

City Montessori School, Lucknow

Syllabus 2024 – 2025

Class IV

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NOTE: The semester system will be followed for all the subjects EXCEPT the following:

- (1) English Language (2) Hindi Language (3) Mathematics

AIMS AND OBJECTIVES

MORAL EDUCATION:

1. To enable the students to develop good habits and character right from childhood.
2. To enable the students to learn basic manners and etiquette.
3. To enable the students to know and practice certain values like caring, sharing, generosity, friendliness, thankfulness, cooperation etc. during their growing years.
4. To enable them to appreciate the beauty of the creation and to be grateful to its creator (God).

ENGLISH:

1. To develop in pupils the ability to express themselves in intelligible and acceptable forms of English.
2. To encourage fluent self-expression – in speech and writing.
3. To develop the habit of micro-skills of listening.
4. To develop the ability to read aloud intelligibly and to read silently with understanding.
5. To form enduring reading habits and to extend the range of their ideas by the reading of factual and imaginative writing.
6. To enable the students to appreciate the literary work of various writers.
7. To enable the students to develop their phonetics, pronunciation and voice modulation skills.
8. To develop an elegant cursive handwriting.

HINDI:

1. To impart the knowledge of the structure of the language.
2. To enable the students to use idioms and phrases appropriately through their regular use and practice.
3. To develop the ability to use difficult literary terms appropriately and pronounce them correctly.
4. To enable the students to understand and to speak flawlessly.

SOCIAL STUDIES:

1. To help the children to understand the world they live in.
2. To develop the qualities of cooperation, generosity and sympathetic outlook.
3. To develop the love for nature, travels and knowledge about other countries.
4. To develop international understanding.
5. To provide the learners with an understanding of past events and persons and their roles in shaping present day lives and a visualisation of future changes.
6. To provide knowledge of human systems in areas of government and culture.

Example is always more efficacious than precept. – Dr. Johnson

CLASS IV

MATHEMATICS:

- To develop the skills in mathematical computations and calculations.
- To develop a scientific attitude to analyse any situation logically.
- To develop the ability of presenting a thought with exactness and brevity.
- To enable the pupils to put forth arguments when convinced about their correctness without hesitation.
- To help the children to appreciate the geometrical and symmetrical shapes of the natural objects.

COMPUTATIONAL THINKING & ICT:

- To develop logical and analytical thinking.
- To enable the students to comprehend the concepts and practices of computer science.
- To help the students to comprehend and to apply the fundamental concepts of programming.
- To develop the detailed insight of applications of computer.
- To develop the ability to solve problems using both structured and modular approach.
- To create an awareness of ethical issues related to computing.
- To appreciate the implications of computer in contemporary society.
- To acquire knowledge on theoretical concepts, applications and programming aspects of computer science.

SCIENCE:

- To develop the child's creative potential.
- To enhance the observational and drawing skills of the child.
- To develop a scientific attitude in the learner.
- To acquaint the child with the wonderful achievements of science.

MORAL EDUCATION

Name of the Textbook: Moral Education Lessons Grade 4

Author: Dr Foo M. Mohajer

Publisher: Royale Publishers

MORAL EDUCATION IS A GRADED SUBJECT.

MARCH – SEPTEMBER (FIRST TERM)

Suggested Months	Chapter Number	Name of the Chapter	Page
MARCH - MAY	1	Obedience The Train that Would not Stay on the Track Ground Rules (written) Memorise – Prayer on pg 7	1-8
	2	Forgiveness Memorise – Prayer on pg 13 Once Enemies, Now Friends	9-14
JULY	3	Courtesy	15-21

Example is always more efficacious than precept. – Dr. Johnson

		The Prince of Virtues Memorise – Prayer on pg 20	
AUGUST	4	Consideration	
		Memorise – Prayer on pg 25 Travelling Without Reservation	22-25
SEPTEMBER	5	Love and Gratitude	26-32
		The Wise and Grateful Project based on the virtue of the month.	
		REVISION	

In addition, the following virtues should be discussed while explaining the chapters: Sharing, Caring, Cooperation, Friendship, Peacefulness, Creativity, Helpfulness, Manners, Obedience, Thankfulness, High Aim / Perfection, Courage, Perseverance, Will Power.

Note:

- For the virtues project scrap book to be maintained.
- CMS Philosophy to be taught orally during the Prayer Assembly.
- Co-operative Games: Minimum two games will be mastered by every child each month.
- Flowers of One Garden, CMS Song Book, Prayer book to be carried to the Prayer Assembly by every child.

OCTOBER – FEBRUARY (SECOND TERM)

Suggested Months	Chapter Number	Name of the Chapter	Page
OCTOBER	6	Unity and Abolition of all Prejudices In Search of a New Home Memorise prayer on pg 38	33-39
NOVEMBER	7	One World Auxiliary Language I want Vinograd Activity – Skit on the theme of the story	40-43
DECEMBER	8	Sacrifice The Sacrifice of the Grasshoppers – Activity 1 - Greeting cards, Activity 2 – Field Trips. Activity 3 -Visit for taking care of under privileged children.	44-48
JANUARY	9	Service Florence Nightingale CMS Slogan “One day I Will Unite the World” – Explanation	49-56
FEBRUARY		REVISION Project based on Peace & Unity after the Tableau show.	

In addition, the following virtues should be discussed while explaining the chapters: Empathy, Kindness, Caring, Generosity, Responsibility, Happiness and Fairness.

ENGLISH
Name of the Textbook: New Mulberry English Course Book 4
(Term I & Term II)
New Mulberry English Workbook 4
Author: Anshika Lee
Publisher: Oxford University Press

Name of the Topic	Genre	Author	Skills	TERM I - MARCH - SEPTEMBER		Activities suggested
				Vocabulary focus March to May	Integrated grammar	
Pippi Goes to the Circus (Written)	Fiction	Astrid Lindgren	<ul style="list-style-type: none"> Reading comprehension Drawing inferences & conclusions Justifying action and consequences Writing skills Syllabification Interpretation of the poem Identifying rhyming scheme Interpretation of theme/mood of the poem. Learning about Indian poets Writing skills 	<p>General words (words of sound) Practice Wb Pg 46</p> <p>Hours: Contexts and Abstract, Syllabification (Cb: Pgs 20-23) (Wb: Pgs: 6-11) Comprehension - Pippi Goes to Circus (Fable) Wb Pgs 7-9</p>	<p>An able fable, What is a Fable? Write a paragraph of 60-70 words, ending with a moral.</p> <p>Use of Figurative Language Write a verse or four lines in describes your Sunday</p>	<ul style="list-style-type: none"> Read a Fable (try from Appendix, Jataka Tales, Panchatantra) Story Writing - Write a story using any of the prompts given on Cb Pg 23 Visual Poetry: Create a visual representation of 'Sunday' by using images, drawings, or collages to complement the theme and emotions conveyed in the poem. Classification
Sunday (Poem Written)	Lyrical Poetry	Rabindranath Tagore	<ul style="list-style-type: none"> Personification Rhyming words Practice Cb Pg 64 			

July						
Henry (Written)	Fiction	Ruskn Bond	<ul style="list-style-type: none"> Reading comprehension Learning about Indian authors Empathising with nature Discussion Writing skills 	<p>Adjectives, Strong Verbs</p> <p>Comprehension - Henry Wb Pgs 18, 20 Revision of Tenses, Soiling Cb Pgs 45-48 Wb Pgs 20-22</p>	<ul style="list-style-type: none"> Paragraph Writing - Write a short composition (40-50 words) about a time when you were kind to someone and how it made you feel Cb Pg 48. Character Sketch - Write a character sketch of author's grandfather in 40-50 words 	<ul style="list-style-type: none"> TWIST IN THE TALE Write a paragraph in about 60-70 words, explaining what happens next in Henry's life or imagine and describe a level in the job. Debate Show old videos be allowed to keep unusual animals as pets Investigate the consequences of Henry's appearance at the nursery school, highlighting the fear and myth related to an unfamiliar creature (Oral discussion)
The Bell Of Atri (Oral)	Folklore	Adapted From An Italian Folktale	<ul style="list-style-type: none"> Reading comprehension Cultural awareness Moral reasoning of the text 	<p>Nouns (common, proper, collective, abstract)</p> <p>Articles & Punctuation (comma, period, hyphen, capital letters, quotation marks, question mark, exclamation</p>	<p>What if...? (Alternate Endings) Change the climax of the story and craft a new ending for it</p>	<p>Summarise an incident that you've read recently.</p>

Name of the Topic	Genre	Author	Skills	Vocabulary focus	Integrated grammar	Creative writing	Activities suggested
The Sick Young Dragon (Poem Drill)	Children's Poetry	John Foster	<ul style="list-style-type: none"> Reading Comprehension - evaluative and extrapolative Inferential Empathy Family bond and values 	<ul style="list-style-type: none"> Rhyming words Similes Metaphor 	mark) Cb Pgs- 33-29, Wb Pgs 4-16 Appreciation Cb Pgs 26-27	in 100 more than 100 -70 words Write a sequel to show what did the young dragon do once it had its fire back again. (100-70 words) Make a get-well - soon card for someone to light up his/her car.	<ul style="list-style-type: none"> Discuss the research work about dragons in the Chinese mythology. Elaboration d11
August							
The Great Mouse Plot (Written)	Fiction	Roald Dahl	<ul style="list-style-type: none"> Reading comprehension Interpretation of imaginative writing. Drawing a connection between action and consequences. Interpretation - social/narrator through literature Writing skills 	Sensoria Words - Words of taste - favour! fragrance	Degrees of Adverbs Cb Pgs 58-61, Wb Pgs 56-59 Contractions	Under a spell: <ul style="list-style-type: none"> Change a noun into an adjective or an adverb by adding suffixes prefix to a root word. Write a recipe using the template given on Cb Pg 60-61 	Stretching a sentence while writing a recipe- Answer-who? what? when? where? why? and stretch the sentence. What's cooking? Step-wise writing to create a recipe.
The Hero of Haaland (Drill)	Folklore	Mary Meeus Dooda	<ul style="list-style-type: none"> Reading and comprehension Inclusion of folktales in 	References and expressions of a folkloric Culture and Place words.	Future Tense Cb. Pgs. 84-87, Wb Pgs 75-78	Paint with words: <ul style="list-style-type: none"> Write a well-known tale. 	Setting and Characters - Write an introductory paragraph of 50-80

			learning cultural expectations. <ul style="list-style-type: none"> Analysis - actions have consequences. Writing skills 		Fact or Fiction: Story genres Cb Pg: 94	in your own words (100-70 words) <ul style="list-style-type: none"> Make your own Word Wall of 5 difficult words from the chapter, write one synonym and one antonym of each and use those words which suit best to your paragraph. 	words (introducing characters and setting) of your story, and leave the reader wanting for more!
September							
Tanali Rama And the Dream Kingdom (Drill)	Historical Factual		<ul style="list-style-type: none"> Communication Imaginative Collaboration Coordination Show of Emotions Sage Presence Empression Learn about Indian History of Medieval times 		<ul style="list-style-type: none"> Indefinite Pronouns Definitives Apostrophe's Contractions Cb Pg 73-77 Wb Pgs 43-49, 56 Word Wall Cb Pgs 72-73 		Role Play enact any one scene of your choice from the story.
Lullaby (Poem Drill)	Lyrical Poetry	Alan Norman Bird	Communication Identifying action/figures of speech	<ul style="list-style-type: none"> Rhyming words Similes Metaphor 	Similes and Metaphors Cb Pgs 51-52	Write a paragraph (30-70 words) on technology and sleep.	Paragraph Writing: Write a paragraph of 40-50 words on Benefits of

Name of the Topic	Genre	Author	Skills	Vocabulary focus	Integrated grammar	Creative writing	Activities suggested
HALF YEARLY EXAMINATION							
October-November							
The Gr who Hated Books (Oral)	Imaginary Fiction	Manusha Pawag	<ul style="list-style-type: none"> Reading and comprehension Communication - using imaginative language Reading about Indian poets Reading analysis - poetic expression Writing skills 	<ul style="list-style-type: none"> Vigorous verbs Frayer model vocabulary 	<ul style="list-style-type: none"> Assessment 1 Wb: Pgs 29-36 	<ul style="list-style-type: none"> Deb Mental effects of technology of sleep) 	<ul style="list-style-type: none"> Lullabies for Babies' • Evolution of I
The Railway Children (Written)	Fiction	Eitha Ivesbit	<ul style="list-style-type: none"> Reading and comprehension Communication - social message (understanding circumstances) through literature 	<ul style="list-style-type: none"> Topic-specific vocabulary (for instance- railway jargon, household furnishings) 	<ul style="list-style-type: none"> Collective Mounts Types of Sentences Cat: Pgs 11-14 Spelling, Punctuation, Sentence, Write well Wb: Pgs 81-88 	<ul style="list-style-type: none"> Write a story review (favourite story must include - introduction, characters, setting, plot, favourite part, lesson or message, reader's opinion, recommender and conclusion. In the form of a graphic organizer Cb Pg 68 	<ul style="list-style-type: none"> Story sequencing - Arrange the given events (7-9) from the story in the correct sequence.
					<ul style="list-style-type: none"> Conjunctions & Punctuation Cat: Pgs 12-14 Wb: Pgs 70-71 	<ul style="list-style-type: none"> Character diaries- Let the learners create a diary/journal from their favourite character's 	<ul style="list-style-type: none"> Storyboarding/Comic strip (Cb pg-131) OR Draw a Venn diagram to compare and contrast city life and country life.

Cypress Street (Poem Written)	Lyrical Poetry	Tom Stoppard	<ul style="list-style-type: none"> Character - analysis through traits. Writing skills Reading - comprehension Interpretation Evaluation Social message Writing skills 	<ul style="list-style-type: none"> Sensory vocabulary Adjectival descriptions 	<ul style="list-style-type: none"> Rhyme & rhythm - rhyming words 	<ul style="list-style-type: none"> perspective (50 words) 	<ul style="list-style-type: none"> Comparative analysis of the environmental scenario of the 20th and 21st century Creative writing on SDG-13: Life or Land (70-80 words) Problem solving: Brainstorming ideas on effect of climate change on life or land. Evolution diet
				<ul style="list-style-type: none"> Rhyming words 	<ul style="list-style-type: none"> Write a paragraph (80-100 words) from the perspective of a local witness on the changes in the neighbourhood. Describe the sights, sounds, and/or one as you watch the urbanization unfold and emphasize on the importance of inclusiveness in the community. 		
Making a Difference (Written)	Environmenta Fiction	—	<ul style="list-style-type: none"> Reading - comprehension or drawing conclusion Problem solving Writing skills 	<ul style="list-style-type: none"> Adverbial clause 	<ul style="list-style-type: none"> Reported Speech, Punctuation Wb: Pgs 77-80 Cb: Pgs 29-32 Comprehension- Making a Difference Poster Reading 	<ul style="list-style-type: none"> Paragraph Writing (80-100 words): Develop a character with a special power (ai or a futuristic gadget) and elaborate the power and eco- 	<ul style="list-style-type: none"> Comparative analysis: Discuss the perspective of the children before and after the story narration. (AI) on how to reduce pollution.

Name of the Topic	Genre	Author	Skills	Vocabulary focus	Integrated grammar	Creative writing endeavours.	Activities suggested
The Princess (Drama)	Fiction	Kathleen M. Mulcair	<ul style="list-style-type: none"> Reading Comprehension - evaluative and extrapolative Inferential Empathy Family values 	Location - based vocabulary	Prepositions Cb: Pgs 75-77 Wb: Pgs 67-68 Comprehension - The Princess Wb: Pgs 65-68	<ul style="list-style-type: none"> Write a short paragraph (60-70 words) on any one of the following: <ul style="list-style-type: none"> Is it important for everyone, including those with special abilities, to be treated equally? Successful people who are specially gifted (celebrated and have excelled in different fields). <ul style="list-style-type: none"> Gratitude journal - Make a journal and write on things that you are thankful for. (60-70 words) 	<ul style="list-style-type: none"> Character Analysis of the protagonist(s) Discussion Circles Is it important for everyone, including those with special abilities, to be treated equally?
In Conversation With J.K. Rowling (Drama)	Interview Media		<ul style="list-style-type: none"> Comprehension of an interview text. Comprehension - analysis of questions Evaluative communication - effective, productive and 	Using interrogative words to form open ended questions for an interview	Subject-Verb Agreement, Subject & Predicate Cb: Pgs 18-19 Wb: Pgs 38-41 Comprehension - An Interview With JK Rowling Wb: Pgs 37-38	<ul style="list-style-type: none"> The Interview: Conduct a five-question interview with a staff member employed at your school. Interview Rules: Make a Graphic Organiser to report the following: <ul style="list-style-type: none"> sees required to conduct an interview, include basic manners 	

Foreign Lands (Poem Oral)	Lyrical Poetry	R. L. Stevenson	<ul style="list-style-type: none"> subtext connotation Writing skills - question-making 	<ul style="list-style-type: none"> Similes Metaphors Personification Imagery Sensory vocabulary 	Expressing Imagination	<ul style="list-style-type: none"> relevance of questions, purpose of the interview. Travel Talk Show- Choose your favourite travel destination, research and gather information about the landscape, landmarks, culture etc. Work in groups and make an itinerary. Location drill 	
The River (Poem Oral)	Lyrical Poetry	Valerie Bloom	<ul style="list-style-type: none"> Interpretation of the poem - using figurative language Identifying rhyming scheme, theme/mood of the poem. Exploring cultural diversity Writing skills 	<ul style="list-style-type: none"> Sound Words - Degrees of Adjectives (revision) Cb: Pgs 67-68 Wb: Pgs 60-63 	Sound Words - Cb: Pg 69	<ul style="list-style-type: none"> My Precious Postcard- Imagine that you are the child mentioned in the poem 'Foreign Lands'. Write a letter to a family member back home, describing your adventures in the new land. Compose a verse poem (theme: nature) guidelines - 1-2 stanzas, include rhyming words or figurative speech. 	<ul style="list-style-type: none"> Role Play Enact any one scene of your choice from the story.
The Cantos Race (Written)	Poem	Lewis Carroll	<ul style="list-style-type: none"> Reading and comprehension - appreciation of nature through literature Interpretation of text - using figurative language Writing skills Communication - Imagination Collaboration Coordination 	<ul style="list-style-type: none"> Words showing emotions Idioms Idioms Cb: Pgs 68-69 	<ul style="list-style-type: none"> Sound Words - Cb: Pg 69 Degrees of Adjectives (revision) Cb: Pgs 67-68 Wb: Pgs 60-63 		

Name of the Topic	Genre	Author	Skills	Vocabulary focus	Integrated grammar	Creative writing	Activities suggested
			<ul style="list-style-type: none"> Show Up Emotions Stage Presence Expression 		<ul style="list-style-type: none"> Comprehension The Caucus Race (1st Pys 47-50) Assessment 2 Final assessment Mock Paper 		

ANNUAL EXAMINATION

Note: The assessments will be prepared on the content of the columns marked Integrated Grammar and Creative Writing (oral + written topics) along with the text of the written chapters only.

SYLLABUS OF MID TERM I ASSESSMENT	
Fiippi Goes to the Circus, Henry.	
Nouns: Common, Proper, Concrete & Abstract	
Articles	
Conjunctions	
Paragraph Writing (60-70 words)	
SYLLABUS OF MID TERM II ASSESSMENT	
The Railway Children, Cynthia Street	
Conjunctions, Punctuation, Collective Nouns, Types of Sentences	
Letter writing (Informal)	
Conjunctions	
Descriptive Essay (90 to 100 words)	

BREAKUP OF MARKS	
Half Yearly/Annual Examinations:	45 Marks
Written Paper	10 Marks
Reading	5 Marks
Recitation	5 Marks
Spoken English	5 Marks
Director	5 Marks
Total	70 Marks
MIDTERM ASSESSMENTS I & II	30 Marks
GRAND TOTAL	100 Marks

Please note:

- The learners will be tested on their previous knowledge of functional grammar (of all the levels) in the Half-Yearly and Annual Examination.
- The teacher may refer to Wren & Martin to give extra practice for the grammar topics. You may give more of cloze passages.
- One notebook may be maintained for Functional Grammar and Creative Writing.
- Synonyms, Antonyms and Homophones will be assessed from the reading texts.
- Integrated Grammar and Creative Writing topics should be taken up in the class for the oral chapters ALSO as they would be tested.

Format of an Informal letter

The diagram illustrates the format of an informal letter with the following components and their corresponding marks:

- Sender's Address:** Mussorie International School, 56, Mall Avenue, Mussorie. (1/2 mark)
- Date:** 16th April, 2024. (1/2 mark)
- Salutation:** Dear [Name]. (1/2 mark)
- Topical sentence:** [Blank line for writing].
- Main body of the letter (content + expression):** [Blank lines for writing]. (2 1/2 - 5 marks)
- Concluding sentence:** [Blank line for writing].
- Subscription:** Yours affectionately, [Name]. (1/2 mark)
- First name only:** [Name]. (1/2 mark)

Formative: 2 1/2 Marks
Content: 2 1/2 Marks
Expression: 5 Marks
Total: 10 Marks

Please note:
* One space signifies one writing space (one line).

Reading and Conversation

Name of the Textbook: Gulliver's Travels
Author: Jonathan Swift
Publisher: Orient BlackSwan

MARCH – SEPTEMBER (FIRST TERM)	
Suggested Months	Name of the Theme
MARCH-MAY	<ul style="list-style-type: none"> • Reading Aloud – Gulliver gains his freedom • Conversation Themes – Adventure, Travel (Refer to – Adventures in the Capital – Page no. 77) • A Memorable Trip (Refer to- Gulliver Lands at Brobdingnag; pg 50)
JULY	<ul style="list-style-type: none"> • Read Aloud – Life and customs in Lilliput • Conversation Themes – Customs, Safety. (Refer to - Life and customs in Lilliput – Page no. 33) • Peace v/s War (Refer to Gulliver Battles for the Lilliputians, page no- 28)
AUGUST – SEPTEMBER	<ul style="list-style-type: none"> • Read Aloud – Gulliver in Blefuscu • Conversation Themes – My Dream Destination (Refer to – Life at the Palace – Page no. 70) • Idea of a Fantasy Land (Refer to- Lemuel Gulliver in a Strange Land; page 3)

HALF – YEARLY EXAMINATION

OCTOBER – FEBRUARY (SECOND TERM)	
Suggested Months	Name of the Theme
OCTOBER – NOVEMBER	<ul style="list-style-type: none"> • Read Aloud – Gulliver is Received in Lilliput • Conversation Themes – More about my country. (Refer to - Back in England – Page no. 95) • A Skill I Wish to Learn. (Refer to – Gulliver Learns a few Things about Lilliput – Page no. 24)
DECEMBER	<ul style="list-style-type: none"> • Read Aloud – Danger in the Kingdom of Lilliput • Conversation Theme – If I were a King/Queen (Refer to – Gulliver and the King of Brobdingnag – Page no. – 85) • My Priceless Possession (Refer to Gulliver is sold to the Queen; page no 63)
JANUARY – FEBRUARY	<ul style="list-style-type: none"> • Read Aloud – Gulliver is Sold to the Queen • Conversation Themes – Rural v/s Urban Life (Refer to – In the Farmer's House – Page no. 57) • Freedom (Refer to – Escape from Brobdingnag; page 91)

ANNUAL EXAMINATION

- Note: (i) Teachers must take up different activities and discussions based on the content available on the C.M.S Reading App (Freedom).
(ii) The elements of Reading will be assessed in each term.

fganh Hkk"kk

Name of the Textbook: I nj fganh 0; kdj .k rFkk fucdk j puk Hkx&2
(ONLY FOR TEACHERS)
Publisher: on idk'k , .M lUt+

MARCH – SEPTEMBER (FIRST TERM)	
Suggested Months	Name of the Topic
MARCH – MAY	संज्ञा
	गिनती (61 से 80 तक) हिन्दी के अंकों व शब्दों में लिखना तथा बोलना।
	dgkuh yfku (100 से 120 शब्दों तथा तीन पैराग्राफ में)
JULY	सर्वनाम
	foyke 'kcn & मान, आस्तिक, जन्म, जागना, प्रशंसा, आदि, जय, आज्ञा, सज्जन, आय।
AUGUST	विशेषण
	lk; k; okph 'kcn (तीन-तीन) – आकाश, इन्द्र, पुत्र, चन्द्रमा, आग, पानी, नदी, आँख, जंगल, पुष्प।
	क्रिया
	अपठित गद्यांश
SEPTEMBER	fucdk & o.kukRed (100 से 120 शब्दों तथा तीन पैराग्राफ में)
	REVISION

HALF-YEARLY EXAMINATION

OCTOBER – FEBRUARY (SECOND TERM)	
Suggested Months	Name of the Topic
OCTOBER – NOVEMBER	dky (मुख्य तीन भेद)
	fojke&fpgu { पूर्ण विराम (।), अल्प विराम (,), विस्मयबोधक (!), प्रश्नवाचक (?) }
	वाक्यांश के लिए एक शब्द
	opu cnyks & थाली, गुड़िया, अध्यापिका, कथा, नारी, झण्डा, मिठाई, बहन, भेड़िया, कविता
DECEMBER	fyx cnyks & लेखक, शिष्य, सेठ, सिंह, दास, सखा, नायक, ब्राह्मण, बालक, देव

	l eɪp; ɔkʌd (योजक शब्द) (परिभाषा और दिए गए शब्दों से अभ्यास कार्य – और, इसलिए, लेकिन, क्योंकि, अथवा आदि)
	अपठित गद्यांश
	i = & औपचारिक $\frac{1}{4}$ kfkuk i=@f'kdk; rh i=½
JANUARY	fudk & dYi ukRed (100 से 120 शब्दों तथा तीन पैराग्राफ में)
	vuɔkfkuz 'kɔn (प्रत्येक शब्द के दो अर्थ लिखवाएँ)
FEBRUARY	dgkuh y[ku (100 से 120 शब्दों तथा तीन पैराग्राफ में)
	औपचारिक पत्र $\frac{1}{4}$ ɔjkofRr½
	REVISION: okf'kd i jh{k ea fgnh Hk'kk ds l i w k i k B; Øe l s i z u i Ns tk, xA vr% nkuka l =ka Term I and Term II½ dh i ɔjkofRr djuk vi f{kr gA
	ANNUAL EXAMINATION

okD; k k ds fy, , d 'kɔn

1.	जीवन भर रहने वाला	आजीवन
2.	साग-सब्जी खाने वाला	शाकाहारी
3.	जो पढ़ा लिखा हो	शिक्षित
4.	जो जल में रहता हो	जलचर
5.	अच्छे आचरण वाला	सदाचारी
6.	साथ पढ़ने वाला	सहपाठी
7.	गाने वाला	गायक
8.	जो नीचे लिखा हो	निम्नलिखित
9.	उपकार करने वाला	उपकारी
10.	जो आकाश में रहता हो	नभचर

vuɔkfkuz 'kɔn

1.	अर्क	रस, सूर्य
2.	तप	साधना, धूप
3.	कनक	सोना, गेहूँ
4.	अर्थ	धन, व्याख्या
5.	फल	खाने का फल, परिणाम
6.	बाल	केश, बालक
7.	लाल	रंग, बेटा
8.	अंक	गोद, संख्या
9.	दल	समूह, पत्ता
10.	अंबर	आकाश, वस्त्र

औपचारिक पत्र (प्रारूप काउन्सिल के अनुरूप)

नोट: दोनों पत्रों में प्रारूप के लिए 4 अंक, विषय चतु के लिए 6 अंक।

एक लाइन छोड़ें	स्वतंत्रता दिवस, वैतनक पत्र, दिल्ली - (विनिर्देश)
एक लाइन छोड़ें	16 अक्टूबर 2024
एक लाइन छोड़ें	श्रीमान्, समाजिक नवोदय, शैक्षिक प्रशासन, मालवीय नगर, दिल्ली - (विनिर्देश)
एक लाइन छोड़ें	विषय _____
संक्षिप्त मूल विषय	
एक लाइन छोड़ें	
नमोदय	महोदय/महोदया, _____
प्रार्थना/आभ्युक्त	सुविधा के विवेका हेतु _____
एक लाइन छोड़ें	
एक लाइन छोड़ें	
एक लाइन छोड़ें	
एक लाइन छोड़ें	
एक लाइन छोड़ें	यदि है/यदि नहीं है _____
एक लाइन छोड़ें	
एक लाइन छोड़ें	आपके लिए प्रेम संविष्ट।
एक लाइन छोड़ें	सन्तुष्ट
एक लाइन छोड़ें	महोदय/महोदया
एक लाइन छोड़ें	संज्ञा

नोट: विद्यार्थियों को दो दिनों के अंदर का पत्र अतिवापस नहीं है जब तक कि वे स्वयं प्रेषक से विषय का समाधान न करें।
अपना पता/संख्या / पता/संख्या लिखें।
नाम - _____
संज्ञा - _____
दिनांक - _____

fganh I kfgR;

Name of the Textbooks: 1- fdat y
2- , d s Fks gekjs i wzt & 4
(TERM I and TERM II)

Authors: 1- __rqfl g
2. d".k xki ky vkfcn

Publications: 1- fdMyoVMZ i fcyds ku i k fy-
2. U; wsu i fcyf'kak gkml

MARCH – SEPTEMBER (FIRST TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
MARCH – MAY	1	हिमालय ½ fork½ eks[kd	11
	4	अनोखी चिड़िया ½ ysk½	33
JULY	1	, d s Fks gekjs i wzt & x# ukudno	5
	8	सिद्धार्थ का गृह त्याग ½ ukVd½	65
	6	रवींद्रनाथ टैगोर ½ eks[kd½	49
AUGUST	2	, d s Fks gekjs i wzt & I r dchj	12
	5	पेट दर्द ½ dgkuh½	41
	14	कबीर के दोहे ½ kgj½ eks[kd	113
SEPTEMBER	3	, d s Fks gekjs i wzt & egkdfod kytlnkl	19
	7	हम तेरे आभारी मेट्रो ½ fork½ eks[kd	56
	4	, d s Fks gekjs i wzt & j.k.k I kak	27
REVISION			

OCTOBER – FEBRUARY (SECOND TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
OCTOBER - NOVEMBER	10	यह दीवाली याद रहेगी ½; kgkj½	80
	12	हल्ला-गुल्ला ½ fork½ ½ eks[kd½	97
DECEMBER	5	, d s Fks gekjs i wzt & ehjk ckbz	33
	6	, d s Fks gekjs i wzt & iluk /kk;	38
	11	मैं और मेरा देश ½ dgkuh½	88
JANUARY	13	खाचिड़ी, उड़चिड़ी, फंसचिड़ी ½ eks[kd½	103
	7	, d s Fks gekjs i wzt & egkjk.k i rki	43
	2	दो बिल्लियों और बंदर ½ dgkuh & eks[kd½	18
FEBRUARY	9	हरिद्वार की सैर ¼ = ½	73
	REVISION		

ejh ubz I gys[k ekyk W; wsu Hkkx&4½	
Ist term	IInd term
पृष्ठ 1 – 14	पृष्ठ 15 – 24
funz k: 'मेरी नई सुलेख माला' से प्रत्येक माह दो पृष्ठ कराये जाएँगे।	

<p>ukd/% fgluh Hkk"kk ea i wzkku ij vk/kfjr izu Hkh iNs tk, xA</p> <ul style="list-style-type: none"> • fgluh Hkk"kk ds fo"k; ka dks fgluh I kfgR; ds i kBa ds I kFk , dhdr djds i <k; A • ek=kvka dh v'kf) ; ka dk iR; d i kB I sokrkzyki rFk I dkj dk; I djok, A bl I s Hkh izu i wnk tk, xkA • iR; d i kB I sbeyk vo'; djok, A • ^, d s Fks gekjs i wzt* I sifr ekg , d dgkuh eks[kd : i I s vo'; i <kbz tk, xh rFk I e>kbz tk, xhA izu&i= ea bl I s dkbz izu ugha i wnk tk, xkA • ^, d s Fks gekjs i wzt* I s I ysk rFk Jrysk Hkh dj; k tk I drk gA • izui= ea fopkj kRed izu (HOTS) rFk cgfodYih; izu (MCQs) Hkh iNs tk, xA vr%mu ij fo'kk /; ku nA • GCE dks vius i kBa ea I fefyr djA
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<p>Syllabus for:</p> <p>Mid Term Assessment I: संज्ञा, गिनती (61 से 80 तक) हिन्दी के अंकों व शब्दों में लिखना तथा बोलना, कहानी-लेखन (100 से 120 शब्दों तथा तीन पैराग्राफ में), सर्वनाम, अनोखी चिड़िया</p> <p>Mid Term Assessment II: काल, विराम-चिह्न { पूर्ण विराम (।), अल्प विराम (,), विस्मयबोधक (!), प्रश्नवाचक (?) }, वाक्यांश के लिए एक शब्द, वचन बदलो, अपठित गद्यांश, यह दीवाली याद रहेगी।</p>

BREAK-UP OF MARKS	
Half Yearly/Annual Exam	= 70 marks
Mid Term Assessment I /	
Mid Term Assessment II	= 30 marks
Grand total	= 100 marks

MATHEMATICS

Name of the Textbook: **SMILE 4 – MATHS**
Coursebook & Workbook
(Term I & Term II)
Publisher: **SAAR Education (I) Pvt. Ltd.**

MARCH – SEPTEMBER (FIRST TERM)				
Suggested Months	Chapter Number	Name of the Chapter	Page	Hands-on apparatus that may be used
MARCH – MAY	1	Numbers up to 9,99,999	1-19	Dice, Number Cards, Ice Cream Sticks, Dienes Blocks, Counters, Place Value Holder, Letter Flash Cards
	2	Making More and Less	20-38	Cups and Beans, Ice Cream Sticks, Place Value Holder, Counters
JULY	3	Multiplying and Sharing	39-53	Ice Cream Sticks, Paper Tiles, Dienes Blocks, Counters
	4	Factors, Multiples and Divisors	54-67	Unifix Cubes, Dienes Blocks, Counters
AUGUST – SEPTEMBER	4	Factors, Multiples and Divisors (continued)	54-67	Unifix Cubes, Dienes Blocks, Counters
	5	Parts of a Whole	68-75	Unifix Cubes, Paper Plates, Fraction Tiles
	6	Introduction to Fractions	76-93	Unifix Cubes, Paper Plates, Fraction Tiles
	7	More on Fractions	1-7 (Part B)	Unifix Cubes, Paper Plates, Fraction Tiles
REVISION				
Tables 2 to 15				
HALF-YEARLY EXAMINATION				
Syllabus for Mid Term Assessment I: Topics: Numbers up to 9,99,999, Making More and Less, Multiplying and Sharing.				
OCTOBER – FEBRUARY (SECOND TERM)				
Suggested Months	Chapter Number	Name of the Chapter	Page	Hands-on apparatus that may be used
OCTOBER-NOVEMBER	12	Lines and Shapes	56-63	Geometry Box, Ice Cream Sticks, 2D and 3D Models

	13	Angles and Turns	64-73	Geometry Box
	9	Introduction to Perimeter and Area	24-34	Ruler, Measuring Tape, Geoboards, Grid Sheets
	10	More on Perimeter and Area	35-43	Ruler, Measuring Tape, Geoboards, Grid Sheets
DECEMBER	11	Time	44-55	Clock Model, Calendar
JANUARY-FEBRUARY	8	Measurements: Length, Mass and Capacity	8-23	Ruler, Measuring Tape, Beam Balance, Weights and Measuring Cans, Real Objects
	14	Symmetry and Patterns	74-84	Tangram Set
	15	Graphs and Charts (drawing of Bar Graphs to be excluded)	85-92, 94-95	Graph Sheets, Coloured Sheets
REVISION OF THE TOPICS FOR BOTH THE TERMS SHOULD BE DONE FOR THE ANNUAL EXAMINATION.				
Tables 2 to 15				
ANNUAL EXAMINATION				
Syllabus for Mid Term Assessment II: Topics: Lines and Shapes, Angles and Turns, Introduction to Perimeter and Area, More on Perimeter and Area				

● Book:	Book of Tables
Publisher:	F K Publications (Future Kids Pvt. Ltd.)
Page Numbers:	Relevant pages of the book may be done as per the prescribed syllabus for both the terms.
BREAK-UP OF MARKS	
Half Yearly Examination / Annual Examination	= 70 marks
Mid Term Assessment I / Mid Term Assessment II	= 30 marks
Total	= 100 marks

Note: (i) **Higher Order Thinking Skills (HOTS)** questions will be tested in the Mid Term Assessments as well as in the Half-Yearly and Annual Examinations.
(ii) Previous knowledge of the students may also be tested.

Example is always more efficacious than precept. – Dr. Johnson
CLASS IV

Name of the Textbook: **SMILE 4 – WORKBOOK
(Term I & Term II)**

MARCH – SEPTEMBER (FIRST TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
MARCH – MAY	1	Numbers up to 9,99,999	1-12
	2	Making More and Less	13-20
JULY	3	Multiplying and Sharing	21-31
		Assessment 1	32-33
	4	Factors, Multiples and Divisors	34-41
AUGUST – SEPTEMBER	4	Factors, Multiples and Divisors (continued)	34-41
	5	Parts of a Whole	42-47
	6	Introduction to Fractions	48-63 (excluding Q3 on pg 51)
		Assessment 2	64-65
	7	More on Fractions	1-10 (Term II)
		REVISION (Term I)	66-73
		Tables 2 to 15	

HALF-YEARLY EXAMINATION

Syllabus for Mid Term Assessment I:

Topics: Numbers up to 9,99,999, Making More and Less, Multiplying and Sharing

OCTOBER – FEBRUARY (SECOND TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
OCTOBER-NOVEMBER	12	Lines and Shapes	40-44
	13	Angles and Turns	45-49
	9	Introduction to Perimeter and Area	18-24
	10	More on Perimeter and Area	25-30
		Assessment 3	31-32
DECEMBER	11	Time	33-39
JANUARY-FEBRUARY	8	Measurements: Length, Mass and Capacity	11-17
	14	Symmetry and Patterns	50-54
	15	Graphs and Charts (drawing of Bar Graphs to be excluded)	55-56, 58
		Assessment 4	59-60
		REVISION (Term II)	61-65
		REVISION (Term I & II)	66-69

REVISION OF THE TOPICS FOR BOTH THE TERMS SHOULD BE DONE FOR THE ANNUAL EXAMINATION.

Tables 2 to 15

ANNUAL EXAMINATION

Example is always more efficacious than precept. – Dr. Johnson

Syllabus for Mid Term Assessment II:

Topics: Lines and Shapes, Angles and Turns, Introduction to Perimeter and Area, More on Perimeter and Area

Note: The Coursebook exercises and the Practice worksheets may be peer checked.

SCIENCE

Name of the Textbook: **Let's Master Science
(TERM I and TERM II)**

Author: **Dr Pramod Mahajan, Sujit Kumar Jana**

Publisher: **Arya Book Depot**

MARCH – SEPTEMBER (FIRST TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
MARCH – MAY	1	Human Body: Food We Eat	7
JULY	3	Materials and Solutions	38
AUGUST	6	Air	73
SEPTEMBER		Experiential Learning Project - Plants in the Surroundings and Environment (not to be tested)	
		REVISION	

HALF-YEARLY EXAMINATION

OCTOBER – FEBRUARY (SECOND TERM)

Suggested Months	Chapter Number	Name of the Chapter	Page
OCTOBER	3	Light	36
NOVEMBER	4	Push and Pull	48
DECEMBER	5	Friction as a force	59
JANUARY	5	Friction as a force (contd.) Experiential Learning Project – Adaptation in animals (not to be tested)	59
FEBRUARY		REVISION	

ANNUAL EXAMINATION

Syllabus for Mid Term Assessment I: July

Topic: Human Body: Food We Eat

Syllabus for Mid Term Assessment II: December

Topic: Light

BREAK-UP OF MARKS	
Half Yearly/Annual Exam	= 60 marks (Textbook)
	= <u>10 marks (ELP)</u>
Total	= <u>70 marks</u>
Mid Term Assessment I & II	= <u>30 marks each</u>
Grand total	= <u>100 marks</u>

GUIDELINES FOR PROJECT WORK

1. Children may be encouraged to present the project work in the form of hard copy. They may use scrap books.
2. Children's work will be marked according to the rubrics set for the experiential learning project.

SOCIAL STUDIES

Name of the Textbook: Let's Master Social Studies-4 (TERM I and TERM II)

Author: Dr (Fr) Thomas T O, CMI, Dr Seema Negi, Bineesh K S

Publisher: Arya Book Depot

MARCH – SEPTEMBER (FIRST TERM)

Suggested Months	Chapter Number	Name of the Chapter	Page
MARCH – MAY	8	Major Domains and Landforms of Earth	82
		Map Work – Mountains, Peak and Capitals of States	
JULY		Experiential Learning Project – The Northern and North-East India (not to be tested)	
		Map Work – Coasts Revision of previous month's map work	
AUGUST	6	The Northern Plains	50
		Map Work – Rivers and Water Bodies Revision of previous month's map work	
SEPTEMBER		REVISION	
		*Map Work - Class III - All the States and Union Territories	

Map Work	Political map of India: Capitals of States: Dispur, Gangtok, Itanagar, Chandigarh, Patna, Lucknow, Dehradun, Gandhinagar, Bhopal, Shimla, Raipur, Panaji, Aizawl River marked map of India:
	<ul style="list-style-type: none"> • Mountains– Himalayas, Aravalli Range, Karakoram Range, Raj Mahal Hills, Nilgiri Hills • Mountain Peak – Mt. Everest • Water Bodies – Arabian Sea, Indian Ocean, Bay of Bengal • Rivers – Satluj, Ganga, Yamuna, Indus, Jhelum, Chenab, Chambal, Brahmaputra • Coasts – Konkan Coast, Malabar Coast, Coromandel Coast, Northern Circars, Eastern Coastal Plains, Western Coastal Plains
<p>Please note: *(i) The learners will also be tested on previous knowledge: MAP WORK of Class III on States (in addition to the North Eastern States and Union Territories) in the Half-yearly Examination. (ii) The teachers may refer to class III syllabus (2024-25) to practise map work on <u>all</u> the States and Union Territories. (iii) Latest map should be used for marking the Union Territories, States and their Capitals.</p>	
HALF-YEARLY EXAMINATION	

OCTOBER – FEBRUARY (SECOND TERM)

Suggested Months	Chapter Number	Name of the Chapter	Page
OCTOBER – NOVEMBER	3	Our Responsibilities	24
	8	The People of India	80
		Map Work – Capitals of States, Rivers and Lakes	
DECEMBER		Experiential Learning Project – Southern India (not to be tested)	
		Map Work – Desert, Mountains Revision of previous month's map work	
JANUARY	4	Western and Central India	31
		Map Work – Plateaus Revision of previous month's map work	
FEBRUARY		REVISION	
		*MAP WORK - Class III – All the States and Union Territories Class IV – Capitals of States (First Term)	

Map Work	Political map of India: Capitals of States: Imphal, Shillong, Jaipur, Kolkata, Mumbai, Chennai, Hyderabad (Andhra Pradesh and Telangana), Bengaluru, Ranchi, Bhubaneswar, Kohima, Agartala, Thiruvananthapuram River marked map of India: <ul style="list-style-type: none"> • Plateaus – Malwa Plateau, Chota Nagpur Plateau, Deccan Plateau • Rivers – Narmada, Tapi, Mahanadi, Godavari, Krishna, Kaveri • Lakes – Wular Lake, Sambhar Lake, Chilka Lake, Pulicat Lake, Vembanad Lake • Desert – Thar • Mountains – Cardamom Hills, Vindhya Range, Satpura Range, Eastern Ghats, Western Ghats
	Please note: *(i) The learners will also be tested on previous knowledge of MAP WORK: Class III - States (in addition to the North Eastern States and Union Territories), Class IV (Capitals of States - First Term) in the Annual Examination. (ii) The teachers may refer to class III syllabus (2024-25) to practise map work on <u>all</u> the States and Union Territories. (iii) Latest map should be used for marking the Union Territories, States and their Capitals.
ANNUAL EXAMINATION	

BREAK-UP OF MARKS	
Half Yearly/Annual Exam	= 60 marks (Textbook) (includes Map work)
	= 10 marks (ELP)
Total	= 70 marks
Mid Term Assessment I /	
Mid Term Assessment II	= 30 marks (includes Map work)
Grand total	= 100 marks

Mid Term Assessment I: July Syllabus: Topic: Major Domains and Landforms of India - Pages 82-88 Map Work: Mountains, Peak and Capitals of States
Mid Term Assessment II: December Syllabus: Topic – Our Responsibilities Map Work: Capitals of States, Lakes and Rivers

GUIDELINES FOR PROJECT WORK
1. Children may be encouraged to present the project work in the form of hard copy. 2. Children's work will be marked according to the rubrics set for the experiential learning project.

ART & CRAFT

Name of the Textbook: **New Let's Draw and Colour with Alphabet – IV (Revised Edition)**
 Publisher: **Newman**

ART & CRAFT IS A GRADED SUBJECT.

- Monthly break-up of the syllabus may be done by the teachers at the branch level.

COMPUTATIONAL THINKING AND ICT

Name of the Textbook: **Tekie Accelerate (Grade 4)**
 Publisher: **Uolo Ed Tech Pvt. Ltd.**

MARCH – SEPTEMBER (FIRST TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
MARCH – MAY	1	All About Data & Storage	1
	3	Managing Files & Folders	42
JULY	4	Formatting Documents (excluding: Setting Paper size, Indentation – Pg Nos. 76, 77)	60
AUGUST	5	Enhancing Documents	81
SEPTEMBER	6	Be Creative with AI	102
		REVISION	
HALF-YEARLY EXAMINATION			

OCTOBER – FEBRUARY (SECOND TERM)			
Suggested Months	Chapter Number	Name of the Chapter	Page
OCTOBER – NOVEMBER	5	Introduction to Scratch 3.0	65
	6	Scratch Blocks	75
	7	Making a Scratch Project	84
DECEMBER	8	Drawing Shapes (including <i>Simple figures using turn 45 and 90 degrees command</i>)	98
	4	Creating Presentations	42
JANUARY	1	Exploring Internet	1
	2	The Internet of Things	17
FEBRUARY	2	The Internet of Things (contd.)	-
		REVISION	
ANNUAL EXAMINATION			

Mid Term Assessment I: JULY
Syllabus: March to May
Topics: Ch. 1: All about Data and Storage
Ch. 3: Managing Files and Folders
Mid Term Assessment II: DECEMBER
Syllabus: October to November
Topics: Ch. 5: Introduction to Scratch 3.0
Ch. 6: Scratch Blocks
Ch. 7: Making a Scratch Project

ONLY Second Term Syllabus will be tested in the Annual Examination.

Note:
1. Exercises are to be done in the textbooks.
2. Written work in the notebooks may be covered in the form of Competency /Programming Based questions or Formative Assessment.

BREAK-UP OF MARKS
Half Yearly / Annual Exam = 50 marks
= 20 marks (Practical)
Total = 70 marks
Mid Term Assessment I /
Mid Term Assessment II = 30 marks
Grand total = 100 marks