

# Yearly Syllabus Planner

April Session 2022-23

**Grade - IV**

ONE PLACE

INFINITE  
OPPORTUNITIES

-Art work by Edifians



*\*Images of 'Fluid Ideas-Sketch Beyond' – A National Art Competition conducted by HO MDN Edify portraying artistic skills of Edifians across India.*

## YEARLY SYLLABUS PLANNER

April Session 2022-23

**GRADE - 4**

Month	EVS	English	Mathematics	Language (Hindi)
<b>APRIL (IM 1)</b>  (No. of TD- 18 No. of WD-21)	<b>Main Idea:</b> Taking care of ourselves leads to a healthy life.  <b>Lines of Learning:</b> <ul style="list-style-type: none"> <li>To explore health and hygiene.</li> <li>Healthy mind in a healthy body.</li> <li>My responsibility towards myself.</li> </ul> <b>Concepts:</b> <ul style="list-style-type: none"> <li>Health and characteristics of good health.</li> <li>Factors affecting our Health.</li> <li>Pre-Assessment tasks.</li> <li>Personal Health and Hygiene</li> <li>Check Your Progress</li> <li>Communicable disease and non-communicable diseases</li> <li>Congenital diseases</li> <li>Factors of diseases</li> <li>What is a disease</li> <li>Type of diseases</li> <li>How to communicable disease spread</li> </ul>	<ul style="list-style-type: none"> <li>Pre-assessment tasks</li> <li>Ordering of paragraph</li> <li>Complete the incomplete sentence</li> <li>Punctuation and Quotation Marks</li> <li>Understanding about subject and predicate</li> <li>Types of sentences</li> <li>From sentences to paragraphs</li> <li>Formative Assessment</li> <li>Literature Reading-Swami and Friends.</li> </ul>	<ul style="list-style-type: none"> <li>Place value</li> <li>Math Lab Activity Forming Numbers</li> <li>Tasks on Place value and Comparing numbers</li> <li>Comparing, Ordering and Building numbers</li> <li>Ascending and Descending order, Predecessor &amp; successor, Smallest and greatest numbers</li> <li>Palindromes</li> <li>Rounding off Numbers and Fun time</li> </ul>	<ul style="list-style-type: none"> <li>पर्वत कहता</li> <li>लालच</li> <li>गुरु जी की रात्रि व्यथा</li> </ul>
<b>JUNE (IM 1 + IM 2)</b> (No. of TD- 20 No. of WD-25)	<b>Main Idea:</b> Taking care of ourselves leads to a healthy life.  <b>Lines of Learning:</b> <ul style="list-style-type: none"> <li>To explore health and hygiene.</li> <li>Healthy mind in a healthy body.</li> <li>My responsibility towards myself.</li> </ul> <b>Concepts:</b> <ul style="list-style-type: none"> <li>Congenital diseases</li> <li>Factors of diseases</li> <li>What is a disease</li> </ul>	<ul style="list-style-type: none"> <li>Understanding about</li> </ul>	<ul style="list-style-type: none"> <li>Palindromes</li> <li>Rounding off</li> </ul>	<ul style="list-style-type: none"> <li>गुरु जी की रात्रि व्यथा</li> <li>शिष्टाचार की सीख</li> <li>अभ्यास</li> <li>Summative Assessment</li> </ul>

	<ul style="list-style-type: none"> <li>Type of diseases</li> <li>How to communicable disease spread</li> <li>Pathogenic diseases</li> <li>Measures to prevent diseases</li> <li>Immunization</li> <li>Tasks on health</li> <li>What do we want more</li> <li>First Aid</li> <li>Environmental Hygiene</li> <li>Collaborative Action in as a class</li> <li>Glossary</li> <li>Summative Assessment</li> </ul> <p><b>Main Idea:</b> Every organization has its own system to function</p> <p><b>Lines of Learning:</b></p> <ul style="list-style-type: none"> <li>Understanding different organizations and their functions.</li> <li>Identifying and solving the problems in the organization.</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Organize yourself at home and at school</li> <li>KWL chart.</li> <li>Organization and its meaning</li> </ul>	<p>subject and predicate</p> <ul style="list-style-type: none"> <li>Types of sentences</li> <li>From sentences to paragraphs</li> <li>Formative Assessment</li> <li>Rules for making good sentences</li> <li>Reading Comprehension</li> <li>Paragraph and creative writing</li> <li>Formative assessment on Paragraph Writing</li> <li>Summative Assessment</li> </ul> <p><b>IM 2</b></p> <ul style="list-style-type: none"> <li>Pre-assessment</li> <li>Countable and uncountable noun</li> <li>Abstract and concrete nouns</li> </ul>	<p>Numbers and Fun time</p> <ul style="list-style-type: none"> <li>Roman Numbers</li> <li>Revision Exercise</li> <li>Pre-assess on basic operation</li> <li>Introduction of Pictographs Pre assessment task</li> <li>Representing data in Pictographs</li> <li>Introduction of bar graph</li> <li>Summative Assessment</li> </ul> <p><b>IM 2</b></p> <ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Adding numbers horizontally and vertically</li> <li>Finding the missing numbers</li> <li>Addition with and without carrying</li> </ul>	
--	--	---	--	--

<p><b>JULY (IM 2)</b></p> <p>(No. of TD- 20 No. of WD-25)</p>	<p><b>Main Idea:</b> Every organization has its own system to function</p> <p><b>Lines of Learning:</b></p> <ul style="list-style-type: none"> <li>Understanding different organizations and their functions.</li> <li>Identifying and solving the problems in the organization.</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Organize yourself at home and at school</li> <li>KWL chart.</li> <li>Organization and its meaning</li> <li>Formative assessment</li> <li>Importance of organization</li> <li>Country and its organization</li> <li>Types of Government.</li> <li>Perfect leaders</li> <li>Different systems in our government.</li> <li>Distributing powers</li> <li>Evolution of the Indian Administrative system.</li> <li>Administration in urban, rural and semi-urban area.</li> <li>Governments around world.</li> <li>The United Nations</li> <li>Conflict Resolution methods in organizations</li> <li>Problems in organization and simple agreements</li> <li>Reflective activity that we do in school to remain organized</li> </ul>	<ul style="list-style-type: none"> <li>Pre-assessment</li> <li>Countable and uncountable noun</li> <li>Abstract and concrete nouns</li> <li>Collective noun</li> <li>Abstract and concrete noun.</li> <li>Distinguish between noun and abstract noun</li> <li>Formative assessment on nouns</li> <li>Formative assessment on collective nouns</li> <li>Reading Comprehension - FairShare</li> <li>Reading comprehension: Poem</li> <li>Grammar game</li> <li>The price of pride</li> <li>Letter Writing- protest letter and formal letter.</li> <li>Subtraction</li> <li>Subtraction with and without</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Adding numbers horizontally and vertically</li> <li>Finding the missing numbers</li> <li>Addition with and without carrying</li> <li>Properties of addition</li> <li>Missing Addends</li> <li>Word problems on addition</li> <li>Horizontal and vertical subtraction</li> <li>Word problems.</li> <li>Activity time</li> </ul>	<ul style="list-style-type: none"> <li>बताओ मैं कौन हूँ? (पठन हेतु)</li> <li>मेरे देश का प्यारा झंडा</li> <li>मनुष्य का दिमाग</li> <li>साइना नेहवाल</li> <li>जन्मदिन की वर्षगांठ</li> </ul>
---	---	--	---	---



		borrowing <ul style="list-style-type: none"> <li>Formal and Informal Letter</li> <li>Formative assessment on Formal Letter</li> <li>Reading comprehensions- Proud Oyster</li> </ul>		
<b>AUGUST</b> <b>(IM 2 + IM 3)</b>  <b>(IM 2)</b>  <b>(No. of TD- 16 No. of WD-21)</b>	<b>Main Idea:</b> Every organization has its own system to function  <b>Lines of Learning:</b> <ul style="list-style-type: none"> <li>Understanding different organizations and their functions.</li> <li>Identifying and solving the problems in the organization.</li> </ul> <b>Concepts:</b> <ul style="list-style-type: none"> <li>Conflict Resolution methods in organizations.</li> <li>Problems in organization and simple agreements</li> <li>Reflective activity that we do in school to remain organized</li> <li>Responsibility for keeping ourselves organized.</li> <li>Leadership</li> <li>Summative assessment</li> </ul> <b>Main Idea:</b> Curiosity about our surroundings leads us to explore  <b>Lines of Learning</b>	<ul style="list-style-type: none"> <li>Formal and Informal Letter</li> <li>Formative assessment on Formal Letter</li> <li>Reading comprehensions- Proud Oyster</li> <li>Letter writing</li> <li>Reading Comprehension</li> <li>Summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Horizontal and vertical subtractions</li> <li>Word problems.</li> <li>Activity time</li> <li>Money (integrated)</li> <li>Indian currency</li> <li>Denominations</li> <li>Summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>जन्मदिन की वर्षगाँठ</li> <li>हँसी के गुब्बारे (पठन हेतु)</li> <li>अभ्यास</li> <li>Summative Assessment</li> </ul>

(IM 3)	<ul style="list-style-type: none"> <li>Adaptation and Migration</li> <li>Exploration is fundamental to migration</li> <li>Interpret the need to migrate</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Pre assessment</li> <li>KWL chart</li> <li>Climatic condition of local city</li> <li>What is environment?</li> <li>Adaptation to the environment.</li> <li>Adaptation on based on food, behavior for protection</li> <li>Types of Adaptation.</li> <li>What is habitat?</li> <li>Different types of habitat</li> </ul>	IM 3	IM 3	
<b>SEPTEMBER</b> <b>(IM 3)</b>  <b>(No. of TD-21 No. of WD-24)</b>	<p><b>Main Idea:</b> Curiosity about our surroundings leads us to explore</p> <p><b>Lines of Learning</b></p> <ul style="list-style-type: none"> <li>Adaptation and Migration</li> <li>Exploration is fundamental to migration</li> <li>Interpret the need to migrate</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Types of Adaptation.</li> <li>What is habitat?</li> </ul> <p>Different types of habitat</p> <ul style="list-style-type: none"> <li>Adaptation in plants</li> <li>Animal homes.</li> </ul>	<ul style="list-style-type: none"> <li>Verb Tense</li> <li>Present tense (simple present, continuous, perfect, present perfect continuous)</li> <li>Past tense (simple past, continuous, perfect, past perfect continuous)</li> <li>Future tense- (simple future, continuous, perfect, perfect continuous)</li> </ul>	<ul style="list-style-type: none"> <li>Breaking up numbers-multiplication.</li> <li>Multiplication by a single digit number</li> <li>Multiplication by 2 &amp; 3digits</li> <li>Multiplication shapes Assessment</li> <li>Multiplication</li> <li>Estimation of products</li> <li>Application in real life</li> <li>Quick math</li> </ul>	<ul style="list-style-type: none"> <li>हँसी के गुब्बारे (पठन हेतु)</li> <li>डायरी के पन्ने</li> <li>वीर तुम बढ़े चलो</li> <li>अभ्यास</li> <li>Summative Assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Terrestrial and aquatic animals.</li> <li>• Animal Adaptation</li> </ul> <p>Formative assessment on adaptation of plants</p> <ul style="list-style-type: none"> <li>• Field trip</li> <li>• Exploration is fundamental to migration.</li> <li>• Human migration</li> <li>• Curiosity leads to discoveries (Gulliver's Travels and Sindbad The Sailor)</li> <li>• Adaptation to different environments. Physical, social cultural effects.</li> <li>• Discover a land</li> <li>• Letters from around the world</li> <li>• Recapitulation and investigate further on adaptation and migration.</li> <li>• Conservation and extinction of animals</li> <li>• Summative assessment</li> </ul>	<p>continuous tense)</p> <ul style="list-style-type: none"> <li>• Recap of verbs and tenses</li> <li>• Formative assessment</li> <li>• Recount</li> <li>• Tenses</li> <li>• Before- now- after</li> <li>• Recount using tenses.</li> <li>• Comprehension skills</li> <li>• Animal camouflage</li> <li>• Summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Review of concepts</li> <li>• Mixed word problems</li> <li>• Lab activity</li> <li>• Introduction of Division</li> <li>• Rules of Division</li> <li>• Long division method</li> <li>• Finding quotient, remainder</li> <li>• Division by single digit and 2 digit number</li> <li>• Division by 10, 100 and 1000</li> <li>• Application in real life</li> <li>• Summative assessment</li> </ul>	
<b>OCTOBER (IM 4)</b>  <b>(No. of TD-12 No. of WD-14)</b>	<p><b>Main Idea:</b> Exploration of Energy in different forms and ways</p> <p><b>Lines of Learning</b></p> <ul style="list-style-type: none"> <li>• Investigating the forms of energy and its interchangeability.</li> <li>• Identifying the connections and applying daily life.</li> <li>• Intrinsic energy leads to creativity</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• What is energy?</li> <li>• Pre-assessment on energy</li> <li>• Activity- paper boat</li> <li>• Different forms of energy</li> <li>• Energy conversion from</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs and kinds of adverbs</li> <li>• Formation of Adverbs</li> <li>• Comparison of adverbs</li> <li>• Position of adverbs</li> <li>• Different tasks on adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>Types of fractions               <ul style="list-style-type: none"> <li>• Equivalent fractions</li> </ul> </li> <li>• Comparison of fractions</li> <li>• Ordering of fractions</li> <li>• Additional and subtraction of fractions</li> <li>• Conversion of fractions (mixed and improper fractions)</li> </ul>	<ul style="list-style-type: none"> <li>• विद्या का अभिमान</li> <li>• अभ्यास</li> </ul>

	one form to another. <ul style="list-style-type: none"> <li>Renewable and non-renewable energy</li> <li>Potential and kinetic energy</li> </ul>			
<b>NOVEMBER (IM 4 + IM 5)</b>  (No. of TD-19 No. of WD-24)  <b>IM 4</b>	<p><b>Main Idea:</b> Exploration of Energy in different forms and ways</p> <p><b>Lines of Learning</b></p> <ul style="list-style-type: none"> <li>Investigating the forms of energy and its interchangeability.</li> <li>Identifying the connections and applying daily life.</li> <li>Intrinsic energy leads to creativity</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Renewable and non-renewable energy</li> <li>Potential and kinetic energy</li> <li>Domestic sector</li> <li>Tips to conserve energy at home/ School Sector.</li> <li>Transport Sector.</li> <li>Industrial sector</li> <li>Recap on energy</li> <li>Conserving energy</li> <li>Survey on conserving energy</li> <li>Action plan</li> <li>Summative Assessment</li> </ul> <p><b>Main Idea:</b> Religion is an expression of one's inner commitment to the set of beliefs and convictions on which they fashion like their ways of life.</p>	<ul style="list-style-type: none"> <li>Different tasks on adverbs</li> <li>Conjunctions-tasks.</li> <li>Different kinds of conjunctions</li> <li></li> <li>Introduction to creative writing.</li> <li>Hints for poetry writing</li> <li>Written Language – Writing</li> <li>Creative writing (poetry)</li> <li>Formative Assessment – Written Language - Reading</li> <li>Summative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Additional and subtraction of fractions</li> <li>Conversion of fractions (mixed and improper fractions)</li> <li>Lab Activity</li> <li>Recap of fractions (Comparison, ordering, converting, equivalent, addition and subtraction of fractions)</li> <li>Formative assessment</li> <li>Real life application of fractions</li> <li>Multiples and Factors</li> <li>Multiples of even and odd numbers</li> <li>Common multiples</li> <li>Least Common Multiple (LCM)</li> <li>Introduction to Factors</li> <li>Properties of Factors</li> <li>Methods of finding factors (by multiplication and division)</li> <li>Building Factor Tree</li> <li>Lab activity</li> <li>Real life application</li> <li>Summative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>प्रतियोगिता</li> <li>गिनती कविता (पठन हेतु)</li> <li>Summative Assessment</li> </ul>

<b>IM 5</b>	<b>Lines of Learning</b> <ul style="list-style-type: none"> <li>Each person has the right to choose what he/she would like to believe and forms convictions upon so as to ensure peaceful coexistence of the world at large</li> <li>Understanding stories connected to the major religions across the world</li> <li>Interconnectedness of the religions</li> <li>Diversities and convergences in ideas</li> </ul> <b>Concepts:</b> <ul style="list-style-type: none"> <li>How people worship</li> <li>Different religions and beliefs</li> <li>Stories</li> </ul>	<b>IM 5</b> <ul style="list-style-type: none"> <li>Nouns and adjectives</li> <li>Kinds of adjectives</li> </ul>	<b>IM 5</b> <ul style="list-style-type: none"> <li>Geometry</li> <li>Lines, Curves and Polygons</li> <li>Types of Polygons</li> </ul>	
<b>DECEMBER (IM 5)</b>  (No. of TD-17 No. of WD-19)	<b>Main Idea:</b> Religion is an expression of one's inner commitment to the set of beliefs and convictions on which they fashion like their ways of life.  <b>Lines of Learning</b> <ul style="list-style-type: none"> <li>Each person has the right to choose what he/she would like to believe and forms convictions upon so as to ensure peaceful coexistence of the world at large</li> <li>Understanding stories connected to the major religions across the world</li> </ul>	<ul style="list-style-type: none"> <li>Nouns and adjectives</li> <li>Kinds of adjectives</li> <li>Comparison of adjective</li> <li>Countable and uncountable nouns</li> <li>Synonyms and antonyms</li> <li>Adjectives</li> <li>Comparison of adjectives</li> <li>Tasks on adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Geometry</li> <li>Lines, Curves and Polygons</li> <li>Types of Polygons</li> <li>Circle &amp; Parts of a Circle</li> <li>Diameter, radius &amp; chords</li> <li>Symmetry</li> <li>Experiment with different folds &amp; cuts</li> <li>Mirror image</li> <li>Tessellations</li> <li>Patterns to make codes</li> <li>Lab activities</li> <li>Tasks on</li> </ul>	<ul style="list-style-type: none"> <li>अभ्यास</li> <li>संगति की महिमा</li> <li>बुद्धिया</li> </ul>

	<ul style="list-style-type: none"> <li>• Interconnectedness of the religions</li> <li>• Diversities and convergences in ideas</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• How people worship</li> <li>• Different religions and beliefs</li> <li>• Stories</li> <li>• Hinduism</li> <li>• Sikhism</li> <li>• Jainism</li> <li>• Buddhism</li> <li>• Christianity</li> <li>• Islam</li> <li>• Judaism</li> <li>• Baha'i</li> <li>• Zoroastrianism</li> </ul>		symmetry	
<b>JANUARY</b> <b>(IM 5 + IM 6)</b>  <b>(IM 5)</b>  <b>(No. of TD-19 No. of WD-24)</b>	<p><b>Main Idea:</b> Religion is an expression of one's inner commitment to the set of beliefs and convictions on which they fashion like their ways of life.</p> <p><b>Lines of Learning</b></p> <ul style="list-style-type: none"> <li>• Each person has the right to choose what he/she would like to believe and forms convictions upon so as to ensure peaceful coexistence of the world at large</li> <li>• Understanding stories connected to the major religions across the world</li> <li>• Interconnectedness of the religions</li> <li>• Diversities and convergences in ideas</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Judaism</li> <li>• Baha'i</li> <li>• Zoroastrianism</li> <li>• Field Trip</li> <li>• One God, different names</li> <li>• Tasks on Religions</li> <li>• Religion in the modern</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Comparison of adjectives</li> <li>• Tasks on adjectives</li> <li>• Creative Writing</li> <li>• Story Map</li> <li>• Story Writing</li> <li>• Reading Comprehension</li> <li>• Tasks on Story Writing</li> <li>• Summative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Tessellations</li> <li>• Patterns to make codes</li> <li>• Lab activities</li> <li>• Tasks on symmetry</li> <li>• Perimeter</li> <li>• Area</li> <li>• Application in real life</li> <li>• Summative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• बुद्धिया</li> <li>• गुप्तकाल</li> <li>• खेलकूद</li> <li>• Summative Assessment</li> </ul>

(IM 6)	<p>world</p> <ul style="list-style-type: none"> <li>• Tasks on Religions</li> <li>• Summative Assessment</li> </ul> <p><b>Main Idea:</b> Interventions lead to change</p> <p><b>Lines of Learning</b></p> <ul style="list-style-type: none"> <li>• Finding about interventions on Earth</li> <li>• Causes and impact of interventions</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Different natural resources and their uses</li> <li>• Renewable and non-renewable Resources</li> <li>• What is disaster?</li> <li>• Types of disasters</li> <li>• Natural disasters &amp; their examples</li> <li>• DOs and DON'Ts for various natural disasters</li> <li>• Drought</li> </ul>	<p><b>IM 6</b></p> <ul style="list-style-type: none"> <li>• Task on quotation marks</li> <li>• Introduction to direct and indirect speech</li> <li>• Direct and Indirect speeches &amp; their rules</li> <li>• Reading comprehension-Tom's story</li> </ul>	<p><b>IM 6</b></p> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Measurement of length</li> <li>• Measurement of weight (Mass)</li> <li>• Measurement of capacity</li> </ul>	
<b>FEBRUARY</b> <b>(IM 6)</b>  <b>(No. of TD-20 No. of WD-22)</b>	<p><b>Main Idea:</b> Interventions lead to change</p> <p><b>Lines of Learning</b></p> <ul style="list-style-type: none"> <li>• Finding about interventions on Earth</li> <li>• Causes and impact of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Direct and Indirect speeches &amp; their rules</li> <li>• Reading comprehension-Tom's story</li> <li>• Picture sequence</li> <li>• Formative</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement of weight (Mass)</li> <li>• Measurement of capacity Recap of Measurement</li> <li>• Addition and Subtraction of Metric Units</li> <li>• Application in</li> </ul>	<ul style="list-style-type: none"> <li>• खेलकूद</li> <li>• हाथी के बारे में रोचक तथ्य (पठन हेतु)</li> <li>• अभ्यास</li> </ul>



	<b>Concepts:</b> <ul style="list-style-type: none"> <li>• What is disaster?</li> <li>• Types of disasters</li> <li>• Natural disasters &amp; their examples</li> <li>• DOs and DON'Ts for various natural disasters</li> <li>• Drought</li> <li>• Fire Accidents</li> <li>• Man-made disasters</li> <li>• Accidents</li> <li>• Stampede</li> </ul> <p>Various incidents and their effect on human kind</p> <ul style="list-style-type: none"> <li>• Haiti story</li> <li>• Tsunami</li> <li>• Disaster management</li> <li>• Disaster prevention</li> <li>• Disaster preparedness</li> <li>• Disaster relief</li> <li>• Disaster recovery</li> </ul>	<p>Assessment on Picture Sequence</p> <ul style="list-style-type: none"> <li>• Reading comprehension-I'm only a child</li> <li>• Picture composition</li> <li>• Picture composition</li> <li>• Reading comprehension</li> <li>• Picture sequencing</li> <li>• Picture composition</li> <li>•</li> </ul>	<p>Daily Life</p> <ul style="list-style-type: none"> <li>• Lab activity on Weights</li> <li>• Introduction to Time</li> <li>• Assessment on time (Data Handling)</li> <li>• Time</li> <li>• Time to the exact minute</li> <li>• AM and PM</li> <li>• 24-hour and 12-hour clocks</li> <li>• Time duration-Introduction</li> <li>• Calculating Days</li> <li>• Timeline</li> <li>• Project work</li> </ul>	
<b>MARCH (IM 6)</b>  <b>(No. of TD-3 No. of WD-18)</b>	<ul style="list-style-type: none"> <li>• Summative Assessment</li> <li>• Recap</li> </ul>	<ul style="list-style-type: none"> <li>• Summative Assessment</li> <li>• Preparation for Learners Synopsis Day / Grade 5 Exhibition Ends &amp;</li> <li>• Learner's Synopsis Day for Grade 1- 4/ Grade 5 Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• Summative Assessment</li> <li>• Report Card preparation &amp; Winding-up of the academic session</li> </ul>	<ul style="list-style-type: none"> <li>• Summative Assessment</li> <li>• New Academic Session Planning; Session Break for students</li> </ul>

MONTH	FRENCH	ICT	PERFORMING ARTS (Western Dance)	PERFORMING ARTS (Classical Dance)	MUSICAL INSTRUMENT-I (Key Board)	MUSICAL INSTRUMENT-II (Guitar)
<b>APRIL</b> (No. of TD-18 No. of WD-21)	1. La France 2. L'alphabet (phonetics , accents)	Storage and Memory Devices  More about Windows 10	Responsibility to practice dance for a healthy living exploring Rhythm & Force in Zumba moves	Alarippu (this dance piece is mainly focused on relaxing the body of the dancer, relaxing their mind and symbolizes their awakening).	Overview tour to keyboard Finger and other basics in going forward to play keyboard Music Therapy : helps in keeping the mind sound and healthy	Strumming Exercise
<b>JUNE</b> (No. of TD-20 No. of WD-25)	4. Bonjour Le corps humaine et malade le verbe « avoir » expression avec le verbe avoir	More about Windows 10 Summative Assessment	Continuation of previous units learning / Responsibility of a dance team expressing inner self through a fusion patriotic dance.	Alarippu (this dance piece is mainly focused on relaxing the body of the dancer, relaxing their mind and symbolizes their awakening)(IM), Patriotic dance (IM)	Music Therapy: helps in keeping the mind sound and healthy Contd. Learning the C major scale RH/LH Learning the G major scale RH/LH	C Major Family Chords. Position I
<b>JULY</b> (No. of TD-20 No. of WD-25)	9. Les pronoms sujets 3. Je m'appelle Grammaire Le verbe « s'appeler »	More about Windows 10  Editing in MS Word 2016	Continuation of previous units learning	Patriotic dance (IM)	Functions of the keys in a particular scale. Emaj scale RH/LH	G Major Family Chords. Position I.
<b>AUGUST</b> (No. of TD-16 No. of WD-21)	6. Les jours et les mois. - Les saisons Grammaire : Le verbe « Aller » » Les couleurs	Editing in MS Word 2016  Summative Assessment	Continuation of previous units learning / Understanding Change exploring Body and Energy in freestyle dance	Patriotic dance (IM), A dance on the seasons (IM)	Emaj scale RH/LH Contd. Adapting to play with both the hands Learning the change in keys.	D Major Family Chords. Position I.
<b>SEPTEMBER</b> (No. of TD-21 No. of WD-24)	5. Je compte (les nombres, et les animaux) Grammaire Les verbes « aimer, détester, adorer » Grammaire :	MS PowerPoint	Continuation of previous units learning / Exploring Connection through Transformation	A dance on the seasons (IM), Fusion dance (IM)	Assessment Learning the school song	Song

	Les articles indéfinis,		of Kinetic energy through a freestyle dance.			
<b>OCTOBER</b> (No. of TD-12 No. of WD-14)	8. Les fruits et les légumes L'énergie – vocabulaire, Reading compréhension	Recapitulation of concepts covered in Term 1  Internet Applications	Continuation of previous units learning.	Fusion dance (IM)	Learning the school song Connection of the C Family Chords	A Major Family Chords. Assessment
<b>NOVEMBER</b> (No. of TD-19 No. of WD-24)	10. Présenter-vous (se présenter) Grammaire Le verbe « être » Les adjectifs Les nationalités Les professions Les religions du monde	Internet Applications  Academic Honesty  Summative Assessment	Continuation of previous units learning / Reflection of culture exploring energy in Western folk dances.	Fusion dance(IM), Traditional dance form which is based on Indian culture (IM)	E major Family Chords Assessment	E Major Family Chords.
<b>DECEMBER</b> (No. of TD-17 No. of WD-19)	7. Les objets de la classe - colour Les articles définis « Le, la, l' » et les Interventions	Academic Honesty  Introduction to MS Excel	Annual day practice	Traditional dance form which is based on Indian culture (IM)	Annual day practices	Annual Day Practice.
<b>JANUARY</b> (No. of TD-19 No. of WD-24)	Présenter quelqu'un Adjectifs – rules) Paragraphwriting . Grammaire « La négation » (Negative verb conjugations)	Introduction to MS Excel  Summative Assessment	Exploring Time in dance through Freestyle dance	Traditional dance form which is based on Indian culture (IM), Showing effects of disaster through dance drama (IM)	Learning the G major family chords RH/LH and its Functions	B Major Family Chords
<b>FEBRUARY</b> (No. of TD-20 No. of WD-22)	Grammaire Prepositions, plurals. Rappeler les verbe	Introduction to MS Excel  Revision	Continuation of previous units learning	Showing effects of disaster through dance drama (IM)	Note values Learning a song on Save Earth.	Song: Save Earth
<b>MARCH</b> (No. of TD-3 No. of WD-18)	Recap	Revision	Recap Summative Assessment	Showing effects of disaster through dance drama (IM)	Assessment	Revision / Assessment

MONTH	Art & Craft	Milestone Integration	Musical Vocal
<b>APRIL</b> (No. of TD- 18 No. of WD-21)	My healthy Plate Beautiful Sunflower	Communication Skills Self-Management Skills	Hum honge kamyab
<b>JUNE</b> (No. of TD- 20 No. of WD-25)	Torn paper Collage Key chain	Self-Management Skills Financial Literacy Skills Social Skills Communication Skills	Honge Kamyab
<b>JULY</b> (No. of TD- 20 No. of WD-25)	Design a Logo Mosaic Art	Communication Skills Self-Management Skills Financial Literacy Skills	Song ; sare jahan se acha.
<b>AUGUST</b> (No. of TD- 16 No. of WD-21)	Independence Day Take Away Animal Adaptation	Communication Skills Social Skills	Where you belong
<b>SEPTEMBER</b> (No. of TD-21 No. of WD-24)	Grandparents' Day Take Away Sunshine paper plate	Communication Skills Self-Management Skills Financial Literacy Skills Social Skills	Song ; hum ko man ki shakthi dena.
<b>OCTOBER</b> (No. of TD-12 No. of WD-14)	Texture Art Oil pastel art	Communication Skills Self-Management Skills	Song ; hum ko man ki shakthi dena.
<b>NOVEMBER</b> (No. of TD-19 No. of WD-24)	Diwali Take Away Religious Symbols Window Art	Self-Management Skills Financial Literacy Skills Social Skills	Who am I?
<b>DECEMBER</b> (No. of TD-17 No. of WD-19)	Window Art Christmas Take Away Pencil Shading	Communication Skills Self-Management Skills	Annual Day Practice.
<b>JANUARY</b> (No. of TD-19 No. of WD-24)	Pongal Take Away Republic Day Take Away	Communication Skills Self-Management Skills Financial Literacy Skills Social Skills	Heal the World
<b>FEBRUARY</b> (No. of TD-20 No. of WD-22)	How do you feel Pointillism	Communication Skills Self-Management Skills Financial Literacy Skills Social Skills	Heal the World

<b>MARCH</b> (No. of TD-3 No. of WD-18)	Recap	Recap	Recap all songs
---	-------	-------	-----------------



040 - 23792123 - 26  
info@edify.in  
www.edifyeducation.com  
www.facebook.com/MDNEDIFY  
www.twitter.com/mdnedify  
www.linkedin.com/company/mdn-edify-education

Corp. Off: MDN EDIFY Education, 220, Kabra Complex, 61MG Road, Secunderabad. A.P. India. Ph: +91-40- 27711504.  
Fax: +91-40-66200059. E-mail: info@edify.in.



www.edifyschools.com



www.edifyschools.com



www.edifyschools.com



www.mdnfutureschool.com



www.drskids.com



www.edifykids.com

**100+** Cities

**268** Schools

**16080** Educators

**100000+** Students

**1801** Students & School Awards