सत्यमेव जयते
Govt of Meghalaya

# ADJUSTED ACADEMIC CALENDAR

## FOR LOWER PRIMARY LEVEL

# 2020-21



Directorate of Educational Research and Training (DERT),
Education Department

# ADJUSTED ACADEMIC CALENDAR
# FOR THE LOWER PRIMARY STAGE
# CLASSES 1 - 5

**Directorate of Educational Research and Training**
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Shillong, Meghalaya 793011

# Foreword

The State of Meghalaya has been facing tremendous challenges due to the nationwide lockdown due to COVID-19 pandemic which has resulted in the closure of all educational institutions. This has led to learning losses among learners especially in the rural pockets of the State. As a result, the Education Department has given utmost priority to the two most vulnerable age groups namely, children at elementary level, where learning loss can limit educational progress most and learners transitioning from upper primary to secondary education. To ensure continuous and minimum levels learning, the Directorate of Educational research & Training (DERT) developed the Adjusted Academic Calendar (AAC) for Classes I – V in close consultation with schoolteachers. The rationalised Academic Calendar is to be implemented in all MBOSE affiliated schools of Meghalaya for the session 2020-21.

The AAC has been worked out around the Learning Outcomes (LOs) developed by the National Council of Educational Research and Training (NCERT), New Delhi in 2017 and coded by the DERT in 2020. It is to be noted that the Learning Outcomes are now mandatory in the teaching-learning process in all schools with the amendment of the Meghalaya RTE Act 2009 State Rules of the State and notification No.EDN/RTE-196/2012/182 dt. August 3, 2020.

Professional Learning Communities (PLCs) comprising of schoolteachers from 20 schools drawn from different districts of the state were involved in the mapping of the Learning Outcomes in different subjects areas for classes 1 to 8 with a focus on foundational literacy and numeracy.

The LO based Elementary Stage Academic Calendar for schools in Meghalaya focuses distinctly on core competencies in English, Mathematics, Environmental Studies (EVS), Science and Social Science. Strategies for teaching have not been incorporated in the document. It is recommended that the Alternative Academic Calendars brought out by NCERT may be referred to for model instructional activities.

Schools and teachers are to use this document to prepare for students' continuous learning through unit and lesson planning, communicating with parents lesson targets, planning activities for home learning (parent, sibling, volunteer, peer-to-peer), online lessons, offline learning, notes and other learning resources.

This document is an outcome of the collaborative efforts of the DERT Task Team and teachers from urban as well as rural schools. In view of this, I am hopeful that schools will be able roll out learning activities with a view to mitigate learning losses and ensure minimum levels of learning during these challenging times.



**Shri D.P. Wahlang (IAS),**
**Principal Secretary**,
Government of Meghalaya,
Education Department.

Dated: Shillong, 17 August 2020

# Acknowledgement

I would like to place on record my sincere gratitude to all the individuals who contributed towards the development and finalization of the Adjusted Academic Calendar (AAC) for Classes I - VIII. Their contributions were noteworthy as the task of drafting the Academic Calendar could not be done through workshops and face to face consultations with subject experts and teachers due to COVID-19 health advisories and protocols.

It may be mentioned that the AAC is the result of the collaborative online academic exercises undertaken between the DERT Task Team and the Professional Learning Communities (PLCs) from 20 schools from West Garo Hills, West Khasi Hills, East Khasi Hills and West Jaintia Hills Districts of Meghalaya.

In this regard, special mention must be made of the support provided by the Meghalaya School Improvement Program (MSIP) Team of Dr. Lavinia M Dkhar, Monitoring & Research Associate, MSIP; Dr. Mark K. Lyngdoh, Research Associate, MSIP; the District Managers (DM) comprising of Ms. Doreen Shylla, DM East Khasi Hills; Ms. Jessica Elwyn, DM West Garo Hills; Ms. Onika Dhar, DM East Jaintia Hills; Mr. Ahiezer P. Suchiang, DM West Jaintia Hills and Mr. Iaidonryngkat Thangkhiew, DM West Khasi Hills who helped coordinate all academic activities with the schools as district level point persons. I also thank Mr. Nathan J. Nengnong, Executive Assistant, MSIP and Adriel A.L. Nongpyiur, Office Assistant, MSIP for the secretarial support and design of the layout of the Academic Calendar. I am also grateful to Ms. Iadarity Pyngrope, DEO, East Khasi Hills and Ms. Ibashisha Mukhim, DEO, West Jaintia Hills for compiling and collating all Learning Outcomes maps received from schools.

And finally, none of this would have been accomplished without the effort and endurance of the DERT Task Team comprising of Dr. David M. Nongrum, Selection Grade Lecturer and Team Leader, Mrs. Libera Lyngdoh, Sr. Grade Lecturer, Dr. Careleen Y. Kharmalki, Lecturer, and Dr. Baladiangti Nongbri, Sr. Grade Lecturer, DERT.

I also extend my thanks to the DERT reviewing team consisting of Dr. Danibha Pyrbot, Selection Grade Lecturer; Dr. Della G. Soanes, Selection Grade Lecturer; Ms. Arreelin Gathphoh, Sr. Grade Lecturer; Mrs. S. Hynniewta, Senior Grade Lecturer; Mrs. E, Rynjah, Lecturer; Mrs. Wilda Kharbani, Lecturer; Mrs. Beautiful Mylliem, Lecturer and Mrs. Hameki Nonghuloo, Lecturer.

**Shri. P.B. Lartang,**
I/c Director,
Educational Research & Training,
Meghalaya, Shillong

Dated: Shillong, 17 August 2020

# Guidance Note for Teachers on how to use the Academic Calendar for 2020-21

1. Learning Outcomes are today mandatory in the teaching learning process with the amendment of Section 22 (2) Meghalaya RTE Act 2009, State Rules. They are learner-centric and important as they help ensure minimum learning standards for students of all grades (1-10) in key subject areas and are focused on core competencies; in other words, they help ensure a strong foundation for learners to build on.

2. The number of lessons for each Learning Outcome (LO) is indicative. Teachers are to plan their units/lessons taking into consideration the skills and only key concept/knowledge areas identified. Emphasis should be placed on mastery of skills and ensuring deep understanding of only essential knowledge areas.

3. Other than the prescribed textbooks, it is recommended that teachers explore various sources of information, including textbooks available, as long as they are reliable and address (a) the identified Learning Outcomes, (b) what learners should able to do (reflected in the action verbs), and (c) what learners need to know/understand (reflected in the knowledge/concept areas).

4. Topics and sub-topics too are indicative and not exhaustive. Teachers may decide on the content areas to cover through Direct Instruction/ Teacher Driven Instruction (DI) and/ or Assignments through Project/ Inquiry Based Learning (PBL) after undertaking content analysis exercises based on the identified LOs for each Subject and Class for which students need to be assessed. Lessons can then be planned for home learning, online classrooms, remote learning, etc. depending on the situation.

5. All links included in this document are only available as long as the original content owners allow them to be accessible for public viewing in the concerned web portals.

6. All teachers are to identify their own links for the different LOs for sharing with parents and students. Please verify that all links work before sharing. Resources created like videos and audio files may also be shared with us at the email ID given at the Sl. No. 14.

7. Informal Assessments must be embedded in every lesson. Evidence of student mastery (how will we know when learners know it?) must be thought out during unit and lesson planning stage for every Learning Outcome and Learning Objectives identified in every lesson.

8. Informal methods of checking student understanding must be employed, and it is important to collect evidence of learning over time. Teachers are advised to work with students and document their learning continuously. Regular feedback and guidance to learners must be given priority. It is also important to let them know what they need to submit and when they need to do so.

9. Teachers should also use the Academic Calendar to plan out home learning activities where parents/siblings/volunteers can provide support through various activities at home.

10. Wherever possible, teachers can ask students to submit short reflection videos on WhatsApp or send photos of their progress. Screenshots also work well.
11. It is highly recommended that all teachers explore NCERT's Alternative Academic Calendar and the LO based various teaching - learning strategies/ activities and come up with their own teaching learning activities for Meghalaya's Academic Calendar.
12. Teachers must communicate with parents wherever teachers and students do not have virtual classroom facilities or access to internet services by using SMS messages as mobile phones are available in most homes.
13. Teachers may also contact parents and students using internet based technological tools for giving them appropriate guidelines for conducting activities designed by them in alignment with the Academic Calendar wherever internet services are available.
14. In case of further clarifications on the different aspects of the Meghalaya's Adjusted Academic Calendar for 2020-21 or recommendations/suggestions for improvement, you may write to us at **ict.dert@gmail.com.**

The Task Team,

Directorate of Educational Research & Training, Meghalaya

# Academic Calendar Task Team & Coordinators

## The DERT Task Team

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# ENGLISH
# CLASSES 1 - 5

**CLASS 1: ENGLISH**

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 1.E.LO1 | Associates words with pictures | Can recognise objects on being told the names of the same | Word and picture association | DI / PBL | Words | 3 | |
| 1.E.LO2 | Names familiar objects seen in the pictures | Can say / tell the name of objects shown | Word and picture association | DI / PBL | Words | 5 | |
| 1.E.LO3 | Recognises letters and their sounds A—Z | Students can recognise letters and their sounds A—Z | A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. | DI | The Alphabets | 4 | https://www.youtube.com/channel/UCyQY... |
| 1.E.LO4 | Differentiates between small and capital letters in print or Braille | Students can differentiate between small and capital letters. | Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz. | DI | The Alphabets (small and capital) | 4 | https://www.youtube.com/channel/UCyQY… |
| 1.E.LO5 | Recites poems / rhymes with actions | Students can recite poems/rhymes with actions | Poems / rhymes with actions | DI | Poems:<br>1. Baa Baa Black Sheep<br>2. The Man in the Moon. | 8 | https://youtube.be/I-PLeYOVWWc<br>https://wwww.littlefox.com |
| 1.E.LO6 | Draws, Scribbles in response to poems and stories | Students can draw simple outline of pictures related to the story / poem as instructed by the teacher | Sketch stories | DI and Activity Based Work | Sketching | 5 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 1.E.LO7 | Responds orally (in any language including sign language) to comprehension questions related to stories/poems | Students can respond orally to questions related to the story / poem | Stories / Poems | DI | Any story / Poem from the textbook | 6 | |
| 1.E.LO8 | Identifies characters and sequence of a story and asks questions about the story | Identifies (the characters and sequence) and asks questions about the story | Naming word | DI and activity based work | Naming word | 8 | |
| 1.E.LO9 | Carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others | Understand and follow simple instructions | Simple instructions | DI | Set of Teacher's instruction | 2 | |
| 1.E.LO10 | Listens to English words, greetings, polite forms of expression, simple sentences and responds in English or the | Listen and respond | Greetings, forms of expression, words and simple sentences in English | DI with the help of flowchart and school environment | Words and simple sentences from the text or any other resources | 8 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | home language or 'signing' (using sign language) | | | | | | |
| 1.E.LO11 | Listens to instructions and draws a picture | Listen and draw | Set of instruction, Drawing | DI/ PBL | Teacher's instruction, Drawing exercise | 3 | |
| 1.E.LO12 | Talks about self /situations/ pictures in English | Talk in English | Simple sentences in English | DI/ PBL | Pictures, teacher created situations | 5 | |
| 1.E.LO13 | Uses nouns such as 'boy', 'sun' and prepositions like 'in', 'on', 'under', etc. | Can describe and use nouns and prepositions | Nouns (Common Nouns), Prepositions | DI with the help of flash cards and school environment | Nouns - Common nouns, Prepositions | 9 | |
| 1.E.LO14 | Produces words with common blends like "br" "fr" like 'brother', frog' etc. | Can produce words of same sound and common blends | Words, sounds | DI | Simple words | 2 | |
| 1.E.LO15 | Writes simple words like fan, hen, rat etc. | Can write simple words. | 1. Pen<br>2. Cow<br>3. Bat<br>4. Car. etc. | DI / PBL | Words | 8 | https://www.youtube.com/watch?v=rT0j6 |
| **Total Number of Lessons** | | | | | | **80** | |

**CLASS 2: ENGLISH**

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI /PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 2.E.LO1 | Sings songs or rhymes with action | Students can sing songs or rhymes with action. | Songs; The Doing<br>Rhyme Action: Dance | DI/ PBL | Song, Poem | 3 | |
| 2.E.LO2 | Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences) | Responds, Describe | Comprehension questions related to the story/ poems | DI | Story, Poem | 5 | |
| 2.E.LO3 | Identifies characters, and sequence of events in a story | Students can identify characters, and sequence of events | 1. Fanny lived in Ward's lake in Shillong.<br>2. The water of the lake was not as clean as before.<br>3. Fanny decided to do something about these problems. | DI | Fanny the Fish | 5 | |
| 2.E.LO4 | Express verbally her or his opinion and asks questions about the characters, Storyline, etc., in English or home language. | Express oneself, asks questions | Characters in the story, storyline | DI | Partho the Park-keeper, Randolph the Reindeer | 5 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI /PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 2.E.LO5 | Draws or writes a few words or short sentence in response to poems and stories. | Students can draw or write a few words or short sentence. | 1. The bees are busy.<br>2. The brilliant son.<br>3. Nature gift.<br>4. The gentle moon.<br>5. We must keep safe. | PBL | In Praise of nature | 9 | |
| 2.E.LO6 | Listens to English words, greetings, polite forms of expression, and responds in English/home language like 'How are you?', 'I'm fine, thank you.' etc. | Listen and Response | Greetings, polite forms of expression | DI | Punctuations, Greetings, Forms of expression | 5 | |
| 2.E.LO7 | Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink', 'red', 'heavy', 'light', 'soft' etc. | Identify and use | Identification– size, shape, colour, weight, texture | DI | Adjectives | 8 | |
| 2.E.LO8 | Listens to short text from children's section of newspaper read out by the teacher | Able to listen and understand | Understanding the text read | DI and Activity Based Work | Short text | 5 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI /PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 2.E.LO9 | Listen to instruction and draws a picture | Listens and draw | Set of instruction, Drawing | DI/ PBL | The Friendly Dragon | 5 | |
| 2.E.LO10 | Uses pronouns related to gender like ‘his/her/, ‘he/she’, ‘it’ and other pronouns like ‘this/that’, ‘here/there’ ‘these/those’ etc. | Able to use pronouns related to gender. | ‘his/her/, ‘he/she’, ‘it’ and other pronouns like ‘this/that’, ‘here/there’ ‘these/those’ etc. | PBL | Pronouns | 9 | |
| 2.E.LO11 | Use prepositions like ‘in’, ‘on’, ‘between’ etc. | To use prepositions appropriately in a sentence | Meaning of Preposition | DI mixed with activities in which the teacher say a word and students enact appropriately | Preposition | 9 | C.D. attached in the book will be shown in smart CLASS |
| 2.E.LO12 | Composes and writes simple, short sentences with space between words. | Compose | Sentences, spacing, phrasing | DI and Classwork | Sentences | 12 | |
| **Total Number of Lessons** | | | | | | **80** | |

**CLASS 3: ENGLISH**

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.E.LO1 | Recites poems individually/ in groups with correct pronunciation and intonation. | Recites Poems | Correct pronunciation and intonation | DI | 1. Mother's Love<br>2. Red Apples<br>3. Two little kittens | 5 | |
| 3.E.LO2 | Performs in events such as role play/ skit in English with appropriate expressions | Enacts, performs and apply | Word meanings, Animal rights and Conservation of nature | DI | The Island Forest of Nokrek | 3 | |
| 3.E.LO3 | Reads aloud with appropriate pronunciation and pause | Read clearly | Clarity of words and pronunciation | DI | Reading prose lessons | 4 | |
| 3.E.LO4 | Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English | Reads, speaks and comprehends | Awareness and responsibilities towards the environment | DI | The Animals' Song | 5 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.E.LO5 | Expresses orally her/his opinion /understanding about the story and characters in the story, in English/ home language. | Express, understand about the story and character in the story | Story | DI | 1. Self Help<br>2. The Elephant's Nose<br>3. Paras and her young ones. | 5 | |
| 3.E.LO6 | Responds appropriately to oral messages/telephonic communication | Able to communicate with one another | Vocabulary | PBL | Conversation | 3 | |
| 3.E.LO7 | Writes/types dictation of words/ phrases/ sentences | Write, takes dictation | Words, phrases and sentences | DI | The Storm | 4 | |
| 3.E.LO8 | Uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous CLASS | Make sentences | Sentences, Nouns, Pronouns, adjectives, prepositions | DI | Kinds of sentences | 10 | - |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.E.LO9 | Distinguishes between simple past and simple present tense | Identify tenses in a sentence | Concept of framing sentence with past and present | DI | Tenses | 8 | |
| 3.E.LO10 | Identifies opposites like 'day/Night' 'close – open' and such others | Identify | Opposites words | DI | Opposite words | 5 | |
| 3.E.LO11 | Uses Punctuation, such as Question mark, full stop and capital letters appropriately | Identify and use punctuation appropriately | Punctuation and their usage | DI | Punctuation | 5 | |
| 3.E.LO12 | Reads printed scripts on the Classroom walls, poems, posters, charts etc. | Read and comprehend | Healthy habits to keep the eyes healthy<br>Contents of the script read | DI/ PBL | 1.The Eye (Prose)<br>2.Any script | 5 | |
| 3.E.LO13 | Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues | Can write on personal experience/ events based on clues provided | Vocabulary, writing and spelling | DI and group discussion | Making sentences<br>Write 5 to 8 sentences about your favourite game | 10 | |
| 3.E.LO14 | Uses vocabulary related to | Grasp and understand | Meanings of the words. Correct | PBL | Meanings. Correct Usage | 8 | ü https://www.englishlab.c |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | subjects like Maths, EVS, relevant to CLASS III. | meanings of the words; their proper usage in speech and writing of their own. | grammatical usage. | | | | o.in/vocabulary-builder |
| **Total Number of Lessons** | | | | | | **80** | |

**CLASS 4: ENGLISH**

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 4.E.LO1 | Recites poems with appropriate expressions and intonation. | Recites poem with proper pause, tone and intonation | Correct pronunciation of the word's expressions, intonation | DI | Recitation (A night in June, The Storyteller, Leisure,) | 3 | |
| 4.E.LO2 | Enacts different roles in short skits. | To act like the different characters in the skit. | Respond to varieties of questions and demonstrate successfully as per role | DI | Charlie and the chocolate factory. | 2 | https://timesofindia.com |
| 4.E.LO3 | Responds to simple instructions, announcements in English made in Class/school | Listen and comprehend and act accordingly | Content of the announcements, instructions | DI | School announcements, instructions | 3 | |
| 4.E.LO4 | Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read | Comprehend, ask, compare, relate, explain, apply, recall and create | Theme of the stories, moral of the stories, Vocabulary and role of the Characters | DI | The Benevolent Apple Tree<br>The Spirit of Christmas<br>A Hole in the Fence<br>The Pied Piper<br>Alice's Adventures in Wonderland<br>The Beauty and the Beast | 8 | https://youtub/54SosvLnCvU |
| 4.E.LO5 | Describes briefly, orally / in writing about events, places | To narrate/write a story that they have read or heard in English | Events, places, story | DI | Story Telling | 8 | https://www.pebbles.in |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | and/ or personal experiences in English | | | | | | |
| 4.E.LO6 | Reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements | To read, comprehend and communicate correctly and effectively | Enrichment of knowledge and information that will build English vocabulary | PBL | Vocabulary enrichment | 2 | |
| 4.E.LO7 | Shares riddles and tongue twisters in English | Speaks with correct pronunciation and speech patterns. | Tongue – twisters, thinking skills to find out the answers (riddles). | DI | Riddles and tongue twisters in English activity. | 2 | https://www.pinterest.com |
| 4.E.LO8 | Solves simple crossword puzzles, builds word chains, etc. | To search, solve and bring in familiar words in a fun way | Knowledge of words and spellings | DI | Crossword Puzzle | 2 | |
| 4.E.LO9 | Infers the meaning of unfamiliar words by reading them in context. | Use words, parts to determine the meaning of an unfamiliar word. | Words, context clues and the meaning in context | DI | Mr. Sticky | 7 | www.adaptmind.com/math |
| 4.E.LO10 | Uses dictionary to find out spelling and meaning. | Find out words and their meanings in the dictionary | Words, spellings and usage of Dictionary | DI / PBL | The North Winds Craft. | 2 | https://www.yourdictionary.com |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 4.E.LO11 | Writes/types dictation of short paragraphs (7-8 sentences) | Take dictation of words, phrases, sentences, short paragraphs from known and unknown texts | Knowledge of words and sentences dictated to them | DI | Dictation | 4 | |
| 4.E.LO12 | Uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop | Read with correct pronunciations, intonations and proper pauses | Pronunciations, Pauses in accordance to punctuations,<br>Intonations. | DI | Pronunciations<br>Punctuations<br>Articulation<br>Intonation | 3 | https://www.englishlab.co.in/reading<br><br>https://www.englishlab.co.in/speaking |
| 4.E.LO13 | Uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters | Make proper use of punctuations in writing. | Definition and purpose of punctuations.<br>Proper grammatical expressions. | DI | Grammatical usage in writing.<br>Punctuations. | 5 | https://www.englishlab.co.in/writing |
| 4.E.LO14 | Writes informal letters or messages with a sense of audience | Express their thoughts and opinions correctly in writing. | Proper grammatical expressions. | DI / PBL | The art of writing.<br>Letter writing | 3 | ü https://www.englishlab.co.in/writing |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 4.E.LO15 | Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. | To use linkers correctly | Role of linkers in language. | DI | Linkers | 4 | https://www.eltbase.com/notes-155-linkers#:~:text=More%20complex%20ideas%20in%20written%20English%20are%20often%20joined%20in%20two%20sentences%3A&text=The%20linkers%20and%2C%20but%2C%20so,link%20ideas%20in%20two%20sentences. |
| 4.E.LO16 | Uses nouns, verbs, adjectives, and prepositions in speech and writing | Use nouns, verbs, adjectives and prepositions. | 1. Nouns: Book, chair, Table, Pen, Toilet, Place.<br>2. Verbs: Climb Look, Leave, Stand, and Drive.<br>3. Adjectives: Heavy, sadness, Pretty.<br>4. Prepositions: in, on, from, for. | DI/ PBL | Nouns, verbs, adjectives, and prepositions. | 10 | https://www.youtube.com/channel/UCtKO... |
| 4.E.LO17 | Reads printed script on the Classroom walls, notice board, in posters and in advertisements | Read and comprehend scripts. | Correct Pronunciations.<br>Pauses in accordance to punctuations.<br>Intonations.<br>Script content | PBL | Pronunciations<br>Punctuations<br>Articulation<br>Intonation<br>Any script | 2 | https://www.englishlab.co.in/reading<br>https://www.englishlab.co.in/phonetics |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 4.E.LO18 | Speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela | Form grammatically correct and coherent sentences while speaking which capture the events recalled or ideas touched upon beautifully, avoiding unnecessary repetitions. | Correct Pronunciations.<br>Pauses in accordance to punctuations.<br>Intonations.<br>Use of appropriate words.<br>Avoid unnecessary repetitions.<br>Coherence. | DI / PBL | Pronunciations<br>Punctuations<br>Articulation<br>Intonation<br>Choice of words<br>Avoidance of repetition<br>Coherence | 5 | https://www.englishlab.co.in/speaking<br><br>https://www.englishlab.co.in/phonetics |
| 4.E.LO19 | Presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc. | Grasp the main ideas or concepts presented and form a gist of their own about it; express them in a presentable manner. | Meanings of words.<br>Correct Pronunciations.<br>Pauses in accordance to punctuations.<br>Intonations.<br>Identification of key words.<br>Coherence. | PBL | Key words<br>Pronunciations<br>Punctuations<br>Articulation<br>Intonation<br>Choice of words<br>Avoidance of repetition | 10 | https://www.englishlab.co.in/reading<br>https://www.englishlab.co.in/phonetics<br>https://www.englishlab.co.in/speaking<br>https://www.englishlab.co.in/writing |
| **Total Number of Lessons** | | | | | | **85** | |

**CLASS 5: ENGLISH**

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 5.E.LO1 | Answers coherently in written or oral form to questions in English based on day-to-day experiences, unfamiliar story, poem heard or read | To think critically and provide answers to the questions raised problems raised | Effects of Vehicles to Modern life | DI/ PBL | Vehicles (Poetry)<br>Story | 5 | |
| 5.E.LO2 | Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc., recites and shares with peers and family members. | Students will be able to recite and write and share poems/ songs / stories with peers | To understand the different parts of the tree.<br>Various songs and stories | DI | Tree.<br>Story<br>Riddles, tongue twisters | 3 | https://www.kidzone.ws>plants... |
| 5.E.LO3 | Acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc. | Able to follow the command | Know the instructions given to them | DI | Verb (action words)<br>Set of instruction | 2 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 5.E.LO4 | Reads independently in English storybooks, news items, headlines, advertisements etc. talks about it, and composes short paragraphs. | Read, listen, talk, compose, recall, know | Contents of the materials read | PBL | Comprehension.<br>Paragraph writing.<br>Story writing<br>Any Script | 4 | |
| 5.E.LO5 | Conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc. | Conducts interviews ~~on~~ of people at home and at school | Communication skill, preparation, the way of interviewing people | PBL | Interview | 3 | |
| 5.E.LO6 | Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions | Use grammatically correct sentences both orally and in writing | Correct usage of grammar | PBL | Narration | 6 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 5.E.LO7 | Uses synonyms such as 'big / large', 'shut / close', and antonyms like inside / outside, light / dark from clues in context. | Use correct synonyms and antonyms | Words of opposite meaning and similar meaning | DI | Synonyms and Antonyms | 3 | |
| 5.E.LO8 | Reads text with comprehension, locates details and sequence of events | Read and comprehend and locates (details and sequence of events) | Contents of the text read, the minute details and logical sequence of the text | DI/ PBL | Any text/ article | 4 | |
| 5.E.LO9 | Connects ideas that he / she has inferred, through reading and interaction with his / her personal experiences. | Recall, match, connect | Contents read, personal experiences | PBL | Comprehension, paragraph writing / Essay writing | 3 | |
| 5.E.LO10 | Takes dictation for different purposes, such as lists, paragraphs, dialogues etc. | Write with correct spelling and punctuations | Writing skill, punctuations | DI | Puppies for sale<br>Paragraph writing, dialogues | 2 | https://thewritepractice.com>write... |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 5.E.LO11 | Uses the dictionary for reference | Able to check the meanings of new or difficult words | Usage of the Dictionary | DI / PBL | Vocabulary | 1 | |
| 5.E.LO12 | Identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs | Identify and differentiate | Usage of Nouns, Adverbs, and difference between simple present and simple past verbs | DI | Noun, Adverb, Simple present tense and simple past tense | 8 | |
| 5.E.LO13 | Writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers | Able to write paragraphs in English listening to verbal and watching visual clues | Writing skill, punctuations, linkers | PBL | Paragraph Writing | 8 | |
| 5.E.LO14 | Writes a ‘mini biography’ and ‘mini autobiography’ | Writing of mini biography and autobiography | Short Biography and autobiography writings | PBL | Essay and Autobiography | 3 | |
| 5.E.LO15 | Writes informal letters, messages and emails | Write, compose and send emails | Format of a letter / email | DI/ PBL | Letter writing, email writing | 4 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 5.E.LO16 | Reads print in the surroundings (advertisements, directions, names of places etc.), understands and answers queries | Read, comprehend and respond | Contents of the print read or questions asked | DI/ PBL | Advertisements, Notices | 2 | |
| 5.E.LO17 | Attempts to write creatively (stories, poems, posters, etc.) | Write stories, poems, posters creatively | Writing skill, creative thinking | DI | Story Writing, Posters making | 8 | |
| 5.E.LO18 | Writes and speaks on peace, equality etc. suggesting personal views | Write, speak and provide suggestions | Current affairs, knowledge on social and political issues | DI | Social and Environmental issues | 8 | |
| 5.E.LO19 | Appreciates either verbally/ in writing the variety of food, dress, customs and festivals as read / heard in his/ her day- to- | Write, narrate | Food, dress, festival, customs of one's own and others' culture | DI/ PBL | Essay writing, speech, debates | 8 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | day life, in storybooks / heard in narratives/ seen in videos, films etc. | | | | | | |
| **Total Number of Lessons** | | | | | | **85** | |

# MATHEMATICS
# CLASSES 1 - 5

**CLASS 1: MATHEMATICS**

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 1.M.LO1 | Classifies objects into groups based on a few physical attributes such as shape, size and other observable properties including rolling and sliding, recites number names and counts objects up to 20, concretely, pictorially and symbolically | Classifies<br>Observes<br>Recites<br>Counts | Objects into groups based on shape, size objects based on properties (rolling, sliding) number names (1 to 20) objects, pictures, symbols (1 to 20) | DI/ PBL | Numbers in figures and words (1-20)<br>Shapes, sizes of objects<br>Number counting using pictures, objects, symbols | 8 | https://www.youtube.com/watch?v=By2hmo323xM<br>https://www.ncertbooks.guru/ncert-books-class-1-maths/ |
| 1.M.LO2 | Works with Numbers 1 to 20 | Count<br>Recite | Write numbers in figure, write numbers in words ascending and descending order<br>Number 0 to 50 | DI | Numbers names, number in figure, ascending and descending order<br>Numbers 0 to 50 | 2 | https://youtu.be/4tlef7U13RI |
| 1.M.LO2.I | Counts objects using numbers 1 to 9 | Count and Write<br>To identify the number | Count and write the number of pictures, choose the correct number<br>To say numbers in order while assigning a value to an item in group | DI | Counting numbers identify the correct numbers<br>Count Objects | 7 | https://www.youtube.com/watch?v=lGfWirQASMA |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 1.M.LO2.2 | Compares numbers upto 20. | Count and compare | Comparing the numbers between greater and smaller to know the numbers which is less or more | DI | Greater and smaller number, more or less<br>Compares numbers | 5 | https://youtu.be/ka9zbPcqXBI |
| 1M.LO3 | Applies addition and subtraction of numbers 1 to 20 in daily life solves day- to- day problems related to addition and subtraction of numbers up to 9 | Apply subtraction of numbers 1 to 20<br>Apply | Explain the concept of adding and subtraction 1 to 20 in daily life<br>Addition and subtraction | DI/ PBL | Understanding Addition upto 1 to 20<br>Understanding Subtraction 1 to 20<br>Add, Subtract. | 4 | https://youtu.be/N0_TWQTrJ-k |
| 1M.LO3.1 | Construct addition facts up to 9 by using concrete objects. | Solve and construct addition facts by step counting | Solve step wise counting and adding<br>Addition for concrete objects. | DI/ PBL | Understanding constructive addition.<br>Learning step forward counting for addition<br>Exercises regarding addition | 6 | |
| 1M.LO3.2 | Subtract numbers using 1 to 9 | Solve problems on subtraction from 1 to 9 | Learning the concept of remaining by subtracting | DI/ PBL | Learning subtraction 1 to 9<br>Concept of remaining number.<br>Exercises regarding subtraction. | 8 | |
| 1.M.LO3.3 | Solves day-to-day problems related to addition and subtraction of numbers | Solves | day-to-day problems related to addition and subtraction of numbers up to 9 | DI/ PBL | Addition using daily life problems<br>Subtraction using daily | 4 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | up to 9 | | | | life problems | | |
| 1M.LO4 | Recognises numbers up to 99 and write numerals | Recognised numbers 1 to 99 and write numerals Recognise, write | Able to recognised and write numbers 1 to 99<br>Before, after and in between. | DI/ PBL | Counting and writing numbers 1 to 99<br>Able to recite numbers 1 to 99<br>Writing numerals<br>Recognition of numbers.<br>Write numerals. | 8 | https://youtu.be/eENg3BzDL-U |
| 1.M.LO.5 | Describes the physical features of various solids/shapes in her own language. For example- a ball rolls, a box slides etc | Describe in his/her language | Physical features of various shapes for example a ball, a box, etc | DI/ PBL | Physical features of various shapes (solids) | 2 | https://youtu.be/mAE79M9lCbg |
| 1M.LO6 | Estimates and measures short length using non uniform units like finger, hand, span, length of forearm, footstep, etc | Estimate, measure | Length using non uniform units like hand span, finger, forearm, footsteps, etc | DI/ PBL | Length | 3 | https://youtu.be/ftB5VU64yGA |
| 1M.LO7 | Observes, extends and creates patterns of shapes and numbers. For example, arrangement of shapes / objects/numbers, etc | Observe, extend, create. | Patterns of shapes and number. | DI/ PBL | Shapes.<br>Numbers | 3 | https://youtu.be/SvdAhexM9o4 |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know / understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 1.M.LO8 | Collects, records (using pictures/numerals) and interprets simple information by looking at visuals. (For example, in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more). | Observes<br>Collects<br>Records<br>Interprets | Pictures, numerals Information<br>Visuals | DI/ PBL | Collect information using visuals | 3 | |
| 1M.LO9 | Develops concept of zero. | Explain the of zero<br>Develop | Able to make difference between 0 and other numerals<br>Write numbers from 0-9 | DI/ PBL | Understanding the Concept of zero<br>Making clear the concept of 0 and other numbers<br>Relating numbers with zero (0) Concept of zero | 4 | https://youtu.be/elMjOqfeRgo |
| **Total Number of Lessons** | | | | | | **67** | |

**CLASS 2: MATHEMATICS**

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 2.M.LO1 | Work with two-digit numbers. | Calculate, solve, read, write | Counting numbers | DI | Counting numbers backward and forward | 5 | https://youtu.be/cpwQks_9Hw4 |
| 2.M.LO1.1 | Reads & Writes numerals for numbers up to 99. | Read & Write. | Write in Words, Write in Figures. | DI | Write in words and write in figures | 3 | https://youtu.be/dNP6L6y7ZEM |
| 2.M.LO1.2 | Uses place value in Writing & comparing two-digit numbers | Use | Place Value of two digits. | DI | Place value | 3 | https://youtu.be/u_64SL1fd48 |
| 2.M.LO1.3 | Forms the greatest & smallest two digits (with and without repetition of given digit). | Compare, form | Greatest & Smallest digits with & without repetition of given digits. | DI | Greater than<br><br>Smaller than | 3 | https://youtu.be/iD-CT3a90wk |
| 2.M.LO1.4 | Solves simple daily life problems/ situations based on addition of two-digit numbers | Solve | Word Problems on Addition. | DI/ PBL | Addition with two digits number | 3 | https://youtu.be/eTScSdG9lMA |
| 2.M.LO1.5 | Solves daily life situations based on subtraction of two-digit numbers | Solve, apply | Word Problem on Subtraction. | DI/ PBL | Subtraction with two-digit numbers | 3 | https://youtu.be/qdOUhPg172s |
| 2.M.LO1.6 | Represent an amount up to Rs. 100using 3-4 notes | Represent | Concept of Money, notes, & Coins. | DI/ PBL | Concept money | 4 | https://youtu.be/CK3MnyXL7pO |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | and coins (of same/ different denominations of play money | | | | | | |
| 2.M.LO2 | Describes basic 2D & 3D Shapes with their observable characteristic. | Describe. | Shape – 2D & 3D Shape, Solid Shape | DI/ PBL | Solid shapes | 3 | https://youtu.be/61lZpLRnXUM |
| 2.M.LO2.1 | Identifies basic 3D Shapes Such as cuboid, cylinder, cone and sphere by their names | Identify | Shape – 3D such as Cuboids, Cube, Sphere, Cylinder by their names. | DI/ PBL | 2D and 3D shapes | 4 | https://youtu.be/3-QwWFkz5hw |
| 2.M.LO2.2 | Distinguishes between Straight Line & Curved Lines | Distinguish | Straight line, Curved Line. | DI | Straight line<br>curve line | 3 | https://youtu.be/gZ6cnZOcOmc |
| 2.M.LO2.3 | Draw / Represent Straight Line in various orientations (Vertical, horizontal, slant) | Draw / Represent. | Draw a Vertical Line, horizontal Line, Curve Line, Slant Line. | DI | Vertical line<br>Horizontal line<br>Slant line | 4 | https://youtu.be/eTScSdG9lMA |
| 2.M.LO3 | Estimate & Measures Length / | Estimate, apply. | Length, Capacities, Measures. | DI | Length<br>Unit of length | 5 | https://youtu.be/ety1QoxF1eY |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | Distance Capacities of containers using uniform non-standard units like a rod, pencil, cup, spoon, bucket, etc. | | | | Capacity<br>Unit of capacity<br>Measurement<br>Unit of measurement | | |
| 2.M.LO4 | Compares object as Heavier / Lighter using simple balance. | Compare. | Weight of an objects, | DI | Comparison of weight.<br>Measurement of weight.<br>Units of weight. | 3 | https://youtu.be/ybEU-6U7s8k |
| 2.M.LO5 | Identifies the Days of the Week & Months of the Year. | Identify | Days of the Week, Months of the Year. | DI | | 5 | https://youtu.be/9VDOUr6dFRQ |
| 2.M.LO6 | Sequences the events occurring according to their duration in terms of hours/days; for example, does a child remain in school for a longer period than at home? | List events in sequential order | The Calendar | DI/ PBL | Days and important festivals<br>Arranging festivals in order | 3 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 2.M.LO7 | Draws inference based on the data collected such as the number of vehicles used in Samir's house is more than that in Angelina's. | Investigate, draw inference | Data collected | DI/ PBL | | 3 | |
| **Total Number of Lessons** | | | | | | **57** | |

**CLASS 3: MATHEMATICS**

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.M.LO1 | Work with three digits numbers. | Identify and works with three digits numbers | Three digits number. | DI with activities. | Numbers | 3 | https://youtu.be/7ie7daMUuiA |
| 3.M.LO1.1 | Reads and writes numbers up to 999 using place value | Reads and writes numbers up to 999 | Concept of place value of a digit which is given by its place occupied in the numerals. 14-7=7; 7-7=0. | DI | Numbers. | 2 | https://www.mathsisfun.com>count... https://www.mathsisfun.com>count https://youtu.be/VpVZHkgmLx4 |
| 3.M.LO1.2 | Compares numbers up to 999 for their value based on their place value | Compares between three digits number. | Terms such as greater than, smaller than, equal to. | DI mixed with group activities | Comparison of numbers | 2 | https://youtu.be/hLsnpcP8hu0 |
| 3.M.LO1.4 | Constructs and uses the multiplication facts (tables) of 2,3,4,5 and 10 in daily life situation. | Develop multiplication facts using different ways. | Multiplication facts. | DI mixed with activities | Multiplication of numbers, Word problems on multiplication | 5 | https://youtu.be/uup7IC7c1V8 https://youtu.be/UR73XalK2BI https://youtu.be/s-PPjXREXm8 |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.M.LO1.5 | Analyses and applies an appropriate number operation in the situation/ context | Function of addition, subtraction, multiplication, and division in problem solving<br>Select the correct operation in different situations | Applies<br>Addition<br>Subtraction<br>Multiplication<br>Division | DI with activities | number operation | 3 | |
| 3.M.LO1.6 | Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction. For example,12/3 can be explained as number of groups of 3 can be explained as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12 | Recognize the division process by working with equal groups of items and identify subtraction as repeated subtraction. | Division, Repeated subtraction. | DI with activities | Division | 6 | https://youtu.be/wbkHv9zcGhI |
| 3.M.LO2 | Adds and subtracts small amounts of money with or without regrouping | identify the numerical value of various coins and paper money and add them together or subtract them. | Define regrouping<br>Solve problems related to addition and subtraction | DI and activities | Addition and Subtraction | 3 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.M.LO3 | Makes rate charts and simple bills | Prepare/make | rate charts and simple bills | DI and activities | Price tags/labels | 3 | |
| 3.M.LO4 | Acquires understanding about 2D shapes | Students need to Identify plane shape | Students understand that plane shape have only length and breadth, no height and have only two measurements , Length and breadth. | DI | Shapes, Size and Sides (2Dimensions) | 3 | https://mathsisfun.com>twod |
| 3.M.LO4.1 | Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc. | Recognizes and makes and draws 2D- shapes | Shapes, sizes and sides | DI/ PBL | Trace and name 2D-shapes<br>Finding identical shapes<br>Matching outlines of everyday objects with different 2D-shapes<br>Making shapes using paper | 5 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.M.LO4.2 | Describes 2D shapes by the number of sides, corners and diagonals. For example, the shapes of the book cover has 4 sides,4 corners and two diagonals | Recognize various 2D shapes available in the surrounding and describe the properties. | Sides, corners and diagonals. | DI with the help of charts and models. | 2D shapes | 3 | https://youtu.be/VAWaV1upv6E |
| 3.M.LO5 | Estimates and measures length and distance using standard units like centimetres or metres and identifies relationships | Apply standard unit of measurement of length and metre. | Explain longer things are measured in metres and shorter things in centimetres and their relationship. | PBL | Measurement: Length. | 4 | https://www.askiitians.com>measur... |
| 3.M.LO6 | Weighs objects using standard units- grams and kilograms using simple balance | explore how to use the units of measurement grams and kilograms | Familiarize students with the term gram and kilogram | PBL | Distinguish between weight and mass | 4 | |
| 3.M.LO7 | Compares the capacity of different containers in terms of non-standard units | compare the capacity of different containers based on the container's | Define capacity, volume and non-standard units | DI/ PBL | Compare standard unit of measurement | 3 | |
| 3.M.LO8 | Add and subtract measures involving grams & kilograms in life situations | Explain Converting gram to kilogram and vice versa and | List things that are measured in grams and kilograms | DI and Activities | Build a realistic concept of 1g and 1kg Convert the | 3 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | | Solve | | | sum to gram and kilogram | | |
| 3.M.LO9 | Identifies a particular day and date on a calendar | create their own calendars as a part of this lesson in order to practice identifying days and dates | List important days and dates in the calendar | DI | Differentiate days and dates in the calendar | 2 | |
| 3.M.LO10 | Reads the time correctly to the hour using a clock/watch | Students will be able to read the time correctly to the hour using a clock/watch. | Students know the relationship between minute and hour.<br>1.1hour=60 Minutes.<br>2.30minutes= ½ hour<br>3.15minutes= Quarter hour. | PBL | Time. | 2 | https://www.time4education.com |
| 3.M.LO11 | Extends patterns in simple shapes and numbers | Identifies and learn the rules followed by patterns | Patterns Around us | DI | - Repeated pattern<br>-Increasing and decreasing pattern<br>-Shape and number pattern | 4 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI / PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.M.LO12 | Records data using tally marks, represents pictorially and draws conclusions | Explain the characteristics of a tally chart and how it is used | Collect/record data, as a hands-on experience | DI/ PBL | Organised data using tally charts and pictures | 3 | |
| **Total Number of Lessons** | | | | | | **69** | |

**CLASS 4: MATHEMATICS**

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge/ Concepts students need to know/ understand | DI /PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 4.M.LO1 | Applies operations of numbers in daily life | Calculate<br>Apply<br>Compare<br>Use | Basic operations on addition and subtraction of 2 & 3 digit numbers | DI | Expanded & compact form<br>Place value<br>Face value<br>Ascending<br>Descending<br>Addition of 4 & 5 digit numbers<br>Subtraction of 4 & 5 digit numbers<br>Word problems on addition & subtraction | 8 | https://youtu.be/K0f-OxnJ2HU<br>https://youtu.be/g2ALCUaaRrc<br>https://youtu.be/w8iDSAwdP6A<br>https://youtu.be/Qzws3HMV7KA |
| 4.M.LO1.1 | Multiplies 2 and 3 digit numbers | Calculate Apply<br>Use | Basic operations on multiplication of 2 & 3 digit numbers | DI | Multiplication of 2 and 3 digit numbers. Multiplication by 10, 100,100<br>Word problem s in multiplication | 3 | https://youtu.be/h_Ef7g_h5xY<br>https://youtu.be/_UqaSWlgWZk<br>https://youtu.be/ZSFQlbxPZd8 |
| 4.M.LO1.2 | Divides a number by another number using different methods like | Calculate<br>Apply<br>Use | Basic operations on division of 2 & 3 digit numbers | DI | Division by 1, 2 & 3 digit numbers<br>Division by 10,100 & 1000 | 3 | https://youtu.be/WHa1-aoOhWw<br>https://youtu.be/jdJ6xdQwkUo |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge/ Concepts students need to know/ understand | DI /PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication | | | | | | |
| 4.M.LO1.3 | Creates and solves simple real-life situations/ problems including money, length, mass and capacity by using the four operations | Calculate<br>Apply<br>Solve | Application of basic mathematical operations in daily life situations | DI | Computing & Conversion of<br>-money<br>-length<br>-mass<br>-capacity<br>Addition & subtraction of<br>-money<br>-length<br>-mass<br>-capacity<br>Multiplication & division of<br>-money<br>-length<br>-mass<br>-capacity | 7 | https://youtu.be/TDoa10DdhZM<br>https://youtu.be/eD2N4bh-JTw<br>https://youtu.be/-PiCElxDp68<br>https://youtu.be/9KeWNUcsO4Y |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge/ Concepts students need to know/ understand | DI /PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 4.M.LO2 | Work with fractions | Calculate<br>Apply<br>Compare | Numerator<br>Denominator<br>Fraction on a number line | DI | -Fraction on a number line<br>-Equivalent fractions -Mixed fractions<br>-Comparison of fractions<br>- Addition & Subtraction on fraction<br>- Word problems on fractions | 7 | |
| 4.M.LO2.1 | Identifies half, one-fourth, three-fourths of a whole in a given picture by paper folding and also in a collection of objects. | Identification | Examine<br>Types of fraction | DI/ PBL | Equivalent fractions Types of fraction | 2 | https://youtu.be/kK3Te1fXdXk |
| 4.M.LO2.2 | Represents the fractions as half, one- fourth and three-fourths by using numbers/ numerals | Representation | Reduction of a fraction to its lowest term | DI | A fraction represents on a division numeral | 2 | |
| 4.M.LO2.3 | Shows the equivalence of fraction with | Show | Types of fraction. | DI | Types of fraction. | 2 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge/ Concepts students need to know/ understand | DI /PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | other fractions. | | | | | | |
| 4.M.LO3 | Acquires understanding about shapes around her/him | Exploring/ observe | Basic concepts of point, line, open & closed shapes | DI | Geometrical Shapes | 1 | |
| 4.M.LO3.1 | Identifies the centre, radius and diameter of the circle | Identification/ explain/describe | Concept of circle | DI | Different parts of a circle<br>Centre<br>Radius<br>Diameter | 3 | https://youtu.be/CTDtiXHorgc |
| 4.M.LO3.2 | Finds out shapes that can be used for tiling | Finds, explore | shapes used for tiling | DI/ PBL | Shapes used for tiling | 2 | |
| 4.M.LO3.3 | Makes cube/ cuboids using the given nets | Makes, understand | cubes, cuboids | DI/ PBL | Cubes, cuboids | 3 | https://www.youtube.com/watch?v=-kucFuIWIeY |
| 4.M.LO3.4 | Shows through paper folding/cutting, by reflection. | Show | Concept of symmetry. | DI | Concept of symmetry. | 1 | |
| 4.M.LO3.5 | Draws top view, front view and side view of simple objects | Draws, explore | top view, front view and side view of simple objects | DI/ PBL | 3 D shapes | | https://www.youtube.com/watch?v=xPj2qBLnbi4 |
| 4.M.LO4 | Explores the area and perimeter of simple | Calculate the area and perimeter of simple | 1. Perimeter of the triangle=Sum of 3 Sides.<br>2. Perimeter of Rectangle=2(L+B) | PBL | Perimeter of Triangle, Rectangle and Square. | 6 | https://en.m.wiki-pedia.org>wiki |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge/ Concepts students need to know/ understand | DI /PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit. For example, the number of books that can completely fill the top of a table. | geometrical shapes. | 3. Perimeter of Square=4(Sides). | | | | |
| 4.M.LO5 | Converts metre into centimetre and vice- versa | Computing & Conversion | - Conversion of various<br>- Standard units of measurement<br>- Conversion of various | DI | Measurement<br>Units of measurement | 1 | https://youtu.be/5p3Fp3n1BlU |
| 4.M.LO6 | Estimates length, weight, volume, etc and verifies them by actual measurement. | Estimate, verify. | Estimate length, weight of various objects, and volume of liquid, etc. | DI | Length.<br>Weight.<br>Capacity | 5 | |
| 4.M.LO7 | Solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic | Solve/Apply | Solution/ Calculation of length, distance, weight, volume and time involving four basic arithmetic operations<br>- The metric system | DI | -Measurement<br>-conversion | 5 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge/ Concepts students need to know/ understand | DI /PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | operations | | | | | | |
| 4.M.LO8 | Reads clock time in hour and minutes and expresses the time in. A.M. and. P.M. | Exploring | Recognize/Identify time using a clock | DI | Measurement | 2 | |
| 4.M.LO9 | Relates to 24 hr clock with respect to 12 hr clock | Computing & Conversion | Conversion of different time formats | DI | Measurement | 2 | |
| 4.M.LO10 | Calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction | Utilise their experiences inside/outside the class having exposure to telling time/ reading clock in hours and minutes, along with peers | discover the time lapsed in an event by counting forward or using subtraction/addition. | DI | Time | 2 | |
| 4.M.LO11 | Identifies the pattern in multiplication and division up to 9 | Identify | Patterns of numerals (multiplication and division) | DI | Patterns of numerals (multiplications and division) | 2 | |
| 4.M.LO12 | Observes, identifies and | Observe, identify, extend | Patterns of shapes. | DI | Patterns of shapes | 2 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge/ Concepts students need to know/ understand | DI /PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | extends shapes based on symmetry. | | | | | | |
| 4.M.LO13 | Represents the collected information in tables and bar graphs and draws inferences from these | collect information and draw meaningful results in their daily life. Using these experiences, the children may be involved in activities focusing on data handling | Able to draw tables and bar graphs | DI | Handling Data | 3 | |
| **Total Number of Lessons** | | | | | | **74** | |

**CLASS 5: MATHEMATICS**

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI/ PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 5.M.LO1 | Work with large numbers. | Identify large numbers Indian and international system of numeration, Roman numerals | Indian and International place value system Roman numerals | DI with activities. | Large numbers | 6 | https://youtu.be/KB9Zxr1kX04 https://youtu.be/G59BK8Ah3kE https://youtu.be/vr8nBXDq34k https://youtu.be/Jd0Hzyc1SMk |
| 5.M.LO1.1 | Reads and writes numbers bigger than 1000 being used in her/his surroundings | Recognize, Identify | Naming and representation of large numbers Indian system International System | DI | Indian system International System | 2 | |
| 5.M.LO1.2 | Performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers | Investigate/apply/calculate | Basic arithmetic operations on numbers beyond 1000 | DI | Addition Subtraction Multiplication Division | 2 | https://youtu.be/pN_xu6Oirdg |
| 5.M.LO1.2 | Four Basics operation in Mathematics (Addition, Subtraction, | Four Basics operation in Mathematics | Concept of four basics operation in mathematics | DI inside the classroom where face to face communication | Addition, Subtraction, Multiplication and Division | 4 | https:youtu.beaLZQRFIUbvA |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI/ PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | Multiplication and Division) | | | learning between teacher and students as well as lecture method using different teaching aids | | | |
| 5.M.LO1.3 | Divides a given number by another number using standard algorithms | Divides | A number by another number using standard algorithms | DI | Division by standard algorithm | 2 | https://youtu.be/IVdwa_syPNg |
| 5.M.LO1.4 | Estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using | Estimate/differentiate/verify | Application of standard algorithm in finding sum, difference, product & quotient | DI | | 4 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI/ PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | operation. For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients. | | | | | | |
| 5.M.LO2 | Acquires understanding about fractions | Observe/describe/explain | Meaning<br>Types of fraction<br>Fraction Division<br>Proper & Improper | DI | Fraction & Division<br>Proper & Improper | 2 | https://youtu.be/MJHlKqoK-aA |
| 5.M.LO2 | Acquires Understanding about fraction | Compares fractions through various ways like paper folding, shading of diagram etc | Finds the number corresponding to part of a collection | DI/ PBL | Proper fraction<br>Improper fraction<br>Mixed fraction<br>Like and Unlike fraction | 5 | www.collins.in |
| 5.M.LO2 | Acquires understanding about fractions. | Identify the different types of fractions | Proper and improper fractions,<br>Like and unlike fractions,<br>mixed fractions | DI | Types of fractions | 2 | https://youtu.be/jRVBlON-hIc<br>https://youtu.be/9c1ga094KIQ |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI/ PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 5.M.LO2.1 | Finds the number corresponding to part of a collection | Able to part a set and find number corresponding to the parted part | Some things cannot be parted unless it's a set or bunch | DI | | 1 | |
| 5.M.LO2.2 | Identifies and forms equivalent fractions of a given fraction. | Develop the idea of equivalence of fractions through various activities | Equivalent fractions. | DI mixed with work sheets and games. | Equivalent fractions | 2 | https://youtu.be/0JUbXN5accU https://youtu.be/N1X0vf5PUz4 |
| 5.M.LO2.3 | Expresses a given fraction 1/2, 1/4, 1/5 in decimal notation and vice-versa. For example, in using units of length and money- half of Rs. 10 is Rs.5 | Convert & Compare | Conversion of Improper to proper fraction Comparison of fractions | DI | Conversion of fraction into decimal notation | 2 | |
| 5.M.LO2.4 | Converts fraction into decimals and vice versa. | Define fraction and the relation of decimal and fractions. | Decimal notation of fractions. | DI | Decimal fractions | 2 | https://youtu.be/o7o4UwH6q-w |
| 5.M.LO3 | Explores idea of angles and shapes | Explore | Examine/Related Idea of angles and shapes | DI | Types of angle /shapes | 2 | https://youtu.be/RoOSYZ1v5n8 |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI/ PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 5.M.LO3 | Explore idea of angles and shapes | Explain the concepts of plane, point, line, line segment and ray<br>To identify parts of an angle. | Geometrical shapes. | DI with the help of pictorial charts. | Basics of Geometry | 4 | https://youtu.be/1VSun4wX7UQ<br>https://youtu.be/XsnlrypbDtk<br>https://youtu.be/B78E8PbZ67Y |
| 5.M.LO3.1 | Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing | Classify | Describe/Explain/ observe<br>Acute angle<br>Obtuse angle<br>Right angle | DI | Types of angles<br>Acute angle<br>Obtuse angle<br>Right angle | 3 | https://youtu.be/VjRXfemAbuc |
| 5.M.LO3.2 | Identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes | Identifies | Symmetry, symmetric figure | DI/ PBL | Symmetric figures, Lines of symmetry | | https://youtu.be /MtqtliJsfiE |
| 5.M.LO3.3 | Makes cube, cylinder and cone using nets designed | Identifies different 3D diagram from surrounding by net designed in chart paper | Length, breadth, height, faces, edges, vertex shape | DI/ PBL | Net of cube<br>Net of cuboid<br>Net of | 6 | https://youtu.be/1PeKMkgXNIo |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI/ PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | for this purpose | | | | cylinder | | |
| 5.M.LO4 | Relates different commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa | Difference | Units of length<br>weight<br>volume<br>Followed by conversion | DI | Units of length<br>weight<br>volume | 3 | |
| 5.M.LO5 | Estimates the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug | Estimating volume of water in bucket using a mug | Understand practical work | DI/ PBL | Weight and measurements | 5 | |
| 5.M.LO6 | Applies the four fundamental arithmetic operations in solving problems | solving problems related to real life applications involving money, length, mass, capacity and time intervals | money, length, mass, capacity and time intervals | PBL through group activity by conducting role play | Real life applications | 5 | |

| LO Codes | Learning Outcomes | What students should be able to do | Knowledge / Concepts students need to know/ understand | DI/ PBL | Topics / Subtopics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | involving money, length, mass, capacity and time intervals | | | | | | |
| 5.M.LO7 | Identifies the pattern in triangular number and square number | Identify the pattern in triangular and square | A new row of dots is added to triangle, adding of natural numbers is done e.g 3,6,10. | DI | Shapes | 1 | |
| 5.M.LO8 | Collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets it. | Find and collect data and represent it. e.g- scores in quiz. | Frequency table needs to be drawn and interpret it | DI | Handling data | 2 | |
| **Total Number of Lessons** | | | | | | **67** | |

# ENVIRONMENTAL STUDIES
# CLASSES 1 - 5

**CLASS 3: EVS**

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/Concept Areas students need to know/understand | DI/ PBL | Topics/Sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.EVS.LO1 | Identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings | Observes, identifies and describes observable features like shape, colour, texture, aroma of leaves, trunk and bark of plants | Observable features like shape, colour, texture, aroma of leaves, trunk and bark of plants | DI/ PBL | Shape, colour, texture, aroma of leaves, trunk and bark of plants | 2 | |
| 3. EVS.LO2 | Identifies simple features (e.g movement at places found/kept, eating habits) of animals in the immediate surroundings | Identifies simple features of animals like movements, eating habits, etc. | Movement, eating habits of animals in the immediate surroundings | DI/ PBL | Movement, eating habits of animals in the immediate surroundings | 3 | |
| 3.EVS.LO3 | Identifies relationships with and among family members | Identifies relationships with and among family members | Relationships with and among family members | DI/ PBL | Relationships with and among family members | 2 | |
| 3.EVS.LO4 | Identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards etc.); places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at | Able to identify objects, street sings, places, activities at home, school and neighbourhood. Explain the | Objects like vessels, stoves, transport, means of communication, transport, signs; places like types of houses/shelters, bus stand, petrol pump etc. Activities like cooking processes, etc. from the | DI/ PBL/ Active Learning | Vessels, stoves, transport, means of communication, transport, signs; places like types of houses/shelters, bus stand, petrol pump etc. Activities like cooking processes | 2 | |

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/Concept Areas students need to know/understand | DI/ PBL | Topics/Sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | home/school/ neighbourhood | difference<br>List processes/ procedures | learners' environment | | | | |
| 3.EVS.LO5 | Describes need of food for people of different age groups; animals and birds, availability of food and water and use of water at home and surroundings | Observes, describes, explains, | Food for people of different age groups; animals and birds<br>Availability of food and water and use of water at home and surroundings | DI/ PBL | Food for people of different age groups; animals and birds<br>Availability of food and water and use of water at home and surroundings | 2 | |
| 3.EVS.LO6 | Describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/other ways | Learn and describe family, relations, traits and features | Family | PBL | Family | 5 | |
| 3.EVS.LO7 | Groups objects, birds, animals, features, activities according to differences/ similarities using different senses. (e.g., appearance/place of living/ food/ movement/ likes-dislikes/ any other features using different senses. | Classify, compare, contrast | Differences/ similarities between objects, birds, animals using different senses based on their appearance/ place of living/ food/ movement/ likes-dislikes/ etc. | DI | Differences/ similarities between objects, birds, animals and their appearance/ place of living/ food/ movement/ likes-dislikes/ etc. | 1 | |

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/Concept Areas students need to know/understand | DI/ PBL | Topics/Sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.EVS.LO8 | Differentiates between objects and activities of present and past (at time of the elders). (e.g., clothes /vessels /games played/ work done by people) | List, explore, differentiates | Objects and activities of present and past which includes clothes, vessels, games played and work done | DI/ PBL | Objects found in the present and past<br>Activities of the present and past | 4 | |
| 3.EVS.LO9 | Identifies directions, location of objects/ places in simple maps (of home/ classroom/ school) using signs/ symbols/ verbally | Observes, identify create, construct<br>Use signs/ symbols/ explanations | Directions, location of objects/ places in simple maps (home/ classroom/ school) signs/symbols | DI | Directions, location of objects/ places in simple maps (home/ classroom/ school) signs/symbols | 1 | |
| 3.EVS.LO10 | Guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc) | Know how to estimate quantity of measurements using old technique | Usage of body parts for measurement | DI | | 2 | |
| 3.EVS.LO11 | Records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g., shapes of moon, seasons) | Learn and describe different, simple environmental aspects | Immediate environment | PBL | Neighbourhood and immediate environment | 5 | |
| 3.EVS.LO12 | Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/ school, etc.) and slogans, poems, etc. | Illustrate, draw, create | Top, front, side views of objects, simple maps (of classroom, sections of home/ school, etc.) and slogans, poems, etc. | DI (Use picture) | Top, front, side views of objects, simple maps (of classroom, sections of home/ school, etc.) and slogans, poems | 2 | |

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/Concept Areas students need to know/understand | DI/ PBL | Topics/Sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 3.EVS.LO13 | Observes rules in games (local, indoor, outdoor) and other collective tasks | Listen, observe, demonstrate | Follow rules in games (local, indoor, outdoor) and other collective tasks | DI/ PBL | Rules in games and group activities | 5 | |
| 3.EVS.LO14 | Voices opinion on good/bad touch; stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school | Learn and speak of roles and duties of respective genders, proper handling of food and water | Gender roles, stereotypes; proper handling of food and water | PBL | Society and values | 5 | |
| 3.EVS.LO15 | Shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. (For the diversity in appearance, abilities, choices - likes/ dislikes, and access to basic needs such as food, shelter, etc.) | Demonstrate, describe, bring out, discuss | Sensitivity towards living things all around us | DI/ PBL | Living things and response to them | 5 | |
| **Total Number of Lessons** | | | | | | **46** | |

**CLASS 4: EVS**

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/concept Areas students need to know/understand | DI/ PBL | Topics/ sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 4.EVS.LO1 | Identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings. | Students needs to identifies simple features<br>of flowers, roots and fruits. | Shape of Jasmine: Simple, trifoliate,<br>5-6 leaflets. Most are white and strong and sweet smell that can be found in India. | DI | Parts of a Plant<br>Flower<br>Roots<br>Fruits | 10 | https://www.pickupflowers.com |
| 4.EVS.LO2 | Identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc., of birds and animals. | Students needs to identifies different features<br>Of birds and animals. | beaks/teeth, claws, ears, hair, nests/shelters, etc. | DI | Different features of birds and animals. | 10 | https://animals.mom.me |
| 4.EVS.LO.03 | Identifying the relationship among family members in extended family | Identify<br>Understand & Relate | Immediate family<br>Extended family | DI | Immediate family<br>Extended family | 5 | https://youtu.be/etWsHcnbblY |
| 4.EVS.LO4 | Explains the Herd group behaviour in Animals, ants, bees,<br>Elephants e.g. Due to birth, Marriage transfer | Describe<br>Discuss<br>Visualize<br>Draw | Elephant herds<br>Ant colonies<br>Honey bees | DI/ PBL | Animals<br>Elephant<br>Herds<br>Honey bees | 3 | |
| 4.EVS.LO5 | describes different skilled work (farming, | To help in enlightening their own skilled in | To have knowledge and ability to in their work | DI | Skilled worker | 2 | |

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/concept Areas students need to know/understand | DI/ PBL | Topics/ sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | construction, art/craft, etc.); their inheritance (from elders) and training (role of institutions) in daily life | which they are good at. | | | | | |
| 4.EVS.LO6 | Explains the process of procuring our daily needs i.e, water its sources and ways of its purification at home and neighbourhood | Should be able to explain essential of water for all living beings, sources of water, water cycle, water pollution | Essential of water, availability of water, water pollution. | DI/ PBL | Water<br>Water cycle<br>Water table<br>Water bodies<br>Drinking Water | 3 | |
| 4.EVS.LO7 | Differentiates between objects and activities of past and present. (e.g., transport, currency, houses, materials, tools, skills- farming, construction, etc.) | To understand the differences between the past and present life. | Difference between past and present life, attitude of people in the past and to understand what elderly people used earlier. | DI | Activities of present and past | 4 | |
| 4.EVS.LO8 | Groups the animals, birds, plants, objects, waste material for observable features. (e.g., on appearance ears, hair, beaks, teeth, texture of skin/surface), | List, observe, compare | animals, birds, plants, objects, waste material | DI/ PBL | Observable features and appearance of animals, birds, plants, objects. Local fruits, vegetables, spices and their uses along with | 10 | |

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/concept Areas students need to know/understand | DI/ PBL | Topics/ sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | instincts (domestic/wild, fruit/ vegetable/ pulses/ spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste, likes, etc.) | | | | their traits | | |
| 4.EVS.LO9 | Guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in standard/local units (kilo, gaz, pav etc.) and verifies using simple tools/set ups to establish relation between cause and effect. (e.g., evaporation, condensation, dissolution, absorption; for places- near/ far, objects- size and growth; shelf life of flower, fruit, | Observe, compare, estimate, use, verifies | properties, conditions of phenomena,<br>spatial quantities (distance, weight, time, duration<br>simple tools/set ups<br>growth of flower and fruit | DI/ PBL | Different physical phenomena<br>Spatial quantities<br>Cause and effect | 8 | |

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/concept Areas students need to know/understand | DI/ PBL | Topics/ sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | vegetables) | | | | | | |
| 4.EVS.LO10 | Records her observations /experiences/ information for objects, activities, phenomena, places visited (mela, festival, historical place) in different ways and predicts patterns in activities/phenome na. | List, observe, records | information for objects, activities, phenomena, places visited | DI/ PBL | Places of interest<br>Historical sites<br>Different religious places | 8 | |
| 4.EVS.LO11 | Identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/neighbourho od using maps etc. | To draw their own neighbourhood maps with the help of conventional signs. | Terms related to scale, direction, sketch plan, conventional signs and symbols. | DI | Map reading | 3 | |
| 4.EVS.LO12 | Uses the information on signboards, posters, currency (notes/coins), railway-ticket/ time-table. | Choose, explore, make use of | signboards, posters, currency (notes/coins), railway-ticket/ time-table. | DI and PBL | Right and wrong<br>Value<br>Individual details | 5 | |

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/concept Areas students need to know/understand | DI/ PBL | Topics/ sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 4.EVS.LO.13 | Creates collage, designs models, rangolis, posters, albums and simple maps (of School / neighbourhood, flow diagrams, etc) using local/waste material | Creates, Designs,<br>Posters models | Biodegradable Waste<br>Non-Biodegradable Waste | DI/ PBL | Biodegradable Waste<br>Non-Biodegradable Waste | 5 | https://youtu.be/aTfILRF7WS4 |
| 4.EVS.LO14 | Voices opinion on issues observed/ experienced in, family/ school/ neighbourhood, e.g., on stereotypes (making choices/ decision making/solving problems), discriminatory practices on caste in use of public places, water, MDM/ community eating, child rights (schooling, child abuse, punishment, labour). | To be able to understand and go on the right path of making decisions regarding society issues. | Learn to make right decision regarding society issues. | DI | Problem related to social issues | 3 | |
| 4.EVS.LO15 | Suggests ways for hygiene, reduce, | Make informed suggestions/ | plants, animals, the elderly, differently | DI/ PBL | | 2 | |

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/concept Areas students need to know/understand | DI/ PBL | Topics/ sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people/, resources (food, water, and public property/. | recommendations, recycle, reuse, sensitise | abled people/, resources management (food, water, and public property) | | | | |
| **Total Number of Lessons** | | | | | | **81** | |

**CLASS 5: EVS**

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/concept Areas students need to know/understand | DI/ PBL | Topics/sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| 5.EVS.LO1 | Explains the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc. | Explain, describe, observe, | Super senses of animals and unusual features (sight, smell, hear, sleep, sound, etc.)<br>Their responses to light, sound, food etc | DI | Animals: habit and adaptation | 2 | |
| 5.EVS.LO2 | Explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g., farm produce to kitchen; grains to Roti, preservation techniques, storage and tracking of water source) | Explain, describe, observe, | use of technology, processes of food production, water supply, preservation of food, storage, tracking water source | DI/ PBL | Our Environment: Food from plants and animals. | 2 | https://www.vedantu.com>biology |
| 5.EVS.LO3 | Describe the interdependence among plants, animals and humans, (e.g. Communities earning livelihood from animals, dispersal of seeds etc.) | (a) List (the products produced by plants and animals for our daily use)<br>(b) Describe (the process of Photosynthesis) | The term 'Interdependence' | DI | Interdependence | 1 | https://www.youtube.com/watch?v=ifrUK7wWDPE |

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|---|---|---|---|---|---|---|---|
| 5.EVS.LO4 | Explains he role and functions of different institutions in our daily life (school, Panchayat, health centre, post Office, Railway Station and Police station) | Explains and identify the various public service and understands the importance of public services. | Sense of responsibility towards the environment. | DI | School | 4 | |
| | Explain the role and functions of different institutions in daily life. (Banks, schools, post-office, police station, health care, etc.) | Demonstrate (the importance of Police Station, etc. through role play) | School, Panchayat Ghar, Health centre, Post Office, railway Station and Police Station. | DI/ PBL | Public Services | 5 | |
| | Explain the role and functions of different institutions in daily life. (Banks, schools, post-office, police station, health care, etc.) | Explain, describe, assess | different institutions like Banks, schools, post-office, police station, health care, etc in daily life | DI/ PBL | Post Office Banks, schools, post-office, police station, health care, etc in daily life | 1 | |
| 5.EVS.LO5 | Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g., life in distant/difficult areas like hot/cold deserts) | Draw linkages | Food, water, shelter, livelihood and cultural life, life in distant/difficult areas like hot/cold deserts, etc. | DI | Food, water, shelter, livelihood, and cultural life, Life in distant/difficult areas, hot/cold deserts, etc. | 2 | https://www.haveinsider.com>pub... |

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|---|---|---|---|---|---|---|---|
| 5.EVS.LO6 | Groups objects, materials, activities for features and properties such as- shape, taste, colour, texture, sound, traits etc. | Groups, associates, classifies objects | Based on shape, taste, colour, texture, sound, traits etc. | Inquiry Based Learning | shape, taste, colour, texture, sound, traits etc. of objects, materials, their properties, features | 3 | |
| 5.EVS.LO7 | Traces the places of past and present Through coins, paintings, monuments, various public places like police station, railway station, Museum, library, etc | Observe, Identify, timeline | Changes that have taken place around us | DI & Inquiry based learning | coins, paintings, monuments, various public places like police station, railway station, Museum, library, etc | 3 | |
| 5.EVS.LO8 | Guesses (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) | Makes approximations and estimates quantities in using simple standard units with simple tools<br>Verifying using simple tools/set ups | distance, area, volume, weight, time etc. simple standard units<br>floating/ sinking/ mixing/evaporation /germination /spoilage /breathing /taste | DI/ PBL | distance, area, volume, weight, time etc. simple standard units<br>floating/ sinking/ mixing/evaporation / germination / spoilage / breathing /taste | 5 | |
| 5.EVS.LO9 | Records | Records | tables/ sketches/ bar | DI/ PBL | Tables/ | 2 | |

| LO Codes | Learning Outcomes | What students should able to do | Knowledge/concept Areas students need to know/understand | DI/ PBL | Topics/sub topics | No. of lessons | Links to online Learning resources |
|---|---|---|---|---|---|---|---|
| | observations and experiences; information in an organised manner (e.g., in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/ phenomena (e.g., floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect. | observations and experiences<br>predicts patterns<br>Establish relation between cause and effect | graphs/ pie charts<br>floating, sinking, mixing, evaporation, germination, spoilage | | sketches/ bar graphs/ pie charts<br>floating, sinking, mixing, evaporation, germination, spoilage | | |
| 5.EVS.LO10 | Identifies locations of different landmarks of a locality/place visited in maps and predicts directions in context of positions at different places for a location. | Outline (the map of the locality and locate various public services buildings) | To let them know about maps, types of maps, components of maps etc. | DI | Map reading | 3 | |
| 5.EVS.LO11 | Creates posters, designs, models, set ups, local dishes, sketches, maps (of neighbourhood/ different places visited) using a variety of local/waste material | Creates posters, Prepare recipes for local dishes<br>Draw their own neighbourhood maps with the help of conventional | Recipes of local dishes,<br>Maps of neighbourhood, landmarks hospital, police station, bank, post office, heritage buildings, rivers, | DI/ PBL | Clinics-role of healthcare agencies | 4 | |

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|---|---|---|---|---|---|---|---|
| | and writes poems/ slogans/travelogue etc. | signs.<br>Writes poem, slogans, Prepare a photo-essay travelogue | streams, forest area, etc.<br>Places to visit | | | | |
| 5.EVS.LO12 | Voices opinions on issues observed/ experienced and relates practices / happenings to larger issues of society. (e.g., discrimination for access/ ownership of resources, migration/ displacement / exclusion, child rights) | Voices opinions through essays, letter to the editor, design a media campaign | discrimination for access/ownership of resources, migration/ displacement / exclusion, child rights, etc. | PBL | Discrimination for access/ownership of resources, migration/ displacement / exclusion, child rights, etc. | 3 | |
| 5.EVS.LO13 | Suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/depri ve-d. | Make informed recommendations, suggestions | hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources | PBL | Hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources | 3 | |
| **Total Number of Lessons** | | | | | | **36** | |

## District Wise List of PLC Members and Contributors

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**WEST JAINTIA HILLS DISTRICT**

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