

GRADE 4 Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT : - हिंदी

STUDENT'S COPY

LEARNING OUTCOMES

छात्र ये समझने में सक्षम होंगे -

1. छात्र पाठों को पढ़कर अपरिचित घटनाओं की कल्पनाओं से बनने वाली छवि और विचारों के विषय में मौखिक व सांकेतिक अभिव्यक्ति की क्षमता का विकास करेंगे।
2. छात्र विभिन्न पठन - सामग्रियों में प्रयुक्त शब्दों, मुहावरों, विराम - चिह्न, कारक - चिह्न, लिंग, वचन, काल - भेद, क्रिया आदि को समझते हुए उनका स्वतंत्र रूप से प्रयोग करना सीखेंगे।
3. छात्र किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक या लिखित भाषा में व्यक्त करने में सक्षम होंगे।
4. छात्र कविता, कहानी, नाटक व संस्मरण आदि को पढ़कर साहित्य की विविध विधाओं से परिचित होंगे।
5. छात्र पढ़ी गई सामग्री पर चिंतन करते हुए परिचर्चा एवं तर्क - वितर्क करेंगे व भावों की अभिव्यक्ति सुंदर लेख में लिखेंगे।

CURRICULUM PLANNER

| <u>April</u> | <u>May</u> | <u>July</u> | <u>Aug</u> | <u>Sep</u> |
|--|---|--|---|---|
| साहित्य - बगीचे का घोंघा व्याकरण - वर्णमाला, मात्राएँ, लिंग, संज्ञा - भेद | P. A. - 1 Papers साहित्य - आसमान गिरा व्याकरण - वचन, चित्र - वर्णन, अपठित - गद्यांश | साहित्य - चिड़िया का गीत (कविता), मिठाइयों का सम्मेलन व्याकरण - विलोम शब्द, पर्यायवाची शब्द, सर्वनाम, विराम - चिह्न | साहित्य - नीम (कविता), जयपुर से पत्र व्याकरण - संवाद - लेखन, अनुच्छेद - लेखन | समस्त कार्य की पुनरावृत्ति (अर्धवार्षिक परीक्षा) द्वितीय सत्र व्याकरण - मुहावरे, अनेक शब्दों के लिए एक शब्द |
| <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> |
| साहित्य - नकली हीरे व्याकरण - विशेषण - भेद | P. A. - 2 Papers साहित्य-हमारा आहार (कविता) व्याकरण-क्रिया, काल - भेद, | साहित्य - ओणम के रंग, कैमरा (कविता) व्याकरण - अनेकार्थी शब्द | साहित्य - कविता का कमाल, शतरंज में मात व्याकरण - अनौपचारिक - पत्र | समस्त कार्य की पुनरावृत्ति (वार्षिक परीक्षा) |

ASSESSMENT PLANNER

PA-1 (20 Marks)

साहित्य - बगीचे का घोंघा

व्याकरण - वर्णमाला, मात्राएँ, लिंग, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश

HALF YEARLY (50 Marks)

साहित्य - आसमान गिरा, चिड़िया का गीत (कविता), मिठाइयों का सम्मेलन, नीम (कविता), जयपुर से पत्र

व्याकरण - मात्राएँ, वचन, विलोम शब्द, पर्यायवाची शब्द, संज्ञा - भेद, सर्वनाम, विराम - चिह्न, अनुच्छेद - लेखन / संवाद - लेखन, चित्र - वर्णन, अपठित - गद्यांश

PA-2 (20 Marks)

साहित्य - नकली हीरे

व्याकरण - मुहावरे, अनेक शब्दों के लिए एक शब्द, विशेषण - भेद, चित्र - वर्णन, अपठित - गद्यांश

ANNUAL EXAM (50 Marks)

साहित्य - हमारा आहार (कविता), ओणम के रंग, कैमरा (कविता), कविता का कमाल, शतरंज में मात

व्याकरण - सर्वनाम, विराम - चिह्न, विशेषण - भेद, क्रिया, काल - भेद, अनेकार्थी शब्द, अनेक शब्दों के लिए एक शब्द, मुहावरे, चित्र - वर्णन, अनुच्छेद - लेखन / अनौपचारिक - पत्र, अपठित - गद्यांश

MULTIPLE ASSESSMENT (MA) (5 Marks)

1. भाँति - भाँति की पत्तियाँ 2. चित्र - वर्णन

PORTFOLIO ASSESSMENT (PORT)- (5 Marks)

(NOTEBOOK-3 Marks, ACTIVITY-2 Marks)

उत्तरपुस्तिका + गतिविधियाँ

पाठ - मति की उड़ान

पाठ - हम सब सुमन एक उपवन के

SUBJECT ENRICHMENT (5 Marks)

दिल्ली के सहाराज्य से संबंधित गतिविधियाँ

PROJECT- (5 Marks)

पाठ - हमारा आदित्य

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

**** Subject to change as per DOE Directives**



LEARNING OUTCOMES

Students will be able to:

Reading

- Read grade-appropriate texts fluently with understanding.
- Identify the main idea, characters and sequence of events.
- Infer meaning of unfamiliar words using context clues.

Writing

- Write simple, coherent paragraphs and short stories with proper structure.
- Use correct grammar, punctuation, and vocabulary in written work.
- Express ideas, feelings and experiences clearly in written form.

Speaking & Listening

- Express thoughts, opinions and experiences confidently in simple English.
- Listen attentively and respond appropriately to questions and instructions.

Language (Grammar & Usage)

- Use parts of speech (nouns, pronouns, verbs, adjectives, etc.) correctly in sentences.
- Apply appropriate tense forms and sentence structures in communication.

Literature & Values

- Relate stories and poems to real-life situations and values.
- Identify emotions, themes and messages in literary texts.

| <u>APRIL</u> | <u>MAY</u> | <u>JULY</u> | <u>AUGUST</u> | <u>SEPTEMBER</u> |
|--|---|---|--|--|
| <ul style="list-style-type: none"> • The Sentences- Punctuation, Kinds of sentences (Declarative, Interrogative, Imperative, and Exclamatory) and Jumbled Words (grammar) • Together we can (poem) • Subject and Predicate(grammar) • The Tinkling Bells (prose) | <ul style="list-style-type: none"> • Picture Composition • Unseen comprehension • Revision- PA 1 | <ul style="list-style-type: none"> • Nouns- Proper, Common and Collective (grammar) • Be smart, Be safe(prose) • Personal Pronouns (grammar) • The Lagori Champions (prose) | <ul style="list-style-type: none"> • Action Verbs & Irregular Verbs (grammar) • Simple Tenses(grammar) • One thing at a time (poem) • Braille (prose) • Paragraph Writing | <ul style="list-style-type: none"> • Articles (grammar) • Revision- HALF YEARLY |
| <u>OCTOBER</u> | <u>NOVEMBER</u> | <u>DECEMBER</u> | <u>JANUARY</u> | <u>FEBRUARY</u> |
| <ul style="list-style-type: none"> • Subject- Verb Agreement (grammar) • The Old Stag (prose) • Fit Body, Fit Mind, Fit Nation (poem) • Story Completion <p>**Tunes & Tales practice**</p> | <ul style="list-style-type: none"> • Adjectives- Quality, Quantity and Demonstrative (grammar) • Hekko (prose) • The Swing (poem) • Revision- PA 2 <p>**Tunes & Tales practice**</p> | <ul style="list-style-type: none"> • A Journey to the magical mountains (prose) • Guided Letter Writing <p>**Tunes & Tales **</p> | <ul style="list-style-type: none"> • Prepositions (grammar) • Conjunctions (grammar) • Maheshwar (Prose) | <ul style="list-style-type: none"> • Adverbs of manner(grammar) • Revision- Final Exam |

ASSESSMENT PLANNER

PA-1 (20 marks)

Reading

- Unseen Comprehension

Writing

- Picture Composition

Literature

- The Tinkling Bells (prose)
- Together we can (poem)

Grammar

- Sentences (jumbled, punctuation marks and kinds of sentences)
- Subject and Predicate

HALF YEARLY (50 marks)

Reading/Writing

- Unseen Comprehension
- Paragraph Writing

Literature

- Be Smart Be Safe (prose)
- The Lagori Champions (prose)
- One Thing at a Time (poem)
- Braille(prose)

Grammar

- Nouns
- Personal pronouns
- Action verbs and Irregular verbs
- Simple tenses

PA-2 (20 marks)

Reading/Writing

- Unseen Comprehension
- Story Completion

Literature

- Fit Body, Fit Mind, Fit Nation(poem)
- The Old stag (prose)

Grammar

- Subject verb agreement
- Articles

Annual Exam (50 marks)

Reading/Writing

- Unseen Comprehension
- Guided Letter Writing

Literature

- Hekko (prose)
- The Swing (poem)
- A Journey to the Magical Mountains (prose)
- Maheshwar(prose)

Grammar

- Adjectives
- Prepositions
- Conjunctions
- Adverbs of manner

MULTIPLE ASSESSMENT (M.A) (5 marks)

MA1- Braille (prose)

MA2- Lagori Champions (prose)

PORTFOLIO ASSESSMENT (PORT)- (5 marks)
(NOTEBOOK-3 marks + ACTIVITY-2 Marks)

PORTFOLIO 1- Nouns (Grammar)

PORTFOLIO 2- The Old Stag (prose)

SUBJECT ENRICHMENT (5 Marks)

Activity: Travel Postcard Adventure

PROJECT- (5 Marks)

Art Integrated activity – A Journey to the Magical Mountains (prose)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS

**** Subject to change as per DOE Directives**



GRADE 4 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :- MATHEMATICS

STUDENT'S COPY

LEARNING OUTCOMES

Students will be able to: -

- Read , write and compare 5 digit numbers
- Acquire the knowledge of place value and face value of large numbers.
- Write the expanded form, short form of these numbers.
- Understand the successor and predecessor of a number.
- Add and subtract 4 and 5-digit numbers by understanding the properties of addition and subtraction.
- Multiply two and three-digit numbers using standard algorithms.
- Divide numbers by single-digit numbers using various methods and understanding the relationship between multiplication and division.
- Solve word problems and real-life situations involving all four operations (addition, subtraction, multiplication, and division).
- Understand fractions as parts of a whole, identifying half, one-fourth, and three- fourths.
- Represent fractions using numbers and understand the concept of equivalent fractions.
- Build foundational geometrical knowledge involving 2d, 3d shapes and patterns.
- Recognize, name and classify common 2d and 3d shapes.
- Explore perimeter of simple shapes and understand about area of any 2d shape,
- Identify key parts of a circle (center, radius, and diameter), draw circles, and understand the relationship between radius and diameter.
- Identify symmetrical figures lines of symmetry and creating symmetrical figures
- Read and tell time on both analog and digital clocks,
- Understand the relationship between hours and minutes,
- Convert between hours (hr.), minutes (min), and seconds (sec).
- Solve simple time-related problems.
- Understand the metric units
- Convert between different units of length, such as kilometers (km), meters (m), centimeters (cm), and millimeters (mm).
- Convert between kilograms (kg) and grams (g)
- Convert between liters (l) and milliliters (ml).
- Word problems involving distances, liquid volumes and masses of objects, using the four basic operations
- Understand about money and do simple arithmetical operations involving money.
- Collect and interpret data related to various daily life situations and represent it in tabular form(pictograph)

Curriculum Planner

| <u>April</u> | <u>May</u> | <u>July</u> | <u>Aug</u> | <u>Sep</u> |
|--|---|--|--|---------------------------------|
| <p>Ch 4 Thousands around us</p> <p>CH 10. Elephants, tigers and leopards</p> | <p>Ch 9 Equal groups</p> <p>PA1</p> | <p>Ch 9 Equal groups (contd.)</p> <p>Ch 13. The Transport Medium</p> <p>CH 11 Fun With Symmetry (activity based)</p> | <p>Ch 5 Sharing And Measuring</p> <p>Ch 3 Pattern Around Us.</p> <p>Revision</p> | <p>Revision</p> <p>Exam SA1</p> |
| <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> |
| <p>CH 6 Measuring Length</p> <p>CH 8 Weigh It And Pour It</p> | <p>Ch 7 The Cleanest Village</p> <p>Ch 1 Shapes Around Us</p> <p>PA2</p> | <p>Ch12 Ticking Clocks And Turning Calendar</p> <p>Ch2 Hide And Seek (Activity Based)</p> | <p>Ch 14 Data Handling</p> <p>Revision</p> | <p>Revision</p> <p>Exam SA2</p> |

ASSESSMENT PLANNER

PA1 (20 MARKS)

- CH 4 THOUSANDS AROUND US
- CH 10 ELEPHANTS, TIGERS AND LEOPARDS

HALF YEARLY (50 MARKS)

- CH 9 EQUAL GROUPS
- CH13 TRANSPORT MEDIUM
- CH 5 SHARING AND MEASURING
- CH 3 PATTERN AROUND US

PA-2 (20 marks)

- CH 6 MEASURING LENGTH
- CH 8 WEIGH IT AND POUR IT

MULTIPLE ASSESSMENT (MA) (5 MARKS)

MA1- CH5 SHARING AND MEASURING

| |
|--|
| MA2- CH 1 SHAPES AROUND US |
| <u>PA-2 (20 marks)</u> |
| <ul style="list-style-type: none"> • CH 6 MEASURING LENGTH • CH 8 WEIGH IT AND POUR IT |
| <u>MULTIPLE ASSESSMENT (MA) (5 MARKS)</u> |
| MA1- CH5 SHARING AND MEASURING |
| MA2- CH 1 SHAPES AROUND US |
| <u>PORTFOLIO ASSESSMENT (PORT) (5 MARKS)</u> <u>(NOTEBOOK -3 MARKS + ACTIVITY-2 MARKS)</u> |
| PORTFOLIO 1- CH 3 PATTERN AROUND US |
| PORTFOLIO 2- CH 2 HIDE AND SEEK |
| <u>Subject Enrichment (SE) (5 marks)</u> |
| ART INTEGRATED ACTIVITY – CH 14 DATA HANDLING |
| <u>Project (PROJ) (5 marks)</u> |
| ART INTEGRATED ACTIVITY- CH 11 FUN WITH SYMMETRY |
| <u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u> |
| <u>Annual Exam (50 marks)</u> |
| <ul style="list-style-type: none"> • <u>CH 7</u> THE CLEANEST VILLAGE • <u>CH 1</u> SHAPES AROUND US • <u>CH12</u> TICKING CLOCKS AND TURNING CALENDAR • <u>CH 14</u> DATA HANDLING • MULTIPLICATION TABLES 6 TO 15 |

**** Subject to change as per DIRECTIVES**

GRADE 4 Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:- SCIENCE STUDENT'S COPY

LEARNING OUTCOMES

By the end of the academic session, learners will be able to:

- **Explore, investigate, and interpret** their natural surroundings, including plants, animals, rivers, and ecosystems, developing a deeper connection with the environment.
- **Analyze and relate** changes in lifestyle, technology, and occupations over time, drawing meaningful comparisons between past and present.
- **Examine and explain** the interdependence between humans, plants, and animals, recognizing the role of farmers, bees, and natural resources in sustaining life.
- **Interpret and sequence** processes such as farming, food production, and the journey of goods from source to consumer.
- **Apply and demonstrate** understanding of simple scientific concepts and everyday mechanisms, linking classroom learning with real-life situations.
- **Design, justify, and evaluate** choices related to balanced diet, hygiene, and healthy living, promoting overall well-being.
- **Explore and appreciate** cultural practices, traditional crafts, and community occupations, developing respect for diversity and livelihoods.
- **Observe, inquire, and articulate** ideas about the sky, celestial bodies, and natural phenomena, fostering curiosity and scientific thinking.
- **Synthesize knowledge and express understanding** through art-integrated activities, models, projects, and creative representations.
- **Communicate ideas effectively, collaborate with peers, and reflect on learning**, demonstrating confidence and active participation.

CURRICULUM PLANNER

| <u>April</u> | <u>May</u> | <u>July</u> | <u>Aug</u> | <u>Sep</u> |
|---|---|--|---|--|
| <ul style="list-style-type: none">● NATURE TRAIL● RIVER'S TALE | <ul style="list-style-type: none">● REVISION● PA - 1● HOW THINGS WORK | <ul style="list-style-type: none">● HOW THINGS WORK (CONTINUED ..)● VALLEY OF FLOWERS | <ul style="list-style-type: none">● ANITA AND THE HONEYBEES● POCHAMPALLI | <ul style="list-style-type: none">● POCHAMPALLI (CONTINUED...)● REVISION● TERM -1 EXAM |

| <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> |
|---|---|--|--|--|
| <ul style="list-style-type: none"> ● FOOD FOR HEALTH ● HAPPY AND HEALTHY LIVING | <ul style="list-style-type: none"> ● HAPPY AND HEALTHY LIVING (CONTINUE D...) ● REVISION ● PA- 2 ● CHANGING TIMES | <ul style="list-style-type: none"> ● CHANGING TIMES (CONTINUED ...) ● BASVA'S FARM | <ul style="list-style-type: none"> ● FROM MARKET TO HOME ● OUR SKY | <ul style="list-style-type: none"> ● OUR SKY (CONTINUED) REVISION TERM 2 EXAM |

ASSESSMENT PLANNER

PA-1 (20 marks)

- Nature Trail
- River's Tale

HALF YEARLY (50 marks)

- How things work
- Valley of Flowers
- Anita and the Honey Bees
- Pochampalli

PA-2 (20 marks)

- Food for Health
- Happy and Healthy Living

ANNUAL EXAM (50 MARKS)

- Changing Times
- Basva's Farm
- From Market to Home
- Our Sky

MULTIPLE ASSESSMENT (MA) (5 marks)

- MA1- RIVER'S TALE
- MA-2 HAPPY AND HEALTHY LIVING

PORTFOLIO ASSESSMENT (PORT)- (5 marks)

(NOTEBOOK-3 marks, ACTIVITY-2Marks)

- **PORTFOLIO 1:
ANITA AND THE HONEYBEES**
- **PORTFOLIO 2:
BASVA'S FARM**

SUBJECT ENRICHMENT (5 Marks)

- **POCHAMPALLI (ANDAMAN AND NICOBAR ISLANDS)**

PROJECT- (5 Marks)

- **ART INTEGRATED: NATURE'S TRAIL**

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

**** Subject to change as per DOE Directives**

GRADE 4 Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:- Social Studies

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- Discuss the various means of transport used by students to reach school.
- Observe the difficulties of using different modes of transport.
- Know the uses of trees, animals and forests.
- Understand how people, animals and plants live in deserts and how they adapt themselves.
- Develop mapping skills.
- Appreciate the diversity that exists in language, food & clothes in various places.
- Identify regional and national festivals and days of national importance.
- Differentiate the families in times of grandparents and today.
- List the problems faced by people living in slums.
- Explain the importance of water in our day-to-day life.
- Recognize the symptoms of water borne disease.
- Justify the importance of clean drinking water and hygienic toilets in the school
- Identify regional and national festivals and days of national importance
- Compare the currencies of different countries.
- Identify famous women achievers of India.
- Appreciate the importance of educating girls.
- Respect soldiers for the hard work done by them to protect our country.
- Appreciate success stories of differently abled people.
- Justify how education helps differently abled people to achieve success in their lives.
- Identifies different types of landforms such as deserts, mountains, plains in India.
- Explain how people's lifestyle, houses, food and clothing change according to the land and climate of a place.
- Explains the importance of recycling paper to save trees and protect the environment.
- Practices responsible environmental behaviour by applying the 3R concept in daily life.

CURRICULUM PLANNER

| <u>April</u> | <u>May</u> | <u>July</u> | <u>Aug</u> | <u>Sep</u> |
|---|--|---|--|--|
| Ch: Going to School Ch: Living together | Ch: Growing up with Nature REVISION P.A 1 PAPER | Ch:Omana's Journey Ch:From the window Ch: Reaching Grandmother's House | Ch: Reaching Grandmother's House (CONT.) Ch:How things are made | Ch:Home and Abroad REVISION HALF YEARLY |
| <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> |
| Ch: Home and Abroad Ch:Exploring our neighbourhood | Ch: Different Lands, Different lives REVISION P.A 2 PAPER | Ch:Defence Officer Wahida | Ch: Defence Officer Wahida (CONT.) Ch:Chuskit goes to School | Ch:Chuskit goes to School (CONT.) REVISION FINAL TERM EXAMINATION |

ASSESSMENT PLANNER

PA-1 (20 marks)

Ch:Going to School
Ch:Living Together

HALF YEARLY (50 marks)

Ch:Growing up with nature
Ch:Omana's Journey
Ch: From the Window
Ch: Reaching Grandmother's House

PA-2 (20 marks)

Ch:How things are made
Ch: Home and Abroad

ANNUAL EXAM (50 MARKS)

Ch: Different Lands, Different lives
Ch: Exploring our neighbourhood
Ch:DefenceOfficer: Wahida
Ch:Chuskit goes to School

MULTIPLE ASSESSMENT (MA) (5 marks)

MA 1: Ch Living Together

MA 2: How things are made

PORTFOLIO ASSESSMENT (PORT)- (5 marks)
(NOTEBOOK-3 marks, ACTIVITY-2Marks)

PORTFOLIO 1: Going to School

PORTFOLIO 2: Ch Exploring our neighbourhood

SUBJECT ENRICHMENT (5 Marks)

Ch: Different lands, different lives

PROJECT- (5 Marks)

Ch: Growing up with nature

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

** Subject to change as per DOE Directives

GRADE 4 Curriculum & Assessment Annual Planner 2026-2027



SUBJECT :- COMPUTER SCIENCE

STUDENTS' COPY

LEARNING OUTCOMES

The students will be able to:

1. Describe Primary and Secondary memory and their types.
2. List the differences between Random Access Memory(RAM) and Read Only Memory(ROM).
3. Explain the key features of Hard Disk, Compact Disc(CD), DVD, Blu-Ray Disc and Memory Card.
4. List the different memory measurement units.
5. Name the different components of the Scratch window.
6. Use the different Block categories of Scratch.
7. Create a Scratch project using different blocks.
8. Draw various shapes in Scratch using different blocks.
9. Describe the features and uses of PowerPoint application program.
10. Explain the different components of the PowerPoint Window.
11. Create a presentation using PowerPoint and do formatting.
12. Describe the different view modes in PowerPoint.
13. Write the steps to create, rename, copy, move and delete a folder.

Curriculum Planner

| <u>April</u> | <u>May</u> | <u>July</u> | <u>Aug</u> | <u>Sep</u> |
|---|---|--|--|---|
| <ul style="list-style-type: none"> ● Chapter 1: Data Storage and Memory (Page 10 to 13) | <ul style="list-style-type: none"> ● Chapter 1: Data Storage and Memory (Page 14 to 16) ● Revision and Worksheet ● PA-1 Exam | <ul style="list-style-type: none"> ● Chapter 7: More Blocks in Scratch (Page 82 to 90) | <ul style="list-style-type: none"> ● Chapter 8: Creating Shapes in Scratch (Page 91 to 97) | <ul style="list-style-type: none"> ● Revision and Worksheet ● Half Yearly Exam |
| <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> |
| <ul style="list-style-type: none"> ● Chapter 4: Introduction to PowerPoint 2019 (Page 45 to 48) | <ul style="list-style-type: none"> ● Revision and Worksheet ● PA-2 Exam ● Chapter 4: Introduction to PowerPoint 2019 (Page 49) | <ul style="list-style-type: none"> ● Chapter 4: Introduction to PowerPoint 2019 (Page 50 to 54 (Before Applying Themes), 57, 58, 59, 60) | <ul style="list-style-type: none"> ● Chapter 2: Managing Files and Folders in Windows10 (Page- 22(From Files and Folders) to 26) | <ul style="list-style-type: none"> ● Chapter 2: Managing Files and Folders in Windows10 (Page- 27, 28) ● Revision and Worksheet ● Annual Exam |

| Assessment Planner |
|--|
| <u>PA-1 (20 marks)</u> |
| Chapter 1: Data Storage and Memory (Page 10 to 16) |
| <u>Half Yearly (30 marks)</u> |
| Chapter 1: Data Storage and Memory (Page 10 to 16) Chapter 7: More Blocks in Scratch (Page 82 to 90) Chapter 8: Creating Shapes in Scratch (Page 91 to 97) |
| <u>PA-2 (20 marks)</u> |
| Chapter 4: Introduction to PowerPoint 2019 (Page 45 to 48) |
| <u>Multiple Assessment (MA) (5 marks)</u> |
| MA1: Jumbled Word from topics covered in Term-1. |
| MA2: Crossword based on syllabus covered in Term-2. |
| <u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u> |
| PORTFOLIO 1: Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Make a collage on Primary memory and Secondary memory. |
| PORTFOLIO 2: Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Identify and draw the different file icons of the operating system. |
| <u>Subject Enrichment (SE) (5marks)</u> |
| <ul style="list-style-type: none"> • Students will be asked to create a presentation in MS PowerPoint as per the instructions given. • Artistic skills will also be integrated with the above given task. • It will be a hands-on experience on the computer. |
| <u>Project(PROJ) (5 marks)</u> |
| <ul style="list-style-type: none"> • Students will be asked to write a script in Scratch based on Andaman and Nicobar Islands according to the instructions given. • Artistic skills will also be integrated with the above given task. |
| <u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u> |
| <u>Annual Exam (30 marks)</u> |
| Chapter 4: Introduction to PowerPoint 2019 (Page 45 to 54(Before Applying Themes), 57, 58, 59, 60) Chapter 2: Managing Files and Folders in Windows10 (Page- 22 to 28) |

**** Subject to change as per DOE DIRECTIVES**

Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT: - ART AND CRAFT GRADE 4 (STUDENT'S COPY)

LEARNING OUTCOMES

1. Develop observation skills by drawing objects from nature and surroundings like fruits, houses, plants, and daily scenes
2. Understand and apply basic elements of art such as lines, shapes, patterns, and textures
3. Explore and create artworks inspired by different art styles like Cubism, Warli, and Madhubani
4. Enhance creativity and imagination through theme-based drawings such as rainy day, scenery, and festivals
5. Practice neat coloring using crayons and color pencils with proper color combinations
6. Learn basic pencil shading techniques to create light, dark, and depth in drawings
7. Improve fine motor skills through drawing and craft activities like paper crafts and simple models
8. Create compositions using imagination as well as real-life references
9. Understand space management and proper placement of objects in a drawing
10. Develop interest in cultural and traditional art forms
11. Build confidence in expressing ideas through art and explaining their work
12. Maintain neatness, cleanliness, and proper presentation in artwork

CURRICULUM PLANNER

| <u>April</u> | <u>May</u> | <u>July</u> | <u>Aug</u> | <u>Sep</u> |
|--|--|---|--|--|
| <ul style="list-style-type: none">• <u>Cubism art</u>• <u>Hill side (house)</u>• <u>Mosaic fruit</u>• <u>Pattern leaves</u> | <ul style="list-style-type: none">• <u>Paper butterfly</u>• <u>Body movements drawing</u>• <u>Cactus plant</u> | <ul style="list-style-type: none">• <u>Hand pattern drawing</u>• <u>Pencil shading</u>• <u>Rainy day drawing</u>• <u>The vampire craft</u> | <ul style="list-style-type: none">• <u>A doodle flower</u>• <u>Warli art</u>• <u>Fruits drawing</u>• <u>Car drawing</u> | <ul style="list-style-type: none">• <u>A cottage drawing</u>• <u>Madhubani painting</u> |

| <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> |
|---|--|--|--|--|
| <ul style="list-style-type: none"> • <u>Vegetable stippling</u> • <u>Picasso inspired art</u> • <u>Still life</u> • <u>Diwali drawing</u> | <ul style="list-style-type: none"> • <u>A folk fish</u> • <u>Cartoon drawing</u> • <u>Teatime drawing</u> • <u>Origami</u> | <ul style="list-style-type: none"> • <u>Christmas drawing / craft</u> • <u>Gond art</u> • <u>Boat in sunset</u> | <ul style="list-style-type: none"> • <u>Still life</u> • <u>Color pencil landscape</u> • <u>Republic day drawing/ craft</u> • <u>Anime drawing</u> | <ul style="list-style-type: none"> • <u>Pencil drawing</u> • <u>Landscape with patterns</u> • <u>Thumb Painting</u> |

Graded Ability Levels

- Grade A: 81–100 Marks
- Grade B: 61–80 Marks
- Grade C: 41–60 Marks



GRADE 4 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :-ENGLISH LANGUAGE LAB(ELL)

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Develop an interest in language and use the same correctly and effectively in conversation with family, friends, teachers, etc.
2. Improve their ability to read and spell words through the regular study of misspelt/high-frequency words.
3. Students develop critical thinking skills by analysing language usage in different contexts and considering the implications of linguistic choices.
4. Read aloud stories/recite poems with appropriate diction, intonation and pronunciation.
5. Pronounce words correctly through phonological awareness and recognise individual phonemes in English Language.

Curriculum Planner

| <u>April</u> | <u>May</u> | <u>July</u> | <u>Aug</u> | <u>Sep</u> |
|--|--|--|---|--|
| <ul style="list-style-type: none"> ● Introduction to Language Lab ● Positive & Negative Sentences ● Rhyming Words | <ul style="list-style-type: none"> ● Spellings for PA-1 ● Vocabulary Enhancement (Tools & Equipments) ● Revision ● PA I Papers | <ul style="list-style-type: none"> ● Number (Singular, Plural Nouns) ● Spellings for Half-Yearly ● Binomial Expressions | <ul style="list-style-type: none"> ● Blends and Digraphs ● Synonyms & Antonyms ● Speaking Activity-1 | <ul style="list-style-type: none"> ● Speaking Activity (contd.) ● Revision ● Half-Yearly Exam |

| <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb/Mar</u> |
|--|---|---|---|---|
| <ul style="list-style-type: none"> ● Hard & Soft 'C' & 'G' Sounds ● One Word Substitution ● Common Idioms | <ul style="list-style-type: none"> ● Spellings for PA-2 ● Revision ● PA-2 Papers | <ul style="list-style-type: none"> ● Speaking Activity-2 ● Homophones | <ul style="list-style-type: none"> ● Nouns: Gender ● Spellings for Annual Exams | <ul style="list-style-type: none"> ● Revision ● Annual Exam |

Assessment Planner

PA-1 (20 marks)

- Reading Comprehension
- Positive & Negative Sentences
- Spellings for PA-1
- Rhyming Words
- Vocabulary Enhancement (Tools & Equipments)

Half Yearly (30 marks)

- Reading Comprehension
- Spellings for Half-Yearly
- Binomial Expressions
- Nouns: Number (Singular, Plural Nouns)
- Positive & Negative Sentences
- Synonyms & Antonyms
- Blends & Digraphs

PA-2 (20 marks)

- Reading Comprehension
- Spellings for PA-2
- One Word Substitution
- Hard & Soft 'C' & 'G' Sounds
- Common Idioms

Annual Exam (30 marks)

- Reading Comprehension
- Spellings for Annual Exams
- Homophones
- Nouns: Gender
- Blends & Digraphs
- Hard & Soft 'C' & 'G' Sounds
- Binomial Expressions

Multiple Assessment (MA) (5 marks)

MA1- Read Aloud

MA2- Listening Test

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1- Story Sequencing

PORTFOLIO 2- Speaking Activity

Subject Enrichment (SE) (5 marks)

DIGRAPH WHEEL

Project (PROJ) (5 marks)

CHAIN POEM

Students will use rhyming words to compose a short Chain Poem of their own.

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

**** Subject to change as per DIRECTIVES**



GRADE 4 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :- Music and Singing

STUDENT'S COPY

LEARNING OUTCOMES

Music Gives soul to the universe, wings to the mind, flight to the imagination and life to everything (Plato)

Philosophy and Purpose of Music Education

Music is a universal human endeavor which exists in various contexts in all cultures.

Music connects individuals and communities through the expression of thoughts and emotions.

Musical experiences enhance our lives and enrich our understanding of ourselves and the world.

Music is a medium of self-expression.

IT enables the sharing of feelings, ideas and experiences. It has the capacity to cross cultural and social boundaries; it also helps us to understand culture through times.

Music plays important roles in encouraging social bond, strengthening social identities and national identity formation.

Music education therefore contributes to the appreciation and renewal of Indian cultural heritage and traditions.

Our music education philosophy embraces the belief that all children are musical and seek to develop their aural abilities to empower them, to appreciate and participate in music.

Program of Singing Training

: We would like to cover per month two songs from the SDGS according to the standard, lyrics and karaoke will be provided on the smart Board as well as on the Material Box on the Google Class Room

: We would like to teach Basic common and Morden songs and will cover songs in other Language also, we will prepare the Children for Mélange, Tune and Tales and various combined assemblies, for example Republic Day and Independence Day assemblies, Christmas Carols and Easter assemblies, teachers day assemblies, Founder Day assemblies (Edmund Rice) and various festivals and celebrations and choir and Band Competitions.

: Selection criteria in the school Choir and in the school Band

: The person who plays the instruments Skill fully well and sings outstandingly Good will get a chance to participate in the school choir and in the school Band these students will go for inter-School Competition onsite and online.

: The student's code of conduct and his presentation will also be taken into consideration.

Assessment Tools

Teaching to a middle school class a song in an effective way to get all singers in an ensemble to technically and musically improve.

When all singers learn as a soloist.

Students should Focus on their range

1. Flexibility Tone
2. Phrase Shape
3. Language Skills
4. Overall Musicality
5. Stage performance

Curriculum Planner

| <u>April</u> | <u>May</u> | <u>July</u> | <u>Aug</u> | <u>Sep</u> |
|--|--|---|---|--|
| Per Month Two Songs Selection For Mélange Solo for classes 4 th and 5 th | Per Month Two Songs Practice For Mélange Solo Song For Classes 4 th and 5 th | Per Month Song Practice For Mélange Rock Band And Solo Pop & Ballad Category | Independence, day Assembly Selection -For Tune And Tales Choir | Teacher's Day Assembly Vocal Test 1 st Term |
| <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> |
| Gandhi Jayanti Assembly Practice for Tune and Tales And Music for Sports Day | Two Songs and Carols Music for Drills and Sports | Christmas Carols and Songs Tunes and Tales | Republic Day Assembly Vocal Test | Vocal Test |

Assessment Planner

PA-1

Assessment Planner Term -1

Graded Singing Levels :- Key Features in singing Exam at classes 4 – level

:- Dynamics , Lyrics, Rhythms, and short Phrases

:- The Basic fundamentals of music and Songs for example :- Edmund Rice songs ,Prayer song, School song, School anthem ,National Anthem, Patriotic Songs, Happy Songs and Action songs

:- Small Major intervals and Basic Rhythms pattern

For example 3/4, 2/4,

Introduction of the Instruments western and Indian

Singing Exams will be conducted in September.

Criteria for Assessing the Graded Singing Levels

| GRADE | PITCH | RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE |
|-------------|-------|--|
| OUTSTANDING | | Highly accurate notes and intonation Plus Perfect Rhythm (A) |
| MERIT | | Largely accurate notes and intonation and Good Rhythm sense (B) |
| PASS | | Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 st Beat/ Or sing in the Group of Boys |

PA-2

Assessment Planner Term -2

Graded Singing Levels :- Key Features in singing Exam at classes 4 – level

:- Dynamics , Lyrics, Rhythms, and short Phrases

:- The Basic fundamentals of music and Songs for example :- Songs on Friendship And Unity, Let there be Peace, Songs on other language ,Tunes and Tales Carols, and Christmas Song

:- Small Major intervals and Basic Rhythms pattern

For example 3/4, 2/4, 4/4

Singing exam will be conducted in February

Criteria for Assessing the Graded Singing Levels

GRADE PITCH RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE

| | |
|--------------------|--|
| OUTSTANDING | Highly accurate notes and intonation Plus Perfect Rhythm (A) |
| MERIT | Largely accurate notes and intonation and Good Rhythm sense (B) |
| PASS | Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 st Beat/ Or sing in the Group of Boys (C) |

Subject Enrichment (SE) (5marks)

Sound Skills
Melody Practice
Rhythm Learning Notes
Musical Breathing exercises

Project(PROJ) (5 marks)

Club Activity Making Charts
Writing Songs in the Music Copy
Making a diagram of Guitar & Keyboard

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

** Subject to change as per DIRECTIVES

GRADE 4 Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT: - Physical Education

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Apply and refine Locomotors Skills and concepts effort space and relationship to perform and create a variety of activities to improve Personal performance.
2. Adopt and improve activity specific skills for a variety of games.
3. Select plan and create game that incorporates simple and more Challenging strategies and tactics.
4. Adopt and improve activity specific skills in a variety of individual pursuits Eg: - Resistance Training Aerobics
5. Communicate thoughts and feelings in an appropriate respectful Manner as they relate to participation in physical education.
6. Discuss issues related to positive athletic / active living roles.
7. Demonstrate etiquette and fair play.
8. Describe apply monitor and assess leadership and followership skills Related to physical activity.
9. Develop and apply practice that contributes to team work.
10. Identify and Demonstrate positive behaviour that show respect for self and other.

CURRICULUM PLANNER

| <u>April</u> | <u>May</u> | <u>July</u> | <u>Aug</u> | <u>Sep</u> |
|---|--|--|---|---|
| 1 Marching 2 Athletics Selection. Event: - 50M,100M,200M , 400M. 3 Final Selection 4 Football Dribbling & Zig Zag Dribbling 5 Rules & Regulation | 1 Marching 2 Athletics Selection. Event: - Standing Board Jump Ball Throw 3 Final Selection 4 Basketball Dribbling 5 Rules & Regulation | 1 Marching 2 Cricket High Catch (Orthodox cup) 3 Athletics Selection 4 Rules & Regulation. | 1 Marching 2 Term 1 Assessment 3 Athletics Practice 4 Rules & Regulation. | 1 Marching 2 Athletics Practice 3 Rules & Regulation. |
| <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> |
| 1 Marching 2 Athletics Practice 3 Rules & Regulation | 1 Marching 2 Athletics Practice 3 Rules & Regulation | 1 Football Instep Kick Outstep Kick 2 Football Section 3 Football Match 4 Match Practice 5 Rules & Regulation | 1. Cricket Selection 2 Cricket Match 3 Match Practice 4 Rules & Regulation | 1 Second Term Assessment 2 Fun Game 3 Fun Race 4 Match Practice 5 Rules & Regulation |

ASSESSMENT PLANNER

HALF YEARLY 5 Marks

| TERM -1 (Sep) | | CHECK LIST |
|-----------------------|---|------------------------------------|
| Grade criteria | Game: - FOOTBALL Skill:- PUSH PASS | |
| Mark 5 A | | 1 DISCIPLINE |
| Mark 4 B | | 2 APPROACH TOWARDS THE BALL |
| Mark 3 C | | 3 CONTACT OF THE BALL |
| Mark 2 C | | 4 EXECUTION |
| Mark 1 C | | 5 FOLLOW THROUGH |

ANNUAL EXAM (5 MARKS)

| TERM -2 (Feb) | | CHECK LIST |
|-----------------------|--|--|
| Grade criteria | Game: - Cricket Skill :- HIGH CATCH WITH ORTHODOX CUP | |
| Mark 5 A | | 1 DISCIPLINE -1 |
| Mark 4 B | | 2 KEEP EYES ON THE BALL -1 |
| Mark 3 C | | 3 TRYING TO COME UNDER THE BALL -1 |
| Mark 2 C | | 4 MAKE AN ORTHODOX CUP |
| Mark 1 C | | 5 CATCH THE BALL & FOLLOW THROUGH |

**** Subject to change as per DOE Directives**



GRADE 4 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT: - SWIMMING

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Discipline
2. Hard Working
3. Perseverance
4. Sense of Rhythm
5. Motor ability Skills
6. Socialization
7. Confidence
8. Building team work
9. Self-Innovation
10. Vision to win
11. Importance of health

Curriculum Planner

| <u>April</u> | <u>May</u> | <u>July</u> | <u>Aug</u> | <u>Sep</u> |
|---|---|---|--|--|
| 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE | 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE | 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE | 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE | 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE 5 SWIMMING GALA SELECTION |
| <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> |
| <ul style="list-style-type: none"> ● PRACTICE ● MARCHING PRACTICE ● ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES | <ul style="list-style-type: none"> ● PRACTICE ● MARCHING PRACTICE ● ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES | 1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL L (ONE HAND SHOT) | 1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.) | 1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.) |

Assessment Planner TERM-1

| TERM -1 (Sep) Grade criteria | Game: - Swimming Skill :- Free Style | CHECK LIST |
|---------------------------------|---|--------------|
| Mark 5 A | | 1 JUMPING |
| Mark 4 B | | 2 SUBMERGING |
| Mark 3 C | | 3 KICKING |
| Mark 2 C | | 4 FLOATING |
| Mark 1 C | | 5 ARM ACTION |

Assessment Planner TERM-2

| TERM -2 (Feb) Grade criteria | Game: - Basketball Skill :- One Hand Shot | CHECK LIST |
|---------------------------------|--|--------------------|
| Mark 5 A | | 1 DISCIPLINE -1 |
| Mark 4 B | | 2 Foot Movement -1 |
| Mark 3 C | | 3 Body Posture-1 |
| Mark 2 C | | 4 Release -1 |
| Mark 1 C | | 5 FOLLOW THROUGH |

**** Subject to change as per DIRECTIVES**



COUNSELING CURRICULUM (2026-2027)

APRIL – SELF-AWARENESS (Knowing Myself)

- **Grades 4–5**
 - My likes, dislikes, strengths
 - Identifying basic emotions
 - What makes me unique
- **Grades 6–7**
 - Personality traits
 - Emotional triggers
 - Strengths and weaknesses
- **Grades 8–10**
 - Self-concept and identity
 - Strengths, weaknesses, blind spots
 - Self-image vs others' perception

MAY – EMPATHY (Understanding Others)

- **Grades 4–5**
 - Recognizing others' feelings
 - Being kind and helpful
- **Grades 6–7**
 - Perspective-taking
 - Understanding different situations
- **Grades 8–10**
 - Cognitive vs emotional empathy
 - Respecting differences (opinions, backgrounds)

JULY – EFFECTIVE COMMUNICATION

- **Grades 4–5**
 - Kind vs hurtful communication
 - Listening skills
- **Grades 6–7**
 - Assertive communication
 - Expressing feelings appropriately
- **Grades 8–10**
 - Assertiveness vs aggression vs passivity
 - Handling conflicts through communication

AUGUST – INTERPERSONAL RELATIONSHIPS

- **Grades 4–5**
 - Qualities of a good friend
 - Sharing and cooperation
- **Grades 6–7**
 - Peer influence
 - Friendship conflicts
- **Grades 8–10**
 - Healthy vs unhealthy relationships
 - Boundaries and respect

SEPTEMBER – DECISION-MAKING

- **Grades 4–5**
 - Making simple choices
 - Understanding consequences
- **Grades 6–7**
 - Short-term vs long-term decisions
 - Responsibility for choices
- **Grades 8–10**
 - Decision-making under peer pressure

- Evaluating consequences and risks

OCTOBER – PROBLEM SOLVING & CRITICAL THINKING

- **Grades 4–5**
 - Identifying problems
 - Thinking of possible solutions
- **Grades 6–7**
 - Steps of problem solving
 - Thinking before reacting
- **Grades 8–10**
 - Logical thinking and analysis
 - Recognizing thinking errors and biases

NOVEMBER – CREATIVE THINKING

- **Grades 4–5**
 - Thinking differently
 - Exploring multiple ideas
- **Grades 6–7**
 - Flexible thinking
 - Looking at problems in new ways
- **Grades 8–10**
 - Reframing situations
 - Innovation and perspective shift

DECEMBER – COPING WITH EMOTIONS

- **Grades 4–5**
 - Identifying emotions
 - Basic emotion control
- **Grades 6–7**

- Managing anger and frustration
- Understanding emotional reactions
- **Grades 8–10**
 - Emotional regulation
 - Thought–emotion connection

JAN–FEB – COPING WITH STRESS (EXAM FOCUS)

- **Grades 4–5**
 - Understanding stress
 - Basic calming strategies
- **Grades 6–7**
 - Stress and body responses
 - Managing academic pressure
- **Grades 8–10**
 - Performance anxiety
 - Building resilience and coping strategies