

Sr. No.	Content/ Topic	Month No.of days	Learning Objectives	Expected Learning Outcome	Activity/ Practical	Teaching Aid	Assessment
1	Bridge Course	April 14	Students will be able to:-	Students would be able to:-			
2	Knowing Our Numbers	April 14	<p>Students will be able to :-</p> <ul style="list-style-type: none"> -Find the place value of the digit in order to list total numbers -Expand the given number in order to know the place value of a given digit in a particular number. - Write the 9 digits number in expanded form in order to write its number name. - Round off the numbers in order to find their sum and difference easily. - Round off the numbers in order to find their product easily. - Use bracket to solve the problem in order to make calculation quick and to avoid confusion - Write numbers in the form of roman numerals -Apply the rules of roman numbers operations in order to perform arithmetic operation on 	<p>Students would be able to :-</p> <p>Applies appropriate Operations (addition, subtraction, multiplication and division) in order to solves problems Involving large numbers.</p>	Expand the given number in order to know the place value of a given digit in a particular number.	Materials required: Algebraic tiles, arrow cards	Assessment will be done on the basis of decided rubrics.

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			them				
3	Whole Numbers	April 05 Days June 08 Days	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - Understand the predecessor of One in order to know the whole number. -Explain the whole number in order to know the predecessor of 1 and the subtraction of the two same number. -Draw the Number line in order to represent the whole number. -Draw a number line in order to find the predecessor and successor of a given number -Represent the Numbers on Number line in order to perform number operation. -Apply properties of whole number in order to simplify arithmetic expression. -Represent numbers in order to form line, rectangle, triangle and a square. -Form number patterns in order to verbal calculation and to understand numbers better. 	<p>Students would be able to :-</p> <p>Students will be able to show how to use place value to round whole numbers.</p>	Adding Whole Numbers (Group Activity)	Place Value Chart & Blocks	Assessment will be done on the basis of decided rubrics.
4	Playing With Numbers	June 09 Days July 03 Days	<p>Students will be able to :-</p> <ul style="list-style-type: none"> -Arrange the numbers in a row in order to determine the factors of a given number. -Determine the numbers which exactly divide 	<p>Students would be able to :-</p> <p>-Identifies number patterns through</p>	Let's make rectangles	Bottle tops, Beads, Pebbles.	Assessment will be done on the basis of

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			the given number in order to find the factors. -Write the factors of a given number in order to determine prime and composite numbers. -Evaluate the factors of given two or more numbers in order to find the common factors and multiples. -Apply the rules of divisibility in order to find the factors of a number quickly. -Factorise a number through prime factorisation in order list the primes factors. -List down the common factors of given numbers in order to determine their HCF. -List down the common multiples of given numbers in order to determine their LCM. -Apply the concept of HCF in order to solve related real-life problems. -Apply the concept of LCM in order to solve related real-life problems.	factorization in order to recognise and appreciate (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc. -Applies the concept of HCF or LCM in order to solve problems in a real-life situation.			decided rubrics.
5	Basic Geometrical Ideas	July 08 Days	Students will be able to :- -Discuss and give example(s) in order to explain the importance of a point. -Give example(s) in order to describe a line	Students would be able to :- -Provides examples from surround in order	Students will be able to recognize and illustrate geometric	Worksheet, multi coloured chalks, pencil -2D Figures, 3D Figures.	Assessment will be done on the basis of decided

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			<p>segment & a line.</p> <p>-Examine the given lines in order to identify intersecting lines and identify parallel lines among them.</p> <p>-Describe a ray in order to identify it from the given figures.</p> <p>-Compare the given figures in order to identify a ray, line, line segment among them.</p> <p>-Give example(s) in order to demonstrate an understanding of a simple curve and a curve that is not simple.</p> <p>-Describe an open curve and a closed curve in order to distinguish between the two.</p> <p>-Discuss the parts of a closed curve in order to determine the position of a point with respect to it. Examine the given curves in order to identify polygons and non-polygons. Draw rough sketch of a polygon in order to label and describe its elements.</p> <p>-Discuss the elements of an Angle: Vertex, arm, interior and exterior in order to identify it for the given angles.</p>	<p>to describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc.</p>	<p>properties in real life, including recognizing shapes have volume or are flat plane figures</p> <p>-2D – 3D Scavenger Hunt</p>		<p>rubrics.</p>

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			<p>Give example(s) in order to name an angle in the given figure.</p> <p>-Describe the elements of a triangle in order to identify it among the given figures.</p> <p>-Describe the elements of a quadrilateral in order to identify it among the given figures.</p> <p>-Describe the parts of a circle in order to identify them in the given circle. Draw a rough sketch of a circle in order to label and describe its elements Determine the parts of closed curves in order to identify the position of a point with respect to a polygon and a circle.</p>				
6	Understanding Elementary Shapes	August 12 Days	<p>Students will be able to :-</p> <p>-Measure the given line segments in order to compare them.</p> <p>-Examine the rotation of angles in order to classify angles based on the amount of rotation.</p> <p>-Compare the given angles in order to classify them as an acute angle, obtuse angle or a reflex angle according to their measure.</p> <p>-Identify the different types of angles in our</p>	<p>Students would be able to :-</p> <p>-demonstrate an understanding of angles:</p> <p>a) Identifies examples of angles in the surrounding</p> <p>b) Classifies angles</p>	<p>-Measure the given line segments in order to compare them.</p> <p>-Compare the given angles in order to classify them as a right angle, straight</p>	<p>Pencil, Compass, Scale, protractor etc.</p>	<p>Assessment will be done on the basis of decided rubrics.</p>

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			<p>surroundings in order to demonstrate an understanding of angles.</p> <p>-Use a protractor in order to draw an angle of the given measure.</p> <p>-Describe perpendicular and a perpendicular bisector in order to identify the same in the given figure. Give example(s) of perpendicular lines in order to demonstrate an understanding of the same.</p> <p>-Observe the measure of sides of a triangle in order to classify it into different types (scalene, isosceles, equilateral) based on its sides.</p> <p>-Observe the measure of angles of a triangle in order to classify it into different types (acute, obtuse, right) based on its angles.</p> <p>-Examine the given figures in order to classify type quadrilaterals based on their properties.</p> <p>-Examine the given figures in order to identify polygons.</p> <p>-Describe polygons in order to classify them based on their number of sides and angles.</p> <p>-Examine the given solid shapes in order to</p>	<p>according to their measure</p> <p>c) Estimates the measure of angles using 45°, 90°, and 180° as reference angles</p> <p>-Classifies triangles with Different measurements in order to show different types of triangle based on their angles and sides.</p> <p>For example- scalene, isosceles or equilateral on the basis of sides, etc.</p>	<p>angle or a complete angle.</p> <p>-Use a protractor in order to draw an angle of the given measure.</p> <p>-Observe the measure of angles of a triangle in order to classify it into different types (acute, obtuse, right) based on its angles.</p> <p>-Examine the given figures in order to identify polygons.</p> <p>-</p>		

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			identify their type (Cubes, Cuboids, cylinder, sphere, cone, prism, pyramid) -Describe the faces, edges and vertices of a 3D shape in order to discuss the various aspects of the given 3D object	-Classifies quadrilaterals with different measurements in order to show different types of quadrilaterals based on their sides and internal angles. For example – square, rectangle, rhombus, trapezium etc. -Classifies commonly found 3-d objects from the surroundings in order to find sphere, cube, cuboid, cylinder, cone etc.			

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				-Labels different parts of a 3-d objects in order to explain edges, vertices and faces of the given 3-d object			
7	Integers	August 12 Days	Students will be able to :- - Represent integers with their signs in order to differentiate positive number, negative number and zero from each other - Denote numbers with their signs in order to represent real life situations like temperature scale, credit debit etc. - Represent the integer on Number Line in order to in order to determine its position with respect to other integers -Determine one more and one less of a given integers in order to find its predecessor and successor. - Determine the order of integers in order to represent them on number line and draw comparison	Students would be able to :- Applies addition and subtraction rules involving positive and negative integers in order to solve real life problems.	- Represent integers with their signs in order to differentiate positive number, negative number and zero from each other - Determine the order of integers in order to represent them	-Number line.	Assessment will be done on the basis of decided rubrics.

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			between them. - Represent the integers on number line in order to perform arithmetic operations on them. - Apply the rules of integer's operations in order to perform arithmetic operations on them.		on a number line and draw a comparison between them. - To model addition of integers		
8	Fractions	September 12 Days	Students will be able to :- - Represent a number as a part of the whole in order to determine the fraction - Draw equal parts between the whole numbers in order to represent fractions on a number line - Write proper fractions in order to deduce that they are always less than 1/numerator is less than denominator - Write fractions where numerator is greater than denominator in order to determine improper fractions -Write the improper fraction in the form of mixed fraction - Multiply/Divide the numerator and denominator with the same number in order to	Students would be able to :- - Calculates fractions and decimals in different real-life situations in order to identify the appropriate quantity of money, length, temperature etc. For example, $7\frac{1}{2}$ metres of cloth. Distance	- Represent a number as a part of the whole in order to determine the fraction. - Convert the given fractions into its equivalent fractions in order to perform addition on them. - Multiply the	Coloured chalks, worksheets, coloured sheets, graph paper - Coloured sheet, scale	Assessment will be done on the basis of decided rubrics.

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			find equivalent fractions Perform cross multiplication among two fractions in order to verify their equivalence - Reduce the fraction in order to determine its simplest form - Check the denominators of the fractions in order distinguish between like and unlike fractions. - Inspect the numerators of the like fractions in order to determine larger and smaller fraction(s). Determine the LCM of the unlike fractions in order to compare them. - Solve (addition/subtraction) the numerator and retain the denominator of the like fractions in order to perform addition and subtraction on the given fraction. - Convert the given fractions into its equivalent fractions in order to perform addition and subtraction on them.	between two places is 112.5 km etc. - Calculates addition and subtraction of fractions and decimals in order to solve daily life problems involving quantities that measure between two integers.	numerator and denominator with the same number in order to find equivalent fractions.		
9	Decimals	October 16 Days	Students will be able to :- - Write rupees paisa in decimal form in order to know the meaning and relevance of dot point.	Students would be able to :- - Calculates	-Write rupees paisa in decimal form in order to know	Activity Sheet.	Assessment will be done on the basis of

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			<p>- Represent number in its unit and tenth part in order to write it in decimal form. Determine the place value of decimal numbers up to tenth in order to write the number in expanded form. Divide the numbers into ten equal parts in order to represent decimal numbers up to tenth place</p> <p>- Represent number in its unit and hundredth part in order to write it in decimal form. Determine the place value of decimal numbers up to hundredth in order to write the number in expanded form. Determine the part and whole of a given decimal number in order to represent it in the form of fractions. Determine the place of the digits of a decimal number in order to write it in words Compare the units and parts of the decimal numbers in order to compare them as a whole</p> <p>- Represent/Convert the money, length and weight into smaller units in order to represent it into decimal form</p> <p>- Add and subtract the whole and parts of</p>	<p>fractions and decimals in different real-life situations in order to identify the appropriate quantity of money, length, temperature etc. For example, 7½ metres of cloth. Distance between two places is 112.5 km etc.</p> <p>- Calculates addition and subtraction of fractions and decimals in order to solve daily life problems involving quantities</p>	<p>the meaning and relevance of dot point.</p> <p>- Students will be able to read, write, add and subtract decimals in order to solve decimals related problems.</p>		<p>decided rubrics.</p>

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			decimal numbers in order to find their sum and difference	that measure between two integers			
10	Data Handling	October 06 Days	Students will be able to :- - Observe different tables in order to gather the information recorded in the table - Group and compare raw data systematically in order to infer the relevant information quickly - Organise raw data into a table using tally marks in order to organize the given data - Observe and understand pictograph representation of data in order to answer the question on data at a glance - Analyze pictograph in order to reason the information presented - Draw a pictograph in order to represent the given information using appropriate symbols - Observe bar graph in order to reason the information presented - Choose an appropriate scale in order to represent a given information in the form of a bar graph	Students would be able to :- -Arranges given/collected information such as expenditure on different items in a family in the last six months, in the form of table, pictograph and bar graph in order to interpret them.	- Students will Interpret bar graph in order to find the relevant information represented by the bar Graph	Graph paper.	Assessment will be done on the basis of decided rubrics.

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			Interpret bar graph in order to find the relevant information represented by the bar graph				
11	Mensuration	November 14 Days	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - Give example(s) in order to define perimeter of closed figures. - Deduce and apply the formula to determine the perimeter of a rectangle. Deduce and apply the formula to determine the perimeter of a square. <p>Deduce and generalize the formula to determine the perimeter of a regular polygon</p> <p>Give examples in order to defend that different shapes can have the same perimeter</p> <ul style="list-style-type: none"> - Count the squares in order to estimate the area of the given closed curve in the squares grid sheet - Deduce and apply the formula in order to determine the area of a rectangle. - Deduce and apply the formula in order to determine the area of a square. 	<p>Students would be able to :-</p> <ul style="list-style-type: none"> - Calculates perimeter and area of rectangular 2-d and 3-d objects to measure them for real life objects - Finds out the perimeter and area of the rectangular objects in order to calculate them for commonly found objects from the surroundings like floor of the class room, surfaces of a chalk box etc. 	<ul style="list-style-type: none"> - Deduce and apply the formula in order to determine the area of a rectangle. - Deduce and apply the formula in order to determine the area of a square. - Calculate skin surface area 	<ul style="list-style-type: none"> - Coloured chalks, graph paper, coloured paper, bangle, cut-outs, Square grid paper of A4 size, two Dice - Newspaper • Masking tape • Measuring tape or meter stick • Lots of open floor space • A partner 	Assessment will be done on the basis of decided rubrics.
12	Algebra	December	Students will be able to :-	Students would be	- Students will	- Activity Sheet	Assessment

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		16 Days	<ul style="list-style-type: none"> - Describe algebraic expressions in order to distinguish them from arithmetic expressions. - Examine patterns in order to identify relationship in patterns - Introduce a variable in order to form a rule for the given pattern. - Use variable with different operations in order to generalise a given situation. - Use variable(s) in order to express some mathematical rules and formulae. - Use variable with different operations in order to form an algebraic expression. - Change the given algebraic expression in statements in order to describe the situation in ordinary language. - Explain the meaning of an equation in order to identify equations from the given options. - Use trial and error in order to find the solution of the given equation. 	<p>able to :-</p> <ul style="list-style-type: none"> - Involves use of variables with different operations to generalise a given situation in order to find a solution to a given problem e.g., perimeter of a rectangle with sides x units and 3 units is $2(x+3)$ units - Uses unitary method in problem solving to calculate the quantity for one unit in order to calculate the total quantity for larger quantities. For example, if the cost of a dozen 	<p>be able to</p> <p>identify and apply the steps in evaluating Algebraic expressions in order to help the students in problem solving, logic, patterns, and reasoning.</p> <p>- To show the identity $(a + b)^2$</p>		<p>will be done on the basis of decided rubrics.</p>

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			Evaluate for the given values of variable in order to identify the solution of the equation.	notebooks is given, she finds the cost of 7 notebooks by first finding the cost of 1 notebook			
13	Ratio and Proportion	December 04 Days January 06 Days	Students will be able to :- - Represent two quantities in same unit in order to compare them - Compare two quantities in order to find their ratio Multiply/divide numerator and denominator by same number in order to find equivalent ratio. - Compare ratio in order to determine whether they are in proportion .Solve the proportion in order to find out the missing term - Solve the problems with the help of Unitary method in order to compute the value of one article, given the value of many.	Students would be able to :- -Represents the measurement as ratios in order to compare two quantities in real life e.g., the ratio of girls to boys in a particular class in 3:2	- Represent two quantities in same unit in order to compare them. - To compare two quantities in order to find their ratio and proportion - Meeting real life ratio challenges (recipes)	-Pictures of Equivalent ratio, proportion, similar triangles - Actual recipes	Assessment will be done on the basis of decided rubrics.
14	Symmetry	January 12 Days	Students will be able to :- - Explain the meaning of symmetry in order to identify symmetric figures in our surrounding. - Identify symmetrical 2-Dimensional shapes	Students would be able to :- In order to demonstrate an	- 1. Identify symmetrical 2-Dimensional shapes which	-Squares cut out from construction paper or sticky	Assessment will be done on the basis of

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			<p>which are symmetrical along one line in order to demonstrate an understanding of the same.</p> <ul style="list-style-type: none"> - Draw line(s) of symmetry in order to classify the given shapes as shapes with no symmetry, one line of symmetry, two lines of symmetry or multiple lines of symmetry - Draw the mirror image of the given 2D shapes or objects in order to identify objects with reflection symmetry. Give example(s) in order to discuss the applications of reflection symmetry in real life. 	<p>understanding of line symmetry</p> <ul style="list-style-type: none"> a) Identifies symmetrical 2-dimensional (2-D) shapes which are symmetrical along one or more lines b) Creates symmetrical 2-D shapes 	<p>are symmetrical along one line in order to demonstrate an understanding of the same.</p> <p>2. Draw line(s) of symmetry in order to classify the given shapes as shapes with no symmetry, one line of symmetry, two lines of symmetry or multiple lines of symmetry.</p> <ul style="list-style-type: none"> - Students would be able to find the symmetry/regul 	<p>notes.</p> <p>-A bicycle, a long thread</p>	<p>decided rubrics.</p>

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					arity of an object by using a piece of thread and no Mirrors		
15	Practical Geometry	January 04 Days February 08 Days	Students will be able to :- - Discuss the different tools of construction in order to describe their uses. - List and execute steps of construction in order to construct a circle when its radius is known. - List and execute steps of construction in order to construct a line segment when its length is known. - List and execute steps of construction in order to construct a copy of the given line segment. - List and execute steps of construction in order to construct a perpendicular to a line through a point on it.	Students would be able to :- - Discuss the different tools of construction in order to describe their uses. - (Analysing)The correct steps to construct a perpendicular to a line through a point not on it are as shown. - Use a protractor and ruler in order to construct an angle of the given	- Understanding of solid figures in order to get the clarity while constructing geometry figures. - The students will be able to use the formulas for the area of squares, rectangles, and triangles for real world applications.	Activity sheet. <ul style="list-style-type: none"> • Various sizes of boxes • scissors • rulers • paper • pencil • imaginary or actual advertisements showing cost of paint and 	Assessment will be done on the basis of decided rubrics.

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			<ul style="list-style-type: none"> - List down and execute steps of construction in order to construct a perpendicular to a line through a point not on it. - Use a protractor and ruler in order to construct an angle of the given measure. - List and execute steps of construction in order to construct a copy of the given angle of unknown measure using a compass. - List and execute steps of construction in order to construct the bisector of an angle and construct angles of measures 30-degree, 45 degree and so on. - List and execute steps of construction in order to construct angles of measures 60-degree, 90 Degree and 120 degree. 	<p>measure.</p> <ul style="list-style-type: none"> - List and execute steps of construction in order to construct a copy of the given angle of unknown measure using a compass. 		carpet	