हुई सामग्री, चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक या लिखित भाषा में व्यक्त करने में सक्षम होंगे।
4. छात्र विभिन्न पठन - सामग्रियों में प्रयुक्त शब्दों, मुहावरों, विराम-चिह्नों, लोकोक्तियों, काल व क्रिया आदि को समझते हुए उनका स्वतंत्र रूप से प्रयोग करना सीखेंगे।
5. लेखन, गेय कौशल और अभिनय कौशल का विकास होगा व छात्र नए - नए शब्द सीखेंगे।

## Curriculum Planner

<b>April</b>	<b>May</b>	<b>July</b>	<b>Aug</b>	<b>Sep</b>
<b>साहित्य</b> - फसलों का त्योहार, खिलौनेवाला  <b>व्याकरण</b> - वर्ण - विच्छेद / संयोजन, विलोम शब्द, संज्ञा - भेद, अपठित गद्यांश, चित्र - वर्णन	<b>P. A. - 1 Papers</b> <b>साहित्य</b> - नन्हा फनकार, राख की रस्सी  <b>व्याकरण</b> - लिंग, पर्यायवाची शब्द, अशुद्धि - शोधन	<b>साहित्य</b> - गुरु और चेला, जहाँ चाह वहाँ राह  <b>व्याकरण</b> - सर्वनाम, अपठित गद्यांश, चित्र - वर्णन	<b>साहित्य</b> - डाकिए की कहानी, छोटी सी हमारी नदी, वे दिन भी क्या दिन थे  <b>व्याकरण</b> - विराम - चिह्न, अनुच्छेद - लेखन	समस्त कार्य की पुनरावृत्ति (अर्धवार्षिक परीक्षा)  <b>साहित्य</b> - बाघ आया उस रात <b>व्याकरण</b> - क्रिया, काल - भेद
<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>
<b>साहित्य</b> - पानी रे पानी, चावल की रोटियाँ  <b>व्याकरण</b> - वचन, अनेक शब्दों के लिए एक शब्द, संवाद -लेखन, चित्र - वर्णन, अपठित - गद्यांश	<b>P. A. - 2 Papers</b> <b>साहित्य</b> - बिशन की दिलेरी, एक दिन की बादशाहत  <b>व्याकरण</b> - विशेषण - भेद, चित्र - वर्णन	<b>साहित्य</b> - स्वामी की दादी, एक माँ की बेबसी  <b>व्याकरण</b> - लिंग, मुहावरे, अनुच्छेद - लेखन	<b>साहित्य</b> - चिट्ठी का सफ़र, चुनौती हिमालय की  <b>व्याकरण</b> - अपठित गद्यांश	समस्त कार्य की पुनरावृत्ति (वार्षिक परीक्षा)

<b>Assessment Planner</b>	
<b><u>PA-1 (20 marks)</u></b>	
<u>साहित्य</u> - फसलों का त्योहार, खिलौनेवाला <u>व्याकरण</u> - वर्ण - विच्छेद / संयोजन, विलोम शब्द, संज्ञा - भेद, अपठित गद्यांश, चित्र - वर्णन	
<b><u>Half Yearly (50 marks)</u></b>	
<u>साहित्य</u> - राख की रस्सी, जहाँ चाह वहाँ राह, नन्हा फ़नकार, गुरु और चेला, डाकिए की कहानी, छोटी - सी हमारी नदी, वे दिन भी क्या दिन थे <u>व्याकरण</u> - लिंग, पर्यायवाची शब्द, अशुद्धि - शोधन, संज्ञा - भेद, सर्वनाम, विराम - चिह्न, चित्र - वर्णन, अनुच्छेद - लेखन, अपठित - गद्यांश	
<b><u>PA-2 (20 marks)</u></b>	
<u>साहित्य</u> - पानी रे पानी, बाघ आया उस रात <u>व्याकरण</u> - अनेक शब्दों के लिए एक शब्द, क्रिया, काल - भेद, संवाद - लेखन, अपठित - गद्यांश	
<b><u>Multiple Assessment (MA) (5 marks)</u></b>	
<b>MA1</b> पानी रे पानी	
<b>MA2</b> बाघ आया उस रात	
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b> <b><u>(Notebook -3 marks + Activity-2 marks)</u></b>	
<b>PORTFOLIO 1</b> - उत्तरपुस्तिका + गतिविधियाँ + व्यावहारिक शब्द - पक्षी, मसाले	
<b>PORTFOLIO 2</b> - उत्तरपुस्तिका + गतिविधियाँ + व्यावहारिक शब्द - फल, सब्जियाँ	
<b><u>Subject Enrichment (SE) (5marks)</u></b>	
चुनौती हिमालय की {सह राज्य - सिक्किम}	
<b><u>Project(PROJ) (5 marks)</u></b>	
फसलों का त्योहार	
<b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b>	
<b><u>Annual Exam (50 marks)</u></b>	
<u>साहित्य</u> - चावल की रोटियाँ, बिशन की दिलेरी, एक दिन की बादशाहत, स्वामी की दादी, एक माँ की बेबसी, चिट्ठी का सफ़र, चुनौती हिमालय की <u>व्याकरण</u> - वचन, वर्ण - विच्छेद / संयोजन, अनेक शब्दों के लिए एक शब्द, मुहावरे, विशेषण - भेद, क्रिया, काल - भेद, विराम - चिह्न, चित्र - वर्णन, संवाद - लेखन / अनुच्छेद - लेखन, अपठित - गद्यांश	

**\*\* Subject to change as per DIRECTIVES**



**Academic Year 2025-2026**  
**Curriculum & Assessment Annual Planner**  
**Subject:- Art and Craft (Student's copy)**  
**CLASS:- 5th**

**LEARNING OUTCOMES**

1. Learn geometrical shapes to create animals, birds, etc.
2. Improve drawing and compositional skills.
3. Learn paper folding, cutting, pasting, and assembling skills.
4. Develop designing skills.
5. Improve fine motor skills.
6. Understand the character of the pigment.
7. Develop designing skills, slogan writing skills, and measurement skills.
8. Learn to paint and decorate diya(terracotta surface).
- 9.. Learn to handle threads to create abstract forms.
10. Learn the stippling technique.

## Curriculum Planner: TERM-1 and TERM-2

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>. Fun and Learn (Transformation of basic shape into Object/ living things)</p> <p>.Paper Craft/Origami</p> <p>.Basic Drawing of object</p> <p>.Thread painting</p> <p>.Origami (Butterfly, Flying Plane)</p>	<p>.Colour Blending Technique with Oil Pastel</p> <p>.Basic human drawing (proportion)</p> <p>.Paper Bag (using newspaper with slogan etc.)</p> <p>.Texture painting (nature object)</p>	<p>.Drawing Human/Birds /Animal study</p> <p>. Composition</p> <p>.Origami Jumping Frog/papercraft</p> <p>.Paper Fish with Origami/Craft</p> <p>.Composition Landscape (monument)</p>	<p>.Drawing on Independence Day</p> <p>.Basic Trees sketch with Oil pastel, watercolor</p> <p>.Origami Jumping Frog/papercraft</p> <p>.Animal Drawing (Squirrel)</p> <p>.Drawing (Human Face study)</p> <p>. Craft-Dragon Ring/butterfly</p> <p>.National Flag with Coloured Paper</p>	<p>.Landscape with oil pastel color</p> <p>.Composition</p> <p>Jute Thread Work /Craft</p> <p>.Paper Mask /Craft Jute Thread Work/Craft</p> <p>.Texture painting (nature object)</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>.Paper Mask /Craft Jute Thread Work/Craft</p> <p>.Paper Collage</p> <p>.Texture painting</p>	<p>.Imaginative Human Figure Composition</p> <p>.Christmas painting</p>	<p>.New Year Greeting Card</p> <p>.Christmas Decoration Pen Stand</p> <p>.composition on</p>	<p>.Thread Painting Stippling Art</p> <p>.Object Painting</p> <p>.Origami Butterfly</p> <p>.Basic Tree Sketch with Pencil</p>	<p>.watercolor technique</p> <p>. Watercolor composition Technique of water brush</p> <p>.Madhubani Painting</p>

.Diya Painting/ Flower pot painting	.Origami House/Home decor craft	Christmas Painting  .Pen Stand	.	(Technique, color combination and material)  .composition on Landscape  .3d papercraft
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### Graded Ability Levels

**Grade A: 81-100 Marks**

**Grade B: 61-80 Marks**

**Grade C: 41-60 Marks**

### **Criteria for Assessing the Graded Levels**

- Participation
- Creativity
- Imagination
- Inquisitiveness
- Timely completion and submission of work

### **Assessment Tools**

- Art file
- Group Activities
- Involvement in Creative Work
- . Portfolio
- . Observation
- . Motivation
- . Originality
- Interest



# **GRADE 5 Curriculum & Assessment Annual Planner**

**2025-2026**

**SUBJECT:- SOCIAL STUDIES**

**STUDENT'S COPY**

## **LEARNING OUTCOMES**

The students will be able to:

- identify different sources of water.
- list out and practice the various techniques for conserving water.
- develop love for nature and harmless attitude towards animals.
- explain the concept of hot and cold deserts with examples.
- analyse the importance of farming and state its uses.
- relate the reasons for borrowing money, taking loans with real life situations.
- identify various structures found in a fort like bastions, canons etc.
- conceptualize the different types of work done by different groups of people.
- list out the various professions in the society.
- draw comparison between the communities of rural places and the communities of urban places.

## **Curriculum Planner**

<b><u>April</u></b>	<b><u>May</u></b>	<b><u>July</u></b>	<b><u>Aug</u></b>	<b><u>Sep</u></b>
<b>Ch:6</b> Every Drop Counts	<b>Ch:8</b> A Treat for Mosquitoes	<b>Ch:10</b> Walls Tell Stories	<b>Ch:9</b> Up You Go! (cont.)	<b>Ch:16</b> What if it Finishes? (cont.)
<b>Ch:2</b> A Snake Charmer's Story	<b>Revision</b> <b>PA-1</b>	<b>Ch:9</b> Up You Go!	<b>Ch:12</b> What if it Finishes?	<b>Revision</b> <b>TERM 1</b>
<b><u>Oct</u></b>	<b><u>Nov</u></b>	<b><u>Dec</u></b>	<b><u>Jan</u></b>	<b><u>Feb</u></b>
<b>Ch:16</b> Who will do this Work?	<b>Ch:13</b> A Shelter so High!(cont.)	<b>Ch:22</b> On the Move Again (cont)	<b>Ch:17</b> Across the Wall (cont.)	<b>Ch:18</b> No Place for Us? (cont.)
<b>Ch:13</b> A Shelter so High!	<b>Ch:22</b> On the Move Again <b>Revision</b> <b>PA-2</b>	<b>Ch:17</b> Across the Wall	<b>Ch:18</b> No Place for Us?	<b>Revision</b> <b>TERM 2</b>

## **Assessment Planner**

### **PA-1 (20 marks)**

**Ch:6** Every Drop Counts  
**Ch:2** A Snake Charmer's Story

### **Half Yearly (50 marks)**

**Ch:8** A Treat for Mosquitoes  
**Ch:9** Up You Go!  
**Ch:10** Walls Tell Stories  
**Ch:16** What if it Finishes?

<p align="center"><b><u>PA-2 (20 marks)</u></b></p> <p align="center"><b>Ch:16</b> Who will do this Work?</p> <p align="center"><b>Ch:13</b> A Shelter so High!</p>	
<p align="center"><b><u>Multiple Assessment (MA) (5 marks)</u></b></p>	
<b>MA1</b>	<b>Ch:6</b> Every Drop Counts
<b>MA2</b>	<b>Ch: 17</b> Across the Wall
<p align="center"><b><u>Portfolio Assessment (PORT) (5 marks)</u></b></p> <p align="center"><b>(Notebook -3 marks + Activity-2 marks)</b></p>	
<b>PORTFOLIO 1- Ch:2</b> A Snake Charmer's Story	
<b>PORTFOLIO 2- Ch:18</b> Who will do this Work?	
<p align="center"><b><u>Subject Enrichment (SE) (5 marks)</u></b></p> <p align="center"><b>Ch:9</b> Up You Go!</p>	
<p align="center"><b><u>Project (PROJ) (5 marks)</u></b></p> <p align="center"><b>Ch:10</b> Walls Tell Stories</p>	
<p align="center"><b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b></p>	
<p align="center"><b><u>Annual Exam (50 marks)</u></b></p> <p align="center"><b>Ch:13</b> A Shelter so High!</p> <p align="center"><b>Ch:22</b> On the Move Again</p> <p align="center"><b>Ch:17</b> Across the Wall</p> <p align="center"><b>Ch:18</b> No Place for Us?</p>	

**\*\* Subject to change as per DIRECTIVES**



# **GRADE 4 & 5 Curriculum & Assessment Annual Planner**

**2025-2026**

**SUBJECT: - SCIENCE**

**STUDENT'S COPY**

## **LEARNING OUTCOMES**

The students will be able to:-

- Explain the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.
- Explain the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g. farm produce to kitchen i.e. grains to Roti, preservation techniques, storage tracking of water source)
- Describe the interdependence among animals, plants and humans. (E.g. communities earning livelihood from animals, dispersal of seeds etc.).
- Group objects, materials, activities for features/properties such as shape, taste, colour, texture, sound, traits etc.
- Guess (properties, conditions of phenomena) , estimates spatial quantities (distance, area, volume, weight etc.) and time in simple standard units and verifies using simple tools/set ups. (e.g. floating/sinking/ mixing/evaporation /germination /spoilage /breathing /taste)
- Record observations/experiences/information in an organized manner (e.g. in tables/ sketches/ bar graphs) and predicts patterns in activities/phenomena (e.g. floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect.
- Create posters, designs, models, set ups, local dishes, sketches, maps (of neighborhood/ different places visited) using a variety of local/waste material and write poems/ slogans/travelogue etc.
- Suggest ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and show sensitivity for the disadvantaged/deprived.
- Identify and label diagrams related to the lesson.

## **Curriculum Planner**

<b><u>April</u></b>	<b><u>May</u></b>	<b><u>July</u></b>	<b><u>Aug</u></b>	<b><u>Sep</u></b>
<ul style="list-style-type: none"> <li>• Super Senses</li> <li>• From Tasting to Digesting</li> </ul>	<ul style="list-style-type: none"> <li>• From Tasting to Digesting (contd.)</li> <li>• Revision</li> <li>• PA-1</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with water</li> <li>• Seeds and Seeds</li> </ul>	<ul style="list-style-type: none"> <li>• A Seed Tells a Farmer's Story</li> <li>• Whose Forests?</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Term-1 Exam</li> </ul>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> <li>• Sunita in Space</li> <li>• Like Father, Like Daughter</li> </ul>	<ul style="list-style-type: none"> <li>• Mangoes Round the Year</li> <li>• Revision</li> <li>• PA-2</li> </ul>	<ul style="list-style-type: none"> <li>• Blow Hot, Blow Cold</li> </ul>	<ul style="list-style-type: none"> <li>• When the Earth Shook!</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Term-2 Exam</li> </ul>

Assessment Planner	
<u>PA-1 (20 marks)</u> <ul style="list-style-type: none"> <li>• Super Senses</li> <li>• From Tasting to Digesting</li> </ul>	
<u>Half Yearly (50 marks)</u> <ul style="list-style-type: none"> <li>• Experiments With Water</li> <li>• Seeds and Seeds</li> <li>• A Seed Tells a Farmer's Story</li> <li>• Whose Forests?</li> </ul>	
<u>PA-2 (20 marks)</u> <ul style="list-style-type: none"> <li>• Sunita in Space</li> <li>• Like Father, Like Daughter</li> </ul>	
<u>Multiple Assessment (MA) (5 marks)</u>	
<ul style="list-style-type: none"> <li>• MA 1-Seeds and Seeds</li> </ul>	
<ul style="list-style-type: none"> <li>• MA 2-Sunita in Space</li> </ul>	
<u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u>	
<ul style="list-style-type: none"> <li>• Portfolio - 1 - Experiments with Water</li> </ul>	
<ul style="list-style-type: none"> <li>• Portfolio - 2 - Mangoes Round the Year</li> </ul>	
<u>Subject Enrichment (SE) (5marks)</u> <ul style="list-style-type: none"> <li>• ART INTEGRATED – Whose Forests?</li> </ul>	
<u>Project (PROJ) (5 marks)</u> <ul style="list-style-type: none"> <li>• From Tasting to Digesting</li> </ul>	

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**Annual Exam (50 marks)**

- **Mangoes Round the Year**
- **Blow Hot, Blow Cold**
- **When The Earth Shook!**
- **Like Father, Like Daughter**

**\*\* Subject to change as per DIRECTIVES**



# **GRADE 5 Curriculum & Assessment Annual Planner**

**2025-2026**

**SUBJECT :-ENGLISH LANGUAGE LAB(ELL)**

**STUDENT'S COPY**

## **LEARNING OUTCOMES**

The students will be able to:

1. Develop an interest in language and use the same correctly and effectively while conversing with family, friends, teachers, etc.
2. Improve their ability to read and spell words through regular study of misspelt/high-frequency words.
3. Learn how to analyse unfamiliar words by understanding their word structure, affixation, etc.
4. Read-aloud stories/recite poems with appropriate diction, intonation and pronunciation.
5. Pronounce words correctly through the study of phonetics by practising the vowel and consonant sounds in spoken language.
6. Comprehend the given text better through before-during-after reading strategies/activities such as outlining, sequencing, paraphrasing and mapping.
7. Communicate effectively through regular participation in classroom discussions and interactions.

## **Curriculum Planner**

<b><u>April</u></b>	<b><u>May</u></b>	<b><u>July</u></b>	<b><u>Aug</u></b>	<b><u>Sep</u></b>
<ul style="list-style-type: none"> <li>• Reiteration of Language Lab Rules</li> <li>• Sentence and Question Formation.</li> <li>• Alliteration &amp; Slogan Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Syllabification</li> <li>• Spellings for PA-1</li> <li>• Revision</li> <li>• PA I Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Enhancement: (Emotions &amp; Feelings)</li> <li>• Contractions &amp; Possessions</li> <li>• Spellings for Half-Yearly</li> </ul>	<ul style="list-style-type: none"> <li>• Synonyms&amp; Antonyms</li> <li>• One Word Substitution</li> <li>• Short and Long Vowel Sounds (Monophthongs)</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking Activity-1 (SDG-13)</li> <li>• Revision</li> <li>• Half Yearly Exam</li> </ul>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb/Mar</u>
<ul style="list-style-type: none"> <li>• Common Idioms &amp; Proverbs</li> <li>• Occupations</li> <li>• Common Collocations</li> </ul>	<ul style="list-style-type: none"> <li>• Spellings for PA-2</li> <li>• Revision</li> <li>• PA-2 Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking Activity-2</li> <li>• Homophones &amp; Homographs</li> </ul>	<ul style="list-style-type: none"> <li>• Affixation</li> <li>• Spellings for Annual Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Annual Exam</li> </ul>

Assessment Planner
<p><u>PA-1 (20 marks)</u></p> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Sentence &amp; Question formation</li> <li>• Spellings for PA-1</li> <li>• Alliteration &amp; Slogan Writing</li> <li>• Basic Syllabification</li> </ul>
<p><u>Half Yearly (30 marks)</u></p> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Spellings for Half-Yearly</li> <li>• Short &amp; Long Vowel Sounds ( Monophthongs)</li> <li>• Vocabulary Enhancement (Emotions &amp; Feelings)</li> <li>• Contractions &amp; Possessions</li> <li>• Synonyms-Antonyms</li> <li>• One Word Substitution</li> </ul>

**PA-2 (20 marks)**

- Reading Comprehension
- Spellings for PA-2
- Common Collocations
- Occupations
- Common Idioms & Proverbs

**Annual Exam (30 marks)**

- Reading Comprehension
- Spellings for Annual Exams
- Homophones & Homographs
- Common Collocations
- Affixation
- Short & Long Vowel Sounds ( Monophthongs)
- Basic Syllabification

**Multiple Assessment (MA) (5 marks)**

MA1- Read Aloud

MA2- Listening Test

**Portfolio Assessment (PORT) (5 marks)**

**(Notebook -3 marks + Activity-2 marks)**

PORTFOLIO 1- Stress Maze(Syllable Stress Activity)

PORTFOLIO 2- Speaking Activity

<p align="center"><b><u>Subject Enrichment (SE) (5 marks)</u></b></p> <p align="center"><b>Slogan Writing</b></p>
<p align="center"><b><u>Project (PROJ) (5 marks)</u></b></p> <p align="center"><b>ALLITERAINBOWS</b></p> <p align="center"><b>Students will use the first letter of each color of the rainbow and write an alliteration for it.</b></p>
<p align="center"><b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b></p>

**\*\* Subject to change as per DIRECTIVES**