

S.No.	Content	Objectives (Class IV)	Skills	Learning Objectives	Activity	Subject Integration	Outcome	Assessment
1	<b>Numbers</b>	<p>To enable the students to:</p> <p>*look at big numbers and express their numerical form.</p> <p>*apply their understanding in real life situations.</p> <p>*compare two or more 6-digit numbers and arrange them in ascending and descending order.</p> <p>*change numbers from standard form to number names and vice-versa.</p> <p>*round off the numbers to nearest tens,hundreds &amp; thousands.</p> <p>*write the numbers in Roman Numerals &amp; vice versa.</p>	<p>Calculative skills:able to count beads and draw them spikes accordingly.</p> <p>Observation skill:able to place digits according to their place values.</p> <p>Representation skill:able to represent the number in two forms - Indian,International and also in Roman Numerals.</p> <p>Ordering details:able to arrange the no.s in ascending &amp; descending order.</p>	<p>Verbal:</p> <p>Kinesthetic/ Bodily:</p> <p>Interpersonal:</p> <p>Logical:</p>	<p>By explaining the Indian &amp; International numbers and their place values.</p> <p>Through abacus showing big numbers using beads. Using place value cards for place value &amp; expanded form.</p> <p>Discussing the numbers &amp; their place values done in previous classes.</p> <p>Arranging the numbers in ascending &amp; descending order</p>	<p>S.Sc:Population of different countries.</p> <p>G.Sc:Distance covered by a spaceship from earth to moon. *Materials expand on heating.</p>	<p>Students will acquire the knowledge of:</p> <p>a)big numbers in numerical form.</p> <p>b)applying them in real life situations.</p> <p>c)comparing two or more 6-digit numbers&amp;arranging them in ascending descending order.</p> <p>d)changing numbers from standard form to number names &amp; vice versa.</p>	<p>*Fill ups or MCQ in written,based on numbers,two number systems &amp; number names.</p> <p>*Oral assessment by asking the number names in two number systems.</p> <p>*Arranging the numbers in ascending or descending order.</p> <p>Project:to make a place value chart or Roman Numeral chart.</p>

				<p>Intrapersonal:</p> <p>(the population of different countries.) By doing the sums themselves in the notebook- the number</p> <p>name etc *Observing Number Grid &amp; answer the following questions. (activity) *Passage on the topic 'summer season ' with mathematical data in it was given &amp; questions were asked.</p> <p>*Collect the information on the area covered by different states &amp; union territories in India. Use commas and write their number names in both the number systems. Also write them in descending order according to their area covered.</p>		<p>e) rounding off the numbers to nearest 10's, 100's &amp; 1000's.</p> <p>f) writing the numbers in Roman Numerals.</p>	<p>Numbers will be expanded using paper strips (activity).</p>
<p><b>Addition &amp; Subtraction</b></p>	<p>To enable the students to:</p> <p>a) develop an understanding of numbers.</p>	<p>Calculative skills: able to arrange the numbers columnwise and then add or subtract them .</p>	<p>Verbal:</p>	<p>By explaining the way of arranging the numbers columnwise to add or subtract.</p>	<p>Eng: Formation of sentences</p>	<p>Students will acquire the knowledge of:</p>	<p>MCQ's and fill ups.</p>

	<p>b)develop understanding of arithmetic operations and techniques.</p> <p>c)explore the relationship between the operations.</p> <p>d)help the students to memorise the process.</p> <p>e)learn estimation in problem solving and checking the results.</p> <p>f)form the statements of the word problems.</p>	<p>Ordering details:by arranging the numbers columnwise.</p> <p>Content organization or Expression skill: by reading the word problem &amp; then making statements out of it.(expressing the word problem.</p>	<p>Logical:</p> <p>Interpersonal:</p> <p>Intrapersonal:</p>	<p>By finding the sum or the difference and then checking whether it is correct or not.</p> <p>Discussing the addends of the sum,minuend,subtrahend of the given sum and then solving it.</p> <p>By doing the sums themselves in the notebook.Writing the statements of the given sums. *Hidden treasure hunt(all the questions of 4 operations) together in an assignment to find hidden 'quote'. Questions &amp; matter based on the , amount of mangoes bought from the shopkeepe.S.P,C.P, profitand mangoes rotten are the questions based on it.</p>	<p>S.Sc:Addition of votes and population of different countries or states.</p>	<p>a)two arithmetic operations and the link between them.</p> <p>b)visualise the variety of methods,useful for approaching problems.</p> <p>c)estimation in problem solving.</p>	<p><b>Written assessment (solve the following).</b></p> <p>Activity</p> <p><b>Solving word problems.</b></p>
3	Multiplication	To help the students to:	Calculative skill:by solving the sums given and				

	<p>*develop understanding of multiplication &amp; its techniques.</p> <p>*explore the relationship between addition and mul</p> <p>*help the students to memorise the process.</p> <p>*form the statements of the word problems.</p> <p>memorise the tables.</p>	<p>finding the product.</p> <p>Ordering details:by arranging the numbers</p> <p>columnwise and then solving it.</p> <p>Content organization or expression skill:by</p> <p>reading &amp; understanding the word problem &amp;</p> <p>then making statements out of it.</p>	<p>Verbal:</p> <p>Logical:</p> <p>Interpersonal:</p> <p>Intrapersonal:</p>	<p>By explaining the way of arranging the numbers in multiplication form &amp; then finding its product.</p> <p>By finding product of numbers using long multiplication method.</p> <p>Discussing different steps of multiplication and adding them later on.</p> <p>Multiplying big numbers with 2&amp;3 digit numbers.</p> <p>By solving the sums themselves in the notebook and writing the statements for the word problems.</p>	<p>G.Sc:*Multiplication of cells in the body.</p> <p>*Multiplication of mosquitoes in dirty water.</p> <p>Eng:Countable,uncountable,one-many,</p> <p>singular-plural.</p> <p>Hindi:ek-aneek</p>	<p>*Students will acquire the knowledge of:</p> <p>a)multiplication and its techniques.</p> <p>b)link between addition &amp; multiplication</p> <p>c)visualise the variety of methods useful for approaching problems.</p> <p>d)making sentences in the form of statements of the word problems.</p> <p>e)recall tables to solve the problems of multiplication.</p>	<p>MCQ'S -- based on the facts of multiplication.</p> <p>Written work: based on multiplication of big numbers with 2 or 3 digit numbers.</p> <p>Brain stormers (all questions in fill up form)within limit eg:  <math>3847+2000=</math> _____  _____ <math>15 \times</math>  _____ <math>= 750</math></p>
4	<p>Division</p> <p>To help the students to:</p> <p>*develop the understanding of division &amp; its technique.</p> <p>*explore the relationship between division &amp; subtraction.</p>	<p>Calculation skill: by solving the sums given and finding the quotient &amp; remainder.</p>	<p>Verbal:</p> <p>Logical:</p>	<p>By explaining the way of arranging no.s in division form and then finding its quotient &amp; remainder.</p> <p>By finding division using long division method including subtraction in it.Further applying the</p>	<p>S.Sc:Division of land in the different states of a country.</p>	<p>Students will acquire the knowledge of:</p> <p>a) division , its terms &amp; techniques.</p> <p>b) link between division and repeated subtraction.</p>	<p>MCQ's based on the facts of division.</p> <p>Written work based on long division &amp; checking it. Solving the</p>

	<p>*memorise the process. *form the statements of the word problems.</p> <p>*recapitulate the tables from 2 - 16</p> <p>*acquire the knowledge of divisibility tests.</p>	<p>Ordering details: by arranging the numbers in division form and then solving it.</p> <p>Content organization or expression skill: by reading &amp; understanding the word problem and then forming the statements from it.</p>	<p>Interpersonal: Discussing different terms of division i.e.dividend,divisor,quotient &amp; remainder.Discussing different statements of the word problems.</p> <p>Intrapersonal: By solving the sums themselves in the notebook and also writing the statements of the word problems.</p> <p>Linguistic: Divisibility test. To do division on graph papers using boxes.</p>	<p>Eng: Division of a sentence in context of noun ,pronoun, verb,</p> <p>Hindi: sangya aur sarvnaam ki paribhasha aur unke bhed.</p>	<p>c) visualising the variety of methods useful for approaching a problem. d) forming statements for word problems. e) recalling tables f) divisibility test of 2,3,4,5,6,9&amp;10.</p>	<p>word problems &amp; making their statements.</p>
<p>5 Understanding shapes and patterns</p>	<p>*To help the students to identify different shapes(polygons),lines and quadrilaterals.</p> <p>*To apply spatial reasoning while constructing circles with the help of compass.</p> <p>*To learn to integrate measurement into geometry.</p>	<p>Making diagrams::</p> <p>*After identifying different polygons,students will be able to make them also with the help of ruler.</p> <p>*Construction of a circle using compass with the given measurement.</p>	<p>Verbal: By explaining different shapes &amp; patterns existing around,their properties and formation also.</p> <p>Kinesthetic/Bo dily a)By using a bangle to form a circle and then its parts with different colours. b)Taking 2-D shapes square and then making a net of 3-D shape out of it.</p>	<p>G.Sc:Formation of different cells,plants etc with the help of shapes,patterns &amp; symmetry figures.</p> <p>S.Sc:Formation of different rocks,caves,</p>	<p>Students will be able to appreciate patterns in nature and use their creativity to make patterns on their own by using different media.</p> <p>Students will be able to construct a circle by given radius and apply their spatial reasoning while constructing it and also learn the use of compass.</p>	<p>Activity based:By constructing a circle &amp; its parts colours and then labelling it.</p> <p>By forming a net with the help of a square grid.</p>

	<p>*To recognise patterns and symbols ,manmade or in nature.</p> <p>*To observe &amp; find the number patterns and extension of series.</p> <p>*To understand formation of nets &amp; cubes (3-D shapes) with the help of (2-D shapes) squares.</p> <p>*To identify &amp; form symmetrical figures using line of symmetry.</p>	<p>*Formation of symmetrical figures,patterns and symbols.</p> <p>Making nets &amp; cubes:</p> <p>*Using 2-D shapes like squares and constructing a 3-D shape like nets &amp; cubes.</p>	<p>Interpersonal:</p> <p>Visual:</p>	<p>Discussion on different shapes in nature and then using it in drawing,art &amp; craft etc.</p> <p>By watching the shape of a bangle,square on sheet &amp; then making activity out of it.</p>	<p>waterfalls,layers of atmosphere,types of lands etc.</p> <p>Drawing:Make a picture,scenery etc.</p> <p>Art &amp; Craft:Cutting &amp; pasting of different shapes to form a picture. Making of a model in G.Sc &amp; S.Sc.</p>	<p>Students will be able to explore and then use symmetrical figures,polygons, lines,quadrilaterals in making different shapes &amp; figures.</p> <p>Students will be able to understand the significance of 2-D shapes in making 3-D shapes.</p>	<p>Mental Ability Test:through MCQ's, objective type questions &amp; oral assessment.</p> <p>Written work: Draw a circle with the given radius. Form the geometrical figures (lines &amp; polygons) Identify the shapes &amp; name them.</p>	
6	Data Handling	<p>*To learn to present information in a pictograph.</p> <p>*To enable the students to interpret data given in the form of graphs,pie charts and pictographs.</p>	<p>Making diagrams:</p> <p>By forming pictographs &amp; bar graphs.</p>	<p>Verbal:</p> <p>Kinesthetic/Bo dily:</p>	<p>By explaining the concept of data handling,its terms,pictographs etc.</p> <p>By using graph paper and making bars on it related to the activitydone in class i.e. dividing</p>	<p>G.Sc:Collecting the information regarding the types of birds seen in different countries and identifying their features.</p>	<p>*Students will be able to explore ,read and interpret data and graphs of different kinds outside the class as well.</p>	<p>Written work:Observe the bar graph or pictograph and answer the given questions.</p>

	<p>*To make them understand the meaning of statistics i.e. collection,organisation &amp; processing of data</p> <p>*To understand the formation of a bar graphs and answer the questions related to it.</p>	<p>Content organisation:</p> <p>By arranging the data in the form of graphs,pie-charts and pictographs.</p> <p>Self study:</p> <p>By answering the questions related to pictograph or bar graphs.</p>	<p>Visual:</p> <p>Interpersonal:</p> <p>Intrapersonal:</p>	<p>class into groups &amp; students who know most of the names of the countries will be marked</p> <p>more on graph paper.</p> <p>By observing and making the graphs on data based.</p> <p>Discussing the data's of various things around.eg:population etc.</p> <p>By making the bar graph of their own.</p>	<p>S.Sc:Data collection of population of a country,vaccination done to the number of children in a country etc.</p>	<p>*Students will be able to understand the formation of bar graphs.</p> <p>*Students will be able to identify that the branch of mathematics which deals with the collection,organisation&amp; processing of data is known as statistics.</p> <p>*Students will be able to learn about different topics using graphs.</p>	<p>Activity:Divide the class into 5 groups and notedown the number of countries they know.Make a bar graph according to the data collected by each group and teacher may ask the questions related to the bar graph.</p>
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**CURRICULUM CLASS IV TERM II**

7	<p>Measurement</p> <p>*To help students measure length,weight and capacity using the appropriate tools for measurement.</p>	<p>Observation skill: By observing the weight,length or volume of an object.</p>	<p>Verbal:</p>	<p>By explaining the concept of measurement &amp; its units.</p>	<p>S.Sc:By measuring the length of various monuments.</p>	<p>*The students will be able to see the importance &amp; value of the metric units of measurement in their daily life.</p>	<p>MCQ(Mental Ability):Objective type questions(oral or written based on conversions,definitions etc.</p>
	<p>*To solve problems by using correct units and tools.</p>	<p>Conversion of numbers:By converting the units from higher to lower</p>	<p>Kinesthetic/Body:</p>	<p>Observing the weights of different objects as written on their wrappers etc and then comparing</p>	<p>E.V.S:By measuring the weight of fruit</p>	<p>*They will be able to use the appropriate tool for solving problems related to measurement</p>	<p>Written work:Add or Subtract various numbers,Convert the</p>

	<p>*To learn to convert from one unit to the other within the metric system.</p>	<p>r to lower and vice-versa.</p> <p>Content organisation:By arranging the numbers in order and adding,subtracting it.</p>	<p>Interpersonal:</p>	<p>it accordingly.</p> <p>Discussing the area or distance covered by different countries,compare it and find the difference.</p>	<p>s &amp; vegetables.</p> <p>S.Sc:By measuring the distance covered by a car(vehicle) from one place to</p>	<p>to metric system.</p> <p>*Students will be able to convert the units and select the right measuring tools.</p>	<p>data given into higher or lower units as needed.</p> <p>Activity:To predict weights of daily use items as accurately as possible.</p>
	<p>*To help make inferences and select the right measuring tools.</p> <p>*To apply the learnt skills in day to day life situations.</p>		<p>Logical:</p> <p>Intrapersonal:</p> <p>Naturalistic:</p>	<p>By measuring the length with the help of scale.</p> <p>By measuring the figures or objects by themselves.</p> <p>Measuring the weight of fruits &amp; vegetables.</p>	<p>another.</p> <p>Or</p> <p>Area covered by a country,state or district.</p>		<p>Or</p> <p>The distances of different countries is being given on the map Find the difference between two countries and observe the minimum &amp; maximum distance between various countries.</p>
					<p>G.Sc:By measuring the weight or volume of various body parts of human or animals.</p>		

<p>Perimeter &amp; Area:</p> <p>8</p>	<p>*To understand geometry and measurement as a branch of Mathematics.</p> <p>*To develop visual and spatial skills.</p>	<p>Making diagrams :Students will be able to form or draw various pictures according to the information given.</p> <p>Ordering numbers(details):Students will be able to write the correct measurement on the correct measurement</p>	<p>Verbal:</p> <p>Kinesthetic /Bodily:</p> <p>Interpersonal:</p>	<p>By explaining the concept of perimeter &amp; area along with their formulas.</p> <p>By using ruler and finding the area &amp; perimeter of objects like pencil box,lunch box,desk etc.</p> <p>Discussion on various shapes,area covered by a country,area of a ground etc.</p>	<p>S.Sc:Find the area covered by a country and difference between two countries in terms of area covered through map reading.</p> <p>Physical education:Finding the length of a track by knowing the total distance covered by an athlete and number of times he took rounds on the track.</p>	<p>*The students will be able to identify , describe , compare and classify properties of geometrical shapes,using spatial reasoning.</p> <p>*They will be able to determine formulae and procedures needed to solve measurement problems and convert units within the metric system.</p>	<p>Written work:Find the area or perimeter of the given figure.</p> <p>Mental Ability:Objective type on finding the side of a figure, area or perimeter.</p>
	<p>*To learn to differentiate between perimeter and area.</p> <p>*To understand that same perimeter can have different areas.</p>	<p>on the correct side of the various figures like square,rectangle after measuring it with the help of a ruler.</p> <p>Self Study:Students will be able to find out perimeter and area of the given information(figure) of their own by using</p>	<p>Visual:</p> <p>Intrapersonal:</p>	<p>By observing the objects &amp; then measuring its length &amp; breadth.</p> <p>By solving the sums on board using formulae.</p>		<p>*They will be able to apply it in day to day life while going one place to another or buying an object(by observing its space).</p>	<p>Activity:Find the perimeter of familiar objects using ruler and write its measurement then find the difference.</p>
	<p>*To learn to estimate and measure perimeter &amp; area using</p>	<p>the formula.</p>	<p>Naturalistic:</p>	<p>By measuring the length of different types of leaves.</p>	<p>Drawing:Making diagrams with &amp; with</p>		

	formulae.				out ruler.Colouring or shading the figures		
9 Money	<p>*To learn about the role of money in our day to day life.</p> <p>*To learn about the different uses of money(earning,spending and saving).</p>	<p>Organization of content:Students will be able to arrange bigger &amp; smaller amounts while adding or subtracting</p> <p>i.e. rupees &amp; paise.</p> <p>Ordering details:By reading or writing cash memo.</p>	<p>Verbal:</p> <p>Kinesthetic/Bodyily:</p> <p>Interpersonal:</p>	<p>By explaining the concept of money,its use,expenses,income etc.</p> <p>By using fake money and doing shopping activity using empty wrappers of eatable products.</p> <p>Discussing the profit &amp; loss, expenses , income and savings i.e. all the matter related to money.</p>	<p>S.Sc:During diwali celebration the amount spend in buying gifts etc,currency collection.</p> <p>G.Sc:Cost recommended by the doctor</p>	<p>*The students will learn to value money and its usage.</p> <p>*They will be able to handle cash and carryout age appropriate transactions.</p>	<p>Written work:Solve the sums given ( add or sub)</p> <p>Mental ability:Convert rupee into paise or vice-versa,tally the amount of the objects and the cash memo given by the shop keeper.</p>
	<p>*Use of money is universal though it is called by different names and has different values.</p> <p>*To perform airthmetric operations involving money.</p>	<p>Self study:By observing &amp; then finding out the deduction done in the monthly pass of bus,metro etc.</p>	<p>Intrapersonal:</p> <p>Logical:</p>	<p>Doing various operations (+,-,x,÷) related to money.</p> <p>Give &amp; take through shopping activity.</p>	<p>r for the surgery done for any part of the body not taken care of.</p> <p>Value education:Saving money for future,ways of money management.</p>	<p>*They would be able to convert money (changing rupees to paise and vice versa)</p> <p>*They would be able to do addition or subtraction involving money and develop price sense for daily items.</p>	<p>Activity:Market activity related to shopping.</p>
					Eng:Write an essay on the topic "If I		

					win a lakh in the lottery."			
10	Multiples and factors	<p>*To enable students to find the multiples of numbers and then the lowest common multiple (LCM) between them.</p> <p>*To enable the students to find the factors of a number and then finding the highest common factor.</p>	<p>Ordering details:Students will place the multiples of a number and also the factors of the numbers.</p> <p>Self-study:Students will find out the LCM out of multiples and HCF out of factors.</p>	<p>Verbal/Linguistic(word smart):</p> <p>Kinesthetic/Body smart:</p> <p>Interpersonal:</p>	<p>Revising tables orally or written to find out multiples &amp; factors.</p> <p>Bindi pasting activity to find out the factors of numbers.</p> <p>Divide yourself into factors of 10.</p>	<p>G.Sc:Reproduction in yeast takes place through the process of budding (budding here means multiplication of one cell into many).</p>	<p>Students will acquire the knowledge of multiples &amp; factors.</p> <p>They would be able to find out the LCM &amp; HCF of the numbers.</p> <p>They would be able to recall the tables.</p>	<p>Mental Ability Test:By asking objective type questions.</p> <p>Activity:Bindi pasting activity to find out the factors of the numbers.</p>
		<p>*To enable the students to recall tables.</p> <p>*To enable the students to enhance their observation skill and identify the things around in nature present in multiples</p>		<p>Logical/Mathematical:</p> <p>Intrapersonal:</p>	<p>Write the multiples &amp; find LCM ,observe the pattern,find the factors &amp; HCF.</p> <p>Learn tables and revise the chapter.</p>		<p>They would be able to identify things in multiples in nature.</p>	<p>Written work:Test of multiples &amp; factors.Find out LCM &amp;HCF of the given numbers.</p>
				<p>Musical:</p> <p>Naturalistic:</p>	<p>Tables in rhythm.</p> <p>*Leaves multiplying on trees.</p> <p>*Mosquitos increasing on stagnant water.</p>			
11	Fractions	<p>*To enable the students to understand the meaning of fractions.</p>	<p>Making diagrams: by dividing the given picture eg:-pizza into fractions.</p>	<p>Verbal/Linguistic:</p>	<p>Explaining the meaning of fractions and terms related to it.</p>	<p>S.Sc:*Different landforms on earth.</p>	<p>*To acquire the meaning of fractions.</p>	<p>Activity:Arranging the parts of fraction kit according to the given fraction.</p>

	*To enable them to identify equivalent, like-unlike, unit fractions.	Group work: by using fraction kit and forming the given fractions with its help.	Kinesthetic/Body smart:  Interpersonal:	Arranging the parts of fraction kit into the given fractions.  Asking the questions from the students related to the fractions.	*The division of water & land on earth	*Students would be able to identify equivalent, like-unlike and unit fractions.	MCQ:(Oral) Asking the questions on equivalent fraction,like & unlike fraction, proper & improper fraction.
	*To enable them to compare like,proper and improper fractions.  *To enable them to add and subtract like fractions.		Logical/Mathematical smart:  Visual/spatial:	By finding out the numerator ,denominator, equivalent fractions, proper/improper fractions,  addition & subtraction of fractions.  Writing the fractions & drawing the picture accordingly on blackboard.		*They would be able to compare like, proper & improper fractions.  *They would be able to use them to solve their day to day problems.  *They would be able to add & subtract like fractions.	Written work:Test of arranging the fractions in ascending or descending order, find the equivalent fractions ,add or subtract the fractions.  Pen-paper Test
	*To enable the students to use fractions in real life situations.  *To help them understand that fractions can be derived from numbers as well.		Intrapersonal:  Naturalistic:  Musical:	Solve the sums given at the back of the chapter.  The earth is divided into different parts eg:75% of water & 25% of land.  Ek bata do, do bate char ,chotey- chotey hisson mein bant gaaya sansaar.			