



# **GRADE 4 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, 400M.</b>  <b>3 Final Selection</b>  <b>4 Drill Practice</b>  <b>5 Football Dribbling &amp; Zig Zag Dribbling</b>  <b>6 Rules &amp; Regulation</b>	<b>1 Marching</b>  <b>2 Athletics Selection.</b> <b>Event: -</b> <b>Standing Board Jump Ball Throw</b>  <b>3 Final Selection</b>  <b>4 Basketball Dribbling</b>  <b>5 Rules &amp; Regulation</b>	<b>1 Marching</b>  <b>2 Drill Practice</b>  <b>3 Cricket High Catch (Orthodox cup)</b>  <b>4 Athletics Selection</b>  <b>5 Rules &amp; Regulation.</b>	<b>1 Marching</b>  <b>2 Drill Practice</b>  <b>3 Term 1 Assessment</b>  <b>4 Athletics Practice</b>  <b>5 Rules &amp; 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 Under hand Serving</b>  <b>4 Rules &amp; Regulation</b>	<b>1 Marching</b>  <b>2 Drill Practice</b>  <b>3 Athletics Practice</b>  <b>4 Rules &amp; Regulation</b>	<b>1 Football Instep Kick Outstep Kick</b>  <b>2 Football Section</b>  <b>3 Football Match</b>  <b>4 Match Practice</b>  <b>5 Rules &amp; Regulation</b>	<b>1 Volleyball Under Hand Serving Tennis Serving</b>  <b>2 Cricket Selection</b>  <b>3 Cricket Match</b>  <b>4 Match Practice</b>  <b>5 Rules &amp; Regulation</b>	<b>1 Second Term Assessment</b>  <b>2 Fun Game</b>  <b>3 Fun Race</b>  <b>4 Match Practice</b>  <b>5 Rules &amp; Regulation</b>

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

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



# GRADE 4 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 4 & 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
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OUTSTANDING	Highly accurate notes and intonation Plus Perfect Rhythm (A)
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MERIT	Largely accurate notes and intonation and Good Rhythm sense (B)
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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
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### 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 4 Curriculum & Assessment Annual Planner**

**2025-2026**

**SUBJECT :- SST**

**STUDENT'S COPY**

## **LEARNING OUTCOMES**

The students will be able to:

- Discuss the various means of transport used by students to reach school.
  - Observe the difficulties of using different modes of transport.
  - Know the uses of trees, animals and forests.
  - Understand how people, animals and plants live in deserts and how they adapt themselves.
  - Develop mapping skills.
  - Appreciate the diversity that exists in language, food & clothes in various places.
- Identify regional and national festivals and days of national importance.
- Classify indoor and outdoor games.
- Know the role of women in sports.
- Appreciate the importance of rules in games.
- Differentiate the families in times of grandparents and today.
- List the problems faced by people living in slums.
- Explain the importance of water in our day-to-day life.
- Recognize the symptoms of water borne disease.
- Justify the importance of clean drinking water and hygienic toilets in the school
- Identify regional and national festivals and days of national importance
- Compare the currencies of different countries.
- Identify famous women achievers of India.
- Appreciate the importance of educating girls.
- Respect soldiers for the hard work done by them to protect our country.
- Appreciate success stories of differently abled people.
- Justify how education helps differently abled people to achieve success in their lives.

Curriculum Planner				
<u>April- 20</u> <b>Ch:1</b> GOING TO SCHOOL <b>Ch:4</b> THE STORY OF AMRITA	<u>May- 16</u> <b>Ch:9</b> CHANGING FAMILIES <b>Ch-6</b> OMANA’S JOURNEY <b>REVISION</b> <b>P.A 1 PAPER</b>	<u>July-23</u> <b>Ch:6</b> OMANA’S JOURNEY (CONT.) <b>Ch:7</b> FROM THE WINDOW <b>Ch: 8</b> REACHING GRANDMOTHER’S HOUSE	<u>Aug-22</u> <b>Ch:8</b> REACHING GRANDMOTHER’S HOUSE(CONT.) <b>Ch:10</b> HU TU TU, HU TU TU <b>Ch: 22</b> THE WORLD IN MY HOME	<u>Sep- 10</u> <b>REVISION</b> <b>HALF YEARLY 1</b> <b>Ch:17</b> NANDITA IN MUMBAI
<u>Oct- 19</u> <b>Ch:24</b> HOME AND ABROAD Ch:17 NANDITA IN MUMBAI (contd)	<u>Nov- 22</u> <b>Ch: 26</b> DEFENCE OFFICER: WAHIDA <b>REVISION</b> <b>P.A 2 PAPER</b>	<u>Dec- 18</u> <b>Ch:18</b> TOO MUCH WATER, TOO LITTLE WATER <b>Ch:20</b> EATING TOGETHER	<u>Jan-19</u> <b>Ch:20</b> EATING TOGETHER (CONT.) <b>Ch:27</b> CHUSKIT GOES TO SCHOOL	<u>Feb-10</u> <b>Ch:27</b> CHUSKIT GOES TO SCHOOL (cont.) <b>REVISION</b> <b>FINAL TERM EXAMINATION</b>

Assessment Planner
<u>PA-1 (20 marks)</u> <b>Ch:1</b> GOING TO SCHOOL <b>Ch:2</b> THE STORY OF AMRITA

<u>Half Yearly (50 marks)</u> <b>Ch:9</b> CHANGING FAMILIES <b>Ch:6</b> OMANA’S JOURNEY <b>Ch:7</b> FROM THE WINDOW <b>Ch:8</b> REACHING GRANDMOTHER’S HOUSE <b>Ch:4</b> THE STORY OF AMRITA
<u>PA-2 (20 marks)</u> <b>Ch:17</b> NANDITA IN MUMBAI <b>Ch:24</b> HOME AND ABROAD

<p style="text-align: center;"><b><u>Multiple Assessment (MA) (5 marks)</u></b></p> <ul style="list-style-type: none"> <li>● MA1 Ch-1 GOING TO SCHOOL</li> <li>● MA2 HU TU TU, HU TU TU</li> </ul>
<p style="text-align: center;"><b><u>Portfolio Assessment (PORT) (5 marks)</u></b></p> <p style="text-align: center;"><u>(Notebook -3 marks + Activity- 2 marks)</u></p> <p style="text-align: center;">PORTFOLIO 1- Ch:22 THE WORLD IN MY HOME</p> <p style="text-align: center;">PORTFOLIO 2- Ch:26 DEFENCE OFFICER: WAHIDA</p>
<p style="text-align: center;"><b><u>Subject Enrichment (SE) (5 marks)</u></b></p> <p style="text-align: center;">Ch: 4 THE STORY OF AMRITA</p>
<p style="text-align: center;"><b><u>Project (PROJ) (5 marks)</u></b></p> <p style="text-align: center;">Ch:20 EATING TOGETHER</p>
<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 style="text-align: center;">Ch: 18 TOO MUCH WATER, TOO LITTLE WATER</p> <p style="text-align: center;">Ch:20 EATING TOGETHER</p> <p style="text-align: center;">Ch:27 CHUSKIT GOES TO SCHOOL</p> <p style="text-align: center;">Ch: 26 DEFENCE OFFICER: WAHIDA</p>





# GRADE 4 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- COMPUTER SCIENCE

STUDENTS' COPY

## LEARNING OUTCOMES

**The students will be able to:**

1. Describe Primary and Secondary memory and their types.
2. List the differences between Random Access Memory(RAM) and Read Only Memory(ROM).
3. Explain the key features of Hard Disk, Compact Disc(CD), DVD, Blu-Ray Disc and Memory Card.
4. List the different memory measurement units.
5. Name the different components of the Scratch window.
6. Use the different Block categories of Scratch.
7. Create a Scratch project using different blocks.
8. Draw various shapes in Scratch using different blocks.
9. Describe the features and uses of PowerPoint application program.
10. Explain the different components of the PowerPoint Window.
11. Create a presentation using PowerPoint and do formatting.
12. Describe the different view modes in PowerPoint.
13. Write the steps to create, rename, copy, move and delete a folder.

## **Curriculum Planner**

<u><b>April</b></u>	<u><b>May</b></u>	<u><b>July</b></u>	<u><b>Aug</b></u>	<u><b>Sep</b></u>
<ul style="list-style-type: none"> <li>Chapter 1: Data Storage and Memory (Page 10 to 13)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 1: Data Storage and Memory (Page 14 to 16)</li> <li>Revision and Worksheet</li> <li><b>PA-1 Exam</b></li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7: More Blocks in Scratch (Page 82 to 89)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 8: Creating Shapes in Scratch (Page 91 to 96)</li> </ul>	<ul style="list-style-type: none"> <li>Revision and Worksheet</li> <li><b>Half Yearly Exam</b></li> </ul>
<u><b>Oct</b></u>	<u><b>Nov</b></u>	<u><b>Dec</b></u>	<u><b>Jan</b></u>	<u><b>Feb</b></u>
<ul style="list-style-type: none"> <li>Chapter 4: Introduction to PowerPoint 2019 (Page 45 to 48)</li> </ul>	<ul style="list-style-type: none"> <li>Revision and Worksheet</li> <li><b>PA-2 Exam</b></li> <li>Chapter 4: Introduction to PowerPoint 2019 (Page 49)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4: Introduction to PowerPoint 2019 (Page 50 to 54 (Before Applying Themes), 57, 58, 59)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 2: Managing Files and Folders in Windows10 (Page- 22(From Files and Folders) to 26)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 2: Managing Files and Folders in Windows10 (Page- 27, 28)</li> <li>Revision and Worksheet</li> <li><b>Annual Exam</b></li> </ul>

<b>Assessment Planner</b>	
<b><u>PA-1 (20 marks)</u></b>	
Chapter 1: Data Storage and Memory (Page 10 to 16)	
<b><u>Half Yearly (30 marks)</u></b>	
Chapter 1: Data Storage and Memory (Page 10 to 16) Chapter 7: More Blocks in Scratch (Page 82 to 89) Chapter 8: Creating Shapes in Scratch (Page 91 to 96)	
<b><u>PA-2 (20 marks)</u></b>	
Chapter 4: Introduction to PowerPoint 2019 (Page 45 to 48)	
<b><u>Multiple Assessment (MA) (5 marks)</u></b>	
<b>MA1:</b> Jumbled Word from topics covered so far.	
<b>MA2:</b> Crossword from the topics covered so far.	
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b> <b><u>(Notebook -3 marks + Activity-2 marks)</u></b>	
<b>PORTFOLIO 1:</b> Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Make a Collage on Primary memory and Secondary memory.	
<b>PORTFOLIO 2:</b> Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Identify and draw the different file icons of the operating system.	
<b><u>Subject Enrichment (SE) (5marks)</u></b>	
<ul style="list-style-type: none"> <li>• Students will be asked to create a presentation in MS PowerPoint 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>	
<b><u>Project(PROJ) (5 marks)</u></b>	
<ul style="list-style-type: none"> <li>• Students will be asked to write a script in Scratch on the topic 'Sikkim' according to the instructions given.</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>	
<b><u>Annual Exam (30 marks)</u></b>	
Chapter 4: Introduction to PowerPoint 2019 (Page 45 to 54(Before Applying Themes), 57, 58, 59)	
Chapter 2: Managing Files and Folders in Windows10 (Page- 22 to 28)	

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





**Academic Year 2025-2026**  
**Curriculum & Assessment Annual Planner**  
**Subject:- Art and Craft (Student's copy)**  
**CLASS:- 4th**

## **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>.Origami (fish, dog and cat)</p> <p>.Paper Craft .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</p> <p>.Paper Bag (using newspaper with slogan etc.)</p> <p>.Texture painting (nature object)</p>	<p>.Drawing (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>.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>.Imaginative Human Figure Composition</p>	<p>.New Year Greeting Card</p>	<p>.Thread Painting Stippling Art</p> <p>.Object Painting</p>	<p>.watercolor technique</p> <p>. Watercolor composition</p>

.Paper Collage  .Texture painting .Diya Painting/ Flower pot painting	.Christmas painting  .Origami House/Home decor craft	.Christmas Decoration PenStand  .composition on Christmas Painting  .Pen Stand	.Origami Butterfly  .Basic Tree Sketch with Pencil  .	Technique of water brush  .Madhubani Painting (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 4 Curriculum & Assessment Annual Planner**

**2025-2026**

**SUBJECT :- MATHEMATICS**

**STUDENT'S COPY**

## **LEARNING OUTCOMES**

**Students will be able to: -**

- Read , write and compare 5 digit numbers
- Acquire the knowledge of place value and face value of large numbers.
- Write the expanded form, short form of these numbers.
- Understand the successor and predecessor of a number.
- Understand roman numbers up to 30
- Add and subtract 4 and 5-digit numbers by understanding the properties of addition and subtraction.
- Multiply two and three-digit numbers using standard algorithms.
- Divide numbers by single-digit numbers using various methods and understanding the relationship between multiplication and division.
- Understand about prime numbers, composite numbers and use these concepts for understanding factors and multiples.
- Solve word problems and real-life situations involving all four operations (addition, subtraction, multiplication, and division).
- Understand fractions as parts of a whole, identifying half, one-fourth, and three-fourths.
- Represent fractions using numbers and understand the concept of equivalent fractions.
- Learn about shapes and patterns,
- build foundational geometrical knowledge involving 2d
- Recognize, name and classify common 2d shapes
- Explore perimeter of simple shapes:
- Identify key parts of a circle (center, radius, and diameter), draw circles, and understand the relationship between radius and diameter.
- Identify symmetrical figures lines of symmetry and creating symmetrical figures
- read and tell time on both analog and digital clocks,
- understand the relationship between hours and minutes,
- Convert between hours (hr.), minutes (min), and seconds (sec).
- Solve simple time-related problems.
- Understand the metric units
- Convert between different units of length, such as kilometers (km), meters (m), centimeters (cm), and millimeters (mm).
- convert between kilograms (kg) and grams (g)
- Convert between litres (l) and millilitres (ml).
- Word problems involving distances, liquid volumes and masses of objects, using the four basic operations
- Understand about money and do simple arithmetical operations involving money.
- Collect and interpret data related to various daily life situations and represent it in tabular form(pictograph)

Curriculum Planner				
<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<b>NUMBERS AND NUMERATION</b>  <b>ROMAN NUMBERS</b> ( 1-30)  <b>ADDITION AND SUBTRACTION</b>  (Material will be provided for all the above chapters)	<b>THE JUNK SELLER</b>  <b>REVISION</b>  <b>PA-I</b>	<b>THE JUNK SELLER</b> ( contd.)  <b>PLAY WITH PATTERNS</b> (activity based)  <b>BUILDING WITH BRICKS</b> (activity based)  <b>TABLES AND SHARES</b>	<b>TABLES AND SHARES</b>  <b>TICK -TICK -TICK</b>  <b>TRIP TO BHOPAL</b>  <b>CARTS AND WHEELS</b>	<b>CARTS AND WHEELS</b> (CONTD)  <b>REVISION</b>  <b>Term 1 EXAMS</b>
<u>Oct (19)</u>	<u>Nov (22)</u>	<u>Dec (18)</u>	<u>Jan (19)</u>	<u>Feb (10)</u>
<b>FACTORS AND MULTIPLES</b> Material will be provided for this chapter  <b>HALVES AND QUARTERS</b>	<b>REVISION</b>  <b>PA-II</b>  <b>LONG AND SHORT</b>  <b>HOW HEAVY? HOW LIGHT?</b>	<b>HOW HEAVY? HOW LIGHT?</b> (contd.)  <b>SMART CHARTS</b>  <b>THE WAY THE WORLD LOOKS</b> (activity based)	<b>JUGS AND MUGS</b>  <b>FIELD AND FENCES</b>	<b>FIELD AND FENCES</b> ( contd.)  <b>REVISION</b>  <b>Final term EXAMS</b>

Assessment Planner
<p style="text-align: center;"><u><b>PA-1 (20 marks)</b></u></p> <ul style="list-style-type: none"> <li>• <b>NUMBERS AND NUMERATION</b></li> <li>• <b>ADDITION AND SUBTRACTION</b></li> </ul>

<b><u>Half Yearly (50 marks)</u></b>	
<ul style="list-style-type: none"> <li>• THE JUNK SELLER</li> <li>• TABLES AND SHARES</li> <li>• TICK- TICK- TICK</li> <li>• TRIP TO BHOPAL</li> <li>• CARTS AND WHEELS</li> </ul>	
<b><u>PA-2 (20 marks)</u></b>	
<ul style="list-style-type: none"> <li>• FACTORS AND MULTIPLES</li> <li>• HALVES AND QUARTERS</li> </ul>	
<b><u>Multiple Assessment (MA) (5 marks)</u></b>	
<b>MA1- TICK –TICK- TICK</b>	
<b>MA2- HALVES AND QUARTERS</b>	
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b>	
<b><u>(Notebook -3 marks + Activity-2 marks)</u></b>	
<b>PORTFOLIO 1- TABLES and SHARES</b>	
<b>PORTFOLIO 2- THE WAY THE WORLD LOOKS</b>	
<b><u>Subject Enrichment (SE) (5 marks)</u></b>	
<b>ART INTEGRATED ACTIVITY -SMART CHARTS</b>	
<b><u>Project (PROJ) (5 marks)</u></b>	
<b>□ ART INTEGRATED ACTIVITY- BUILDING WITH BRICKS AND PATTERNS</b>	
<b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b>	
<b><u>Annual Exam (50 marks)</u></b>	
<ul style="list-style-type: none"> <li>• LONG AND SHORT</li> <li>• HOW HEAVY HOW LIGHT</li> <li>• SMART CHARTS</li> <li>• JUGS AND MUGS</li> <li>• FIELD AND FENCES</li> </ul>	

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



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

**2025-2026**

**SUBJECT: SCIENCE**

**STUDENT'S COPY**

## **LEARNING OUTCOMES**

- Categorize animals as egg-laying or giving birth to young ones.
- Distinguish animals on the basis of hair/feathers on their skin.
- Explain important characteristic behaviour of animals/elephants living in a herd.
- Learn about the habitat and nature of Elephants and be sensitized about caging various animals.
- Appreciate the importance of water in our lives and identify ways of conserving it.
- Differentiate between the different types of houses and know about the material used in building these houses.
- Learn about honey bees and apiculture. Become familiar with steps in bee keeping.
- Know about insects that live in groups and division of labour amongst them.
- List the various varieties of flowers and their uses.
- Understand the process of cultivating crops that are common in their area.
- Discuss the role of a vegetable market and the struggle of a vegetable seller.
- Identify the different types of birds around them and classify each according to their feet and beak.
- Comprehend and appreciate the importance of trees for all living beings and the environment.
- Recognize the different spices that are used in cooking and know their uses and medicinal value.
- Acknowledge the importance of different handicrafts to be learned like Pochampalli, carpet weaving, etc.
- Classify food into different groups and understand the concept of balanced diet.
- Understand the importance of reducing food wastage.
- Get acquainted with food prepared and served regularly on festive occasions.

<b>Curriculum Planner</b>				
<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>• EAR TO EAR</li> <li>• A DAY WITH NANDU</li> </ul>	<ul style="list-style-type: none"> <li>• REVISION</li> <li>• PA-1</li> <li>• A RIVER'S TALE</li> </ul>	<ul style="list-style-type: none"> <li>• A RIVER'S TALE (contd.)</li> <li>• CHANGING TIMES</li> </ul>	<ul style="list-style-type: none"> <li>• ANITA AND THE HONEYBEES</li> <li>• POCHAMPALLI</li> </ul>	<ul style="list-style-type: none"> <li>• POCHAMPALLI (contd.)</li> <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>• A BUSY MONTH</li> <li>• ABDUL IN THE GARDEN</li> </ul>	<ul style="list-style-type: none"> <li>• ABDUL IN THE GARDEN (contd.)</li> <li>• REVISION</li> <li>• PA-2</li> <li>• BASVA'S FARM</li> </ul>	<ul style="list-style-type: none"> <li>• BASVA'S FARM (contd.)</li> <li>• FROM MARKET TO HOME</li> </ul>	<ul style="list-style-type: none"> <li>• THE VALLEY OF FLOWERS</li> <li>• SPICY RIDDLES</li> <li>• FOOD AND FUN</li> </ul>	<ul style="list-style-type: none"> <li>• FOOD AND FUN (contd.)</li> <li>• REVISION</li> <li>• TERM-2 EXAM</li> </ul>

<b>Assessment Planner</b>	
<u>PA-1 (20 marks)</u>	
<ul style="list-style-type: none"> <li>• EAR TO EAR</li> <li>• A DAY WITH NANDU</li> </ul>	
<u>Half Yearly (50 marks)</u>	
<ul style="list-style-type: none"> <li>• A RIVER'S TALE</li> <li>• CHANGING TIMES</li> <li>• ANITA AND THE HONEYBEES</li> <li>• POCHAMPALLI</li> </ul>	
<u>PA-2 (20 marks)</u>	
<ul style="list-style-type: none"> <li>• A BUSY MONTH</li> <li>• ABDUL IN THE GARDEN</li> </ul>	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1- A RIVER'S TALE	
MA2- ABDUL IN THE GARDEN	
<u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u>	
PORTFOLIO 1- ANITA AND THE HONEYBEES	
PORTFOLIO 2- SPICY RIDDLES	
<u>Subject Enrichment (SE) (5 marks)</u>	
<ul style="list-style-type: none"> <li>• POCHAMPALLI (ANDAMAN AND NICOBAR ISLANDS/LAKSHADWEEP)</li> </ul>	
<u>Project (PROJ) (5 marks)</u>	
<ul style="list-style-type: none"> <li>• ART INTEGRATED- A DAY WITH NANDU</li> </ul>	
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>	
<u>Annual Exam (50 marks)</u>	
<ul style="list-style-type: none"> <li>• BASVA'S FARM</li> <li>• FROM MARKET TO HOME</li> <li>• THE VALLEY OF FLOWERS</li> <li>• SPICY RIDDLES</li> <li>• FOOD AND FUN</li> </ul>	

\*\* Subject to change as per DIRECTIVES



## GRADE 4 Curriculum & Assessment Annual Planner

2025-2026

**SUBJECT :-HINDI**

**STUDENTS' COPY**

कक्षा में अपेक्षित शिक्षण-अधिगम उद्देश्य-

- मौखिक अभिव्यक्ति का विकास करना।
  - शिष्टाचार, धैर्य और ध्यानपूर्वक सुनने की योग्यता का विकास करना।
  - अपने विचारों को लिखकर अभिव्यक्त करने की योग्यता का विकास करना।
  - व्याकरण-सम्मत भाषा का प्रयोग करने में समर्थ बनाना और चिंतन एवं लेखन संबंधी योग्यता का विकास करना।
  - सौंदर्यानुभूति एवं सृजनशीलता का विकास करना और साहित्य के प्रति अभिरुचि का विकास करना।
  - विद्यार्थियों को भाषायी क्रियाकलापों में भाग लेने के लिए प्रोत्साहित करना।
  - सभी धर्मों के प्रति सम्मान और 'वसुधैव कुटुम्बकम्' की भावना विकसित करना।
  - अपने क्षेत्र विशेष तथा देश के प्रति प्रेम और गौरव की भावना का विकास करना
- इन उद्देश्यों की प्राप्ति के द्वारा छात्रों में भाषायी कौशलों की वृद्धि हो सकेगी ।

अप्रैल	मई	जुलाई	अगस्त	सितम्बर
अपठित गद्यांश  व्याकरण आओ दोहराएँ शब्द निर्माण, वचन संज्ञा- भेद  साहित्य पापा जब बच्चे थे कौन? (कविता)  रचनात्मक कार्य चित्रवर्णन अतिरिक्त पाठन- कोई ला के मुझे दे (कविता)	अपठित गद्यांश  व्याकरण अनुस्वार/अनुनासिक सर्वनाम  साहित्य किरमिच की गेंद  रचनात्मक कार्य डायरी लेखन	अपठित गद्यांश  व्याकरण क्रिया एवं काल भेद लिंग शब्द  साहित्य दान का हिसाब मन के भोले भाले बादल (कविता)  रचनात्मक कार्य डायरी लेखन चित्रवर्णन अतिरिक्त पाठन- आँधी	अपठित गद्यांश  व्याकरण संयुक्त क्रिया मुहावरे पर्यायवाची शब्द  साहित्य स्वतंत्रता की ओर  दोस्त की पोशाक  रचनात्मक कार्य चित्र वर्णन अनुच्छेद लेखन	अपठित गद्यांश  व्याकरण विशेषण-भेद संयुक्त क्रिया  साहित्य पुनरावृत्ति कार्य  रचनात्मक कार्य चित्र वर्णन अनुच्छेद लेखन अर्द्धवार्षिक परीक्षा

<u>अक्टूबर</u> अपठित गद्यांश  व्याकरण अनेक के लिए एकशब्द, विराम चिन्ह  साहित्य नाव बनाओ नाव बनाओ (कविता) थप्प रोटी थप्प दाल  रचनात्मक कार्य संवाद लेखन अतिरिक्त पाठन- ऐसे थे बापू	<u>नवंबर</u> अपठित गद्यांश  व्याकरण विलोम शब्द  साहित्य हुदहुद मुफ्त ही मुफ्त  रचनात्मक कार्य संवाद लेखन अतिरिक्त पाठन- उलझन	<u>दिसंबर</u> पठित गद्यांश (नसरुद्दीन का निशाना)  व्याकरण मुहावरे  साहित्य जैसा सवाल, वैसा जवाब  रचनात्मक कार्य अनुच्छेद लेखन	<u>जनवरी</u> अपठित गद्यांश  व्याकरण अनेकार्थी शब्द  साहित्य सुनीता की पहिया कुर्सी पढ़कू की सूझ (कविता)  रचनात्मक कार्य अनुच्छेद लेखन	<u>फरवरी</u> अपठित गद्यांश  व्याकरण पुनरावृत्ति कार्य  साहित्य पुनरावृत्ति कार्य  रचनात्मक कार्य पुनरावृत्ति कार्य अतिरिक्त पाठन- एक साथ तीन सुख  (वार्षिक परीक्षा)
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Assessment Planner			
<u>PA-1 (20 marks)</u>			
अपठित गद्यांश व्याकरण- शब्द- निर्माण, संज्ञा- भेद, वचन, अनुस्वार/अनुनासिक, सर्वनाम साहित्य-पापा जब बच्चे थे, कौन? (कविता) रचनात्मक कार्य- चित्र वर्णन			
<u>Half Yearly (50 marks)</u>			
अपठित गद्यांश व्याकरण-विशेषण -भेद, संयुक्त क्रिया, क्रिया एवं काल भेद, लिंग शब्द, मुहावरे, पर्यायवाची शब्द साहित्य-दान का हिसाब, स्वतंत्रता की ओर, दोस्त की पोशाक, मन के भोले भाले बादल ( कविता), किरमिच की गेंद रचनात्मक कार्य- चित्र वर्णन, अनुच्छेद लेखन			
<u>PA-2 (20 marks)</u>			
अपठित गद्यांश व्याकरण - अनेक के लिए एक शब्द, विराम चिन्ह एवं विलोम शब्द साहित्य- मुफ्त ही मुफ्त, नाव बनाओ नाव बनाओ ( कविता) रचनात्मक कार्य- संवाद लेखन			
<u>Multiple Assessment (MA) (5 marks)</u>			
<table><tr><td>MA1 कविता लेखन</td></tr><tr><td>MA 2 विवरणिका (BROCHURE) निर्माण</td></tr></table>		MA1 कविता लेखन	MA 2 विवरणिका (BROCHURE) निर्माण
MA1 कविता लेखन			
MA 2 विवरणिका (BROCHURE) निर्माण			

<b><u>Portfolio Assessment (5 marks) -(Notebook Assessment -3 marks + Activity-2 marks)</u></b>	
उत्तर पुस्तिकाएँ और गतिविधि	
उत्तर पुस्तिकाएँ और गतिविधि	
<b><u>Subject Enrichment (SEA) (5marks)</u></b>	
सहराज्य अंडमान निकोबार से संबंधित पत्रिका निर्माण।	
<b><u>Project(PROJ) (5 marks)</u></b>	
पहेली निर्माण	
<b><u>Annual Exam (50 marks)</u></b>	
अपठित गद्यांश व्याकरण- मुहावरे, अनेकार्थी शब्द, अनेक के लिए एकशब्द, विराम चिन्ह, विलोम शब्द साहित्य- सुनीता की पहिया कुर्सी, पढ़क्कू की सूझ (कविता), जैसा सवाल वैसा जवाब, हुदहुद, थप्प रोटी थप्प दाल रचनात्मक कार्य- चित्र वर्णन, अनुच्छेद, संवाद लेखन	

\*\* Subject to change as per DIRECTIVES



# GRADE 4 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT : ENGLISH

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

- understand, express orally and report events in simple sentences.
- read independently and interpret the text in different sentences.
- locate the sequence of events in a lesson.
- enact roles in short skits.
- respond to simple instructions/announcements made in English in class/school.
- make simple sentences with unfamiliar words, bringing out the meaning of the words.
- use punctuation marks appropriately in writing such as question marks, commas, full stops, and capital letters.
- respond verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read.
- use nouns, verbs, adjectives, and prepositions in speech and writing.
- recite poems with appropriate expressions and intonation.
- infer the meaning of unfamiliar words by reading them in context.
- read subtitles on TV, titles of books, news headlines, pamphlets, and advertisements.
- use a dictionary to find out the spelling and meaning.

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>August</u>	<u>September</u>
<ul style="list-style-type: none"> <li>• Sentences-jumbled, punctuation and kinds of sentences-Declarative, interrogative, imperative, and exclamatory. (grammar)</li> <li>• Neha's Alarm Clock (prose)</li> <li>• Subject and Predicate (grammar)</li> <li>• Noses (poem)</li> </ul> <p><b>**Spellathon words given**</b></p>	<ul style="list-style-type: none"> <li>• Why? (poem)</li> <li>• Wake Up (poem) {H.H.W.}</li> <li>• Nasruddin's Aim (prose)</li> <li>• Revision</li> <li>• <b>PA1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Nasruddin's Aim (prose) -continued</li> <li>• The Donkey (poem)</li> <li>• Nouns (Proper, common and collective) (grammar)</li> <li>• Personal Pronouns (grammar)</li> <li>• Alice in Wonderland (prose)</li> <li>• Picture Composition</li> </ul> <p><b>**Tunes &amp; Tales practice**</b></p>	<p><b>**Tunes &amp; Tales practice**</b></p> <ul style="list-style-type: none"> <li>• Action Verbs &amp; Irregular Verbs (grammar)</li> <li>• Run (poem)</li> <li>• Simple Tenses (grammar)</li> <li>• Subject- Verb Agreement (grammar)</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• <b>HALF YEARLY EXAM</b></li> <li>• Articles (grammar)</li> </ul>

<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>
<b>**Tunes &amp; Tales practice**</b> <ul style="list-style-type: none"> <li>● Helen Keller (<i>prose</i>)</li> <li>● Don't be afraid of the dark (<i>poem</i>)</li> <li>● Books (<i>poem</i>)-</li> </ul>	<ul style="list-style-type: none"> <li>● Going To buy a Book (<i>prose</i>)</li> <li>● Adjectives (Quality, Quantity and Demonstrative) (<i>grammar</i>)</li> <li>● The Scholar's Mother Tongue (<i>prose</i>)</li> <li>● Hiawatha (<i>poem</i>)</li> <li>● <b>P.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>● The Little Fir Tree (<i>prose</i>)</li> <li>● Pinocchio (<i>prose</i>)</li> <li>● Guided Letter Writing</li> </ul>	<ul style="list-style-type: none"> <li>● The Naughty Boy (<i>poem</i>)</li> <li>● Prepositions (<i>grammar</i>)</li> <li>● The Watering Rhyme (<i>poem</i>)</li> <li>● Conjunctions (<i>grammar</i>)</li> <li>● The Giving Tree (<i>prose</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Adverbs of manner (<i>grammar</i>)</li> <li>● Revision of <b>Final Exams</b></li> </ul>

<b>Assessment Planner</b>
<p align="center"><b><u>P.A.-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>Literature:</b></p> <ul style="list-style-type: none"> <li>● Neha's Alarm Clock (<i>prose</i>)</li> <li>● Noses (<i>poem</i>)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>● Sentences (jumbled, punctuation and kinds of sentences)</li> <li>● Subject and Predicate</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>● Picture Composition</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>● Why? (<i>poem</i>)</li> <li>● Alice in Wonderland (<i>prose</i>)</li> <li>● Run! (<i>poem</i>)</li> <li>● Nasruddin's Aim (<i>prose</i>)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>● Nouns</li> <li>● Personal pronouns</li> <li>● Action verbs</li> <li>● Simple tenses</li> </ul>
<p align="center"><b><u>P.A.-2 (20 marks)</u></b></p> <p><b>Reading/Writing:</b> Unseen Comprehension</p>

**Literature:**

- Helen Keller (*prose*)
- Don't be afraid of the dark (*poem*)

**Grammar:**

- Subject verb agreement
- Articles

**Multiple Assessment (M.A.) (5 marks)****MA1-** Activity: Poster MakingLiterature: The Donkey (*poem*)**MA2-** Activity: Memory Game**Portfolio Assessment (PORT) (5 marks)****(Notebook -3 marks + Activity-2 marks)****PORTFOLIO 1-** French Fries Sorting

Grammar : Nouns

**PORTFOLIO 2-** Book Mark MakingLiterature: Books (*poem*)Literature: Going to buy a Book (*prose*)**Subject Enrichment (S.E.) (5 marks)****Activity: Brochure Designing**

- Literature: The Scholar's Mother Tongue (*prose*)
- Literature: Hiawatha (*poem*)

**Project (PROJ) (5 marks)****Activity: Mask Up**Literature: Alice in Wonderland (*prose*)**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\*****Annual Exam (50 marks)****Reading/Writing:**

- Unseen Comprehension
- Guided Letter Writing

**Literature:**

- The Little Fir Tree (*prose*)

- The Naughty Boy (*poem*)
- The Giving Tree (*prose*)
- The Watering Rhyme (*poem*)

**Grammar:**

- Adjectives
- Prepositions
- Conjunctions
- Adverbs of manner

**Informal Assessment - Class Test:** Pinocchio (*prose*)

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





# **GRADE 4 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 in conversation with family, friends, teachers, etc.
2. Improve their ability to read and spell words through the regular study of misspelt/high-frequency words.
3. Students develop critical thinking skills by analysing language usage in different contexts and considering the implications of linguistic choices.
4. Read aloud stories/recite poems with appropriate diction, intonation and pronunciation.
5. Pronounce words correctly through phonological awareness and recognise individual phonemes in English Language.

## **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>• Introduction to Language Lab</li> <li>• Basic Sentence Structure</li> <li>• Rhyming Words</li> </ul>	<ul style="list-style-type: none"> <li>• Spellings for PA-1</li> <li>• Vocabulary Enhancement (Tools &amp; Equipments)</li> <li>• Revision</li> <li>• PA I Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Number (Singular, Plural Nouns)</li> <li>• Spellings for Half-Yearly</li> <li>• One Word Substitution</li> </ul>	<ul style="list-style-type: none"> <li>• Blends and Digraphs</li> <li>• Synonyms &amp; Antonyms</li> <li>• Speaking Activity-1</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking Activity (contd.)</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>• Hard &amp; Soft 'C' &amp; 'G' Sounds</li> <li>• Compound Words</li> <li>• Common Idioms</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</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns: Gender</li> <li>• Spellings for Annual Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Annual Exam</li> </ul>

<b>Assessment Planner</b>
<p style="text-align: center;"><u><b>PA-1 (20 marks)</b></u></p> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Basic Sentence Structure</li> <li>• Spellings for PA-1</li> <li>• Rhyming Words</li> <li>• Vocabulary Enhancement (Tools &amp; Equipments)</li> </ul>
<p style="text-align: center;"><u><b>Half Yearly (30 marks)</b></u></p> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Spellings for Half-Yearly</li> <li>• One Word Substitution</li> <li>• Nouns: Number (Singular, Plural Nouns)</li> <li>• Basic Sentence Structure</li> <li>• Synonyms &amp; Antonyms</li> <li>• Blends &amp; Digraphs</li> </ul>

**PA-2 (20 marks)**

- Reading Comprehension
- Spellings for PA-2
- Compound Words
- Hard & Soft 'C' & 'G' Sounds
- Common Idioms

**Annual Exam (30 marks)**

- Reading Comprehension
- Spellings for Annual Exams
- Homophones
- Nouns: Gender
- Blends & Digraphs
- Hard & Soft 'C' & 'G' Sounds
- One Word Substitution

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

MA1- Read Aloud

MA2- Listening Test

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

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

PORTFOLIO 1- Crossword Puzzle(Synonyms & Antonyms)

PORTFOLIO 2- Speaking Activity

<p><b><u>Subject Enrichment (SE) (5 marks)</u></b></p> <p><b>COMPOUND WORDS (Accordion Card)</b></p>
<p><b><u>Project (PROJ) (5 marks)</u></b></p> <p><b>RHYMING FUN WITH PUZZLES</b></p> <p><b>Students will use rhyming words to create the puzzle pieces.</b></p>
<p><b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b></p>

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