

GRADE 5 Curriculum & Assessment

Annual Planner (2026-2027)

SUBJECT:- हिंदी

STUDENT'S COPY



LEARNING OUTCOMES

छात्र ये समझने में सक्षम होंगे -

- 1: विचारों को सुसंगत रूप से समझने और संप्रेषित करने के लिए जटिल वाक्य संरचनाओं का उपयोग करते हुए मौखिक भाषा कौशल विकास होगा।
- 2: परिचित और अपरिचित पाठ्यवस्तु (जैसे गद्य और पद्य) के विभिन्न रूपों की बुनियादी समझ विकसित करके अर्थबोध सहित पढ़ने की क्षमता विकास होगा।
- 3: अपनी समझ और अनुभवों को व्यक्त करने के लिए सरल और यौगिक वाक्य संरचनाओं को लिखने की क्षमता का विकास होगा।
- 4: विभिन्न स्रोतों के माध्यम से विभिन्न संदर्भों (घर और स्कूल के अनुभव) में व्यापक शब्द-भंडार विकसित हो सकेगा।
- 5: पढ़ने में रुचि और प्राथमिकताओं को विकसित कर सकेंगे।

CURRICULUM PLANNER

April	May	July	Aug	Sep
साहित्य- न्याय की कुर्सी व्याकरण - संज्ञा-भेद वर्ण-विच्छेद एवं संयोजन विलोम शब्द चित्र वर्णन	P A -1 papers साहित्य- किरन (कविता) व्याकरण- लिंग, अशुद्धि शोधन, पर्यायवाची शब्द अपठित गद्यांश	साहित्य- सुंदरिया, चांद का कुरता (कविता) व्याकरण- सर्वनाम, विराम-चिह्न अनुच्छेद लेखन	साहित्य- मेरा बचपन साइकेन व्याकरण- क्रिया, काल -भेद अनुच्छेद लेखन	समस्त कार्य की पुनरावृत्ति (अर्द्ध वार्षिक परीक्षा) व्याकरण शब्द- बोध

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
साहित्य- हमारे ये कला मंदिर व्याकरण- अनेक के लिए एक शब्द, विशेषण भेद सहित, वचन संवाद लेखन	P A -2 papers साहित्य- काजीरंगा राष्ट्रीय उद्यान की यात्रा व्याकरण- अनेकार्थी शब्द	साहित्य- न्याय, गंगा की कहानी व्याकरण- मुहावरे संवाद लेखन	साहित्य-चतुर चित्रकार (कविता), तीन मछलियाँ व्याकरण-उपसर्ग -प्रत्यय अनौपचारिक पत्र	समस्त कार्य की पुनरावृत्ति वार्षिक परीक्षा

ASSESSMENT PLANNER

PA-1 (20 marks) Paper

साहित्य-न्याय की कुर्सी

व्याकरण-संज्ञा-भेद, वर्ण -विच्छेद एवं संयोजन, विलोम शब्द, अपठित गद्यांश ,चित्र वर्णन

HALF YEARLY (50 marks) Paper

साहित्य-किरण (कविता),साडकेन ,सुंदरिया, मेरा बचपन_चाँद का कुरता (कविता)

व्याकरण- सर्वनाम लिंग, विराम चिह्न, क्रिया, काल -भेद, अशुद्धि शोधन, पर्यायवाची शब्द
अपठित गद्यांश, अनुच्छेद लेखन, चित्र वर्णन

PA-2 (20 marks) Paper

साहित्य-हमारे ये कला मंदिर

व्याकरण-विशेषण भेद, अनेक शब्दों के लिए एक शब्द, शब्द -बोध, वचन, अपठित गद्यांश, संवाद लेखन

ANNUAL EXAM (50 MARKS) Paper

साहित्य- चतुर चित्रकार (कविता), न्याय, तीन मछलियाँ, गंगा की कहानी, काजीरंगा राष्ट्रीय उद्यान की यात्रा

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

MULTIPLE ASSESSMENT (MA) (5 marks)

1. पेड़ का जादू 2. घूमो - देखो

PORTFOLIO ASSESSMENT (PORT)- (5 marks)

(NOTEBOOK-3 marks, ACTIVITY-2Marks)

- 1.चाँद का कुरता 2.दो मेंढकों की यात्रा

SUBJECT ENRICHMENT (5 Marks)

दिल्ली के सहराज्य से संबंघित गतिविधियाँ

PROJECT- (5 Marks)

होली आई होली आई

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

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

GRADE 5 Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:- ENGLISH

STUDENT'S COPY

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.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> ● Papa's Spectacles <i>(poem)</i> ● The Sentence-punctuations, kinds and jumbled. <i>(grammar)</i> 	<ul style="list-style-type: none"> ● Picture Composition CONT. ● Unseen Comprehension ● Revision of P.A.-1 	<ul style="list-style-type: none"> ● Pronouns- personal and possessive.<i>(grammar)</i> CONT. ● The Frog <i>(poem)</i> 	<ul style="list-style-type: none"> ● The Rainbow <i>(poem)</i> ● Conjunctions- and, or, but, because, either/ or, neither/ nor. <i>(grammar)</i> ● Story Writing 	<ul style="list-style-type: none"> ● Articles <i>(grammar)</i> ● Half yearly Revision. **Tunes & Tales-practice**

<ul style="list-style-type: none"> ● Gone with the Scooter (<i>prose</i>) ● Nouns- Abstract, Countable and Uncountable. (<i>grammar</i>) ● Picture Composition 	<ul style="list-style-type: none"> ● Pronouns- personal and possessive. (<i>grammar</i>) ● HHW 	<ul style="list-style-type: none"> ● Simple Tenses (<i>grammar</i>) ● Glass Bangles (<i>prose</i>) ● Verbs: regular and irregular verbs. (<i>grammar</i>) 		
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> ● Gilli Danda (<i>poem</i>) ● Paragraph Writing ● Continuous Tenses (<i>grammar</i>) ● What a Tank! (<i>prose</i>) ● The Decision of the Panchayat (<i>prose</i>) <p>**Tunes & Tales-practice**</p>	<ul style="list-style-type: none"> ● Revision of P.A.-2 ● Vocation (<i>poem</i>) ● Subject- Verb Agreement (<i>grammar</i>) <p>**Tunes & Tales- practice**</p>	<ul style="list-style-type: none"> ● Subject- Verb Agreement- cont. (<i>grammar</i>) ● Adjectives- Descriptive/ Quality, Quantity, Number, Demonstrative (<i>grammar</i>) <p>**Tunes & Tales-practice**</p>	<ul style="list-style-type: none"> ● Degrees of Comparison (<i>grammar</i>) ● Adverb s- manner, place, time, frequency, (<i>grammar</i>) ● The Wise Parrot (<i>prose</i>) ● Preposition (<i>grammar</i>) 	<ul style="list-style-type: none"> ● Letter writing- informal letter ● Revision of the Final Exam

ASSESSMENT PLANNER

PA-1 (20 marks)

Reading/Writing:

- Unseen Comprehension
- Picture Composition

Grammar:

- The Sentence- kinds, jumbled and punctuations.
- Nouns- Abstract, Countable and Uncountable.

Literature:

- Papa's Spectacles (poem)
- Gone with the Scooter (prose)

HALF YEARLY (50 marks)

Reading/Writing:

- Unseen Comprehension
- Story Writing

Grammar:

- Pronouns- personal and possessive.
- Verbs- regular and irregular.
- Simple Tenses
- Conjunctions- and, but, because, or, neither/ nor and either/or.

Literature:

- Gone with the Scooter (*prose*)
- Glass Bangles (*prose*)
- The Frog (*poem*)
- The Rainbow (*poem*)

PA-2 (20 marks)

Reading/Writing:

- Unseen Comprehension
- Paragraph Writing

Grammar:

- Continuous Tenses
- Articles

Literature:

- Gilli Danda (*poem*)
- What a Tank! (*prose*)

ANNUAL EXAM (50 MARKS)

Reading/Writing:

- Unseen comprehension
- Informal Letter Writing

Grammar:

- Subject- Verb Agreement
- Adjectives (Descriptive/ Quality, Quantity, Number, Demonstrative)
- Degrees of Comparison
- Adverbs (manner, place, time, frequency)
- Prepositions- kinds

Literature:

- The Wise Parrot (*prose*)
- What a Tank! (*prose*)
- The Decision of the Panchayat (*prose*)
- Vocation (*poem*)

MULTIPLE ASSESSMENT (MA) (5 marks)

MA 1 : Listening Comprehension

MA 2 : The Decision of the Panchayat

PORTFOLIO ASSESSMENT (PORT)- (5 marks)

PORTFOLIO 1 : Story Writing

PORTFOLIO 2 : What a Tank!

(NOTEBOOK-3 marks, ACTIVITY-2Marks)

SUBJECT ENRICHMENT (5 Marks)

Design a Travel Magazine Cover

Travel to Lakshadweep / Andaman & Nicobar Islands

PROJECT- (5 Marks)

Glass Bangles

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

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



GRADE 5 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :- MATHEMATICS

STUDENT'S COPY

LEARNING OUTCOMES

Students will be able to: -

- read and write large numbers. perform four basic arithmetic operations by understanding the place value of numbers.
- apply the four fundamental arithmetic operations in solving problems involving money,
- length, mass, capacity and time. solve real life problems based on multiplication and division.
- check symmetry and find line of symmetry in various objects and shapes.
- identify shapes, numbers, objects which look the same after half a turn, one-fourth
- turn, one-third turn etc.
- make cube, cone, cylinder using nets designed for this purpose
- identify the pattern in triangular number and square number
- develop the idea of multiples of a number through multiplication facts develop the concept of factors through division of numbers
- classify the different types of triangles on the basis of their sides and angles.
- compare fractions and develop the idea of equivalence of fractions
- express a given fraction in decimal notation and vice
- compare different commonly used larger and smaller units of length, weight and
- volume and convert large units to small units and vice versa.
- measure volume by counting the number of unit cubes that can fill a given space add and subtract different units of metric measures.
- apply the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time.
- collect data related to various daily life situations, represent it in tabular form and as bar graphs and interpret it.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> • WE THE TRAVELLER S-I • WE THE TRAVELLERS-II 	<ul style="list-style-type: none"> • WE THE TRAVELLERS-II (CONTD.) • REVISION • PA-I 	<ul style="list-style-type: none"> • COCONUT FARM • THE DAIRY FARM 	<ul style="list-style-type: none"> • ANIMAL JUMPS • SHAPES & PATTERNS • MAPS & LOCATIONS 	<ul style="list-style-type: none"> • MAPS & LOCATIONS (CONTD.) • REVISION • EXAMS (HY)
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> • RACING SECONDS • FRACTIONS • ANGLES AS TURNS 	<ul style="list-style-type: none"> • REVISION • PA-II • FAR & NEAR • GRANDMOTHER'S QUILT 	<ul style="list-style-type: none"> • GRANDMOTHER'S QUILT (continued) • WEIGHT & CAPACITY 	<ul style="list-style-type: none"> • DATA THROUGH PICTURES (CONTD) • SYMMETRICAL DESIGNS 	<ul style="list-style-type: none"> • SYMMETRICAL DESIGNS (CONTD) • REVISION • EXAMS(FINALS)

Assessment Planner

PA-1 (20 marks)

- WE THE TRAVELLERS I
- WE THE TRAVELLERS II

Half Yearly (50 marks)

- THE DAIRY FARM
- SHAPES & PATTERNS
- COCONUT FARM
- ANIMAL JUMPS

PA-2 (20 marks)

- RACING SECONDS
- FRACTIONS
- ANGLES & TURNS

Multiple Assessment (MA) (5 marks)

MA1- MAPS & LOCATIONS

MA2- SYMMETRICAL DESIGNS

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1- SHAPES & PATTERNS

PORTFOLIO 2- ANGLES & TURNS

Subject Enrichment (SE) (5 marks)

DATA THROUGH PICTURES(Activity on neighbouring state)

Project (PROJ) (5 marks)

 Art integrated- **RACING SECONDS**

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual Exam (50 marks)

- FAR AND NEAR
- WEIGHT & CAPACITY
- SYMMETRICAL DESIGNS
- GRANDMOTHER'S QUILT
- DATA THROUGH PICTURES

** Subject to change as per DIRECTIVES

GRADE 5 Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:- SCIENCE

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to: -

- Explain the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.
- Apply understanding of the properties and states of water to explain natural processes such as the water cycle and their significance for sustaining life.
- Classify food items based on their sources and nutritional functions, and explains the importance of a balanced diet for growth and health.
- Describe the interdependence among animals, plants and humans. (E.g. communities earning livelihood from animals, dispersal of seeds etc.)
- Apply knowledge of nutrients and food hygiene to make informed choices about healthy eating and prevention of food wastage.
- Identify and differentiate between various forms and sources of energy and explains their role in enabling work and daily activities.
- Explain the process of converting fibre into fabric and distinguishes between natural and synthetic fibres using observable characteristics.
- Apply understanding of materials and climate to make suitable clothing choices while appreciating traditional and sustainable textile practices.
- Suggest ways for hygiene, health, managing waste, disaster/emergency situations and protecting/ saving resources (land, fuels, forests, etc.) and show sensitivity for the disadvantaged/deprived.
- Analyse natural patterns such as day–night cycles and seasonal changes to explain their causes and impact on living organisms.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none">● Super Senses● Water - The Essence of Life	<ul style="list-style-type: none">● Water - The Essence of Life (contd.)● Revision● PA-1	<ul style="list-style-type: none">● The Mystery of Food● Seeds and Seeds	<ul style="list-style-type: none">● A Seed Tells a Farmer's Story● Sunita in Space	<ul style="list-style-type: none">● 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">● Energy - How	<ul style="list-style-type: none">● Revision	<ul style="list-style-type: none">● Rhythms of Nature	<ul style="list-style-type: none">● Whose Forests?	<ul style="list-style-type: none">● Revision

Things Work <ul style="list-style-type: none"> ● Clothes - How Things are Made 	<ul style="list-style-type: none"> ● PA-2 	<ul style="list-style-type: none"> ● When the Earth Shook! 	<ul style="list-style-type: none"> ● Like Father, Like Daughter 	<ul style="list-style-type: none"> ● Term-2 Exam
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<u>ASSESSMENT PLANNER</u>
<u>PA-1 (20 marks)</u>
<ul style="list-style-type: none"> ● Super Senses ● <u>Water</u> - The Essence of Life
<u>HALF YEARLY (50 marks)</u>
<ul style="list-style-type: none"> ● The Mystery of Food ● Seeds and Seeds ● A Seed Tells a Farmer's Story ● Sunita in Space
<u>PA-2 (20 marks)</u>
<ul style="list-style-type: none"> ● Energy - How Things Work ● <u>Clothes</u> - How Things are Made
<u>ANNUAL EXAM (50 MARKS)</u>
<ul style="list-style-type: none"> ● Rhythms of Nature ● When the Earth Shook! ● Whose Forests? ● Like Father, Like Daughter
<u>MULTIPLE ASSESSMENT (MA) (5 marks)</u>
<ul style="list-style-type: none"> ● <u>MA 1</u> - Seeds and Seeds ● <u>MA 2</u> - Clothes - How Things are Made
<u>PORTFOLIO ASSESSMENT (PORT)- (5 marks)</u>
<u>(NOTEBOOK-3 marks, ACTIVITY-2 marks)</u>
<ul style="list-style-type: none"> ● PORTFOLIO 1 - Water - The Essence of Life ● PORTFOLIO 2 - Energy - How Things Work

SUBJECT ENRICHMENT (5 Marks)

- **ART INTEGRATED ACTIVITY – Whose Forests?**

PROJECT- (5 Marks)

- **The Mystery of Food**

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

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

GRADE 5 Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT :- SOCIAL STUDIES

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- Describe the origin and course of a river.
- Recognize the importance of rivers in supporting life, agriculture, and settlements.
- Explain the importance of water in daily life and identify different sources of water.
- Understand the importance of school as a safe and inclusive space for learning and growth.
- Understand the concept of height and altitude. Describe the challenges faced by people living in mountainous regions.
- Understand the importance of monuments as sources of history and identify features of historical structures like forts, palaces, and tombs.
- Understand the concept of natural resources (water, fuel, forests, minerals).
- Differentiate between renewable and non-renewable resources and recognize the importance of conservation of resources for future generations.
- Understand the diversity of India in terms of culture, language, food, dress, and festivals.
- Recognize the importance of special clothing and shelters for protection against cold.
- Understand the diversity of habitats and unique living conditions in different parts of India.
- Develop a sense of global citizenship and care for the planet.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Ch: Journey of a River Ch: Every Drop Counts	Ch: Our School – A Happy Place Revision P.A-1	Ch: Up You Go! Ch: Walls Tell Stories	Ch: Walls Tell Stories (Contd...) Ch: What if it Finishes?	Ch: What if it Finishes? (Contd...) Revision TERM-1 EXAM
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Ch: Our Vibrant Country Ch: A Shelter so High!	Ch: A Shelter so High! (Contd...) Revision P.A-2	Ch: Who will do this Work? Ch: Some Unique Places	Ch: Some Unique Places (Contd...) Ch: No Place for Us!	Ch: Earth – Our Shared Home Revision FINAL EXAM

<u>ASSESSMENT PLANNER</u>
<u>PA-1 (20 marks)</u> Ch: Journey of a River Ch: Every Drop Counts
<u>HALF YEARLY (50 marks)</u> Ch: Our School – A Happy Place Ch: Up You Go! Ch: Walls Tell Stories Ch: What if it Finishes?
<u>PA-2 (20 marks)</u> Ch: Our Vibrant Country Ch: A Shelter so High!
<u>ANNUAL EXAM (50 MARKS)</u> Ch: Who will do this Work? Ch: Some Unique Places Ch: No Place for Us! Ch: Earth – Our Shared Home
<u>MULTIPLE ASSESSMENT (MA) (5 marks)</u> M.A-1: Ch: Our School – A Happy Place M.A-2: Ch: Earth – Our Shared Home
<u>PORTFOLIO ASSESSMENT (PORT) - (5 marks)</u> <u>(NOTEBOOK - 3 marks, ACTIVITY – 2 marks)</u> PORTFOLIO 1 – Ch: Our Vibrant Country PORTFOLIO 2 – Ch: Some Unique Places
<u>SUBJECT ENRICHMENT (5 Marks)</u> Art integrated Activity Andaman and Nicobar/Lakshadweep Islands (EBSB)
<u>PROJECT- (5 Marks)</u> Ch: Journey of a River
ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

** Subject to change as per DOE Directives



SUBJECT :- COMPUTER SCIENCE

STUDENTS' COPY

LEARNING OUTCOMES

The students will be able to:

1. Describe different types of Malware.
2. List the most dangerous Malwares.
3. Name the harms caused by Computer Malware.
4. List the ways that a computer get infected.
5. List the symptoms of an infected computer.
6. Explain Do's and Don'ts to protect the computer from Malware.
7. Define Antivirus.
8. List the important features of Excel 2019.
9. Identify the components of Excel 2019 Window
10. Use the various keys to change the active cell.
11. Create a new Workbook and enter data.
12. Add/Remove/Rename a Worksheet.
13. Save/Open/Close a Workbook.
14. Define Internet, E-mail, Web browser, URL.
15. Describe different types of Internet connection.
16. List the advantages of an E-mail.
17. Describe the use of different types of operators used in Scratch.
18. Explain the use of Sensing block in Scratch.
19. Define Variable and explain how to create it in Scratch.
20. Describe the use of conditional blocks in Scratch programming.
21. Explain the use of different types of Loops in Scratch.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none">● Chapter 6: Safeguarding your Computer (Page 77 to 81)	<ul style="list-style-type: none">● Chapter 6: Safeguarding your Computer (Page 82 to 84)● Revision and Worksheet● PA-1 Exam	<ul style="list-style-type: none">● Chapter 4: Introduction to Excel 2019 (Page 53 to 57)	<ul style="list-style-type: none">● Chapter 4: Introduction to Excel 2019 (Page 58 to 62)	<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 7: Internet and Email (Page 85 to 88) 	<ul style="list-style-type: none"> Revision and Worksheet PA-2 Exam Internet and Email (Page 89) 	<ul style="list-style-type: none"> Chapter 9: Conditional Blocks in Scratch (Page 103 to 107) 	<ul style="list-style-type: none"> Chapter 9: Conditional Blocks in Scratch (Page 108 to 113) 	<ul style="list-style-type: none"> Chapter 9: Conditional Blocks in Scratch (Page 113 contd) Revision and Worksheet Annual Exam

Assessment Planner		
<p align="center"><u>PA-1 (20 marks)</u></p> <p>Chapter 6: Safeguarding your computer (Page 77 to 84)</p>		
<p align="center"><u>Half Yearly (30 marks)</u></p> <p>Chapter 6: Safeguarding your computer (Page 77 to 84) Chapter 4: Introduction to Excel 2019 (Page 53 to 62)</p>		
<p align="center"><u>PA-2 (20 marks)</u></p> <p>Chapter 7: Internet and Email (Page 85 to 88)</p>		
<p align="center"><u>Multiple Assessment (MA) (5 marks)</u></p> <p>MA1: Jumbled Word from the topics covered in Term-1. MA2: Crossword based on syllabus covered in Term-2.</p>		
<p align="center"><u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u></p> <table border="1"> <tr> <td>PORTFOLIO 1: Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Make a Collage on different types of Malware.</td> </tr> <tr> <td>PORTFOLIO 2: Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Write the given scratch code and its output on an A4 sheet.</td> </tr> </table>	PORTFOLIO 1: Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Make a Collage on different types of Malware.	PORTFOLIO 2: Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Write the given scratch code and its output on an A4 sheet.
PORTFOLIO 1: Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Make a Collage on different types of Malware.		
PORTFOLIO 2: Evaluation of chapters covered in syllabus + Worksheet solved and pasted in the notebook + Write the given scratch code and its output on an A4 sheet.		
<p align="center"><u>Subject Enrichment (SE) (5 marks)</u></p> <ul style="list-style-type: none"> Students will be asked to write a program in Scratch 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. 		
<p align="center"><u>Project (PROJ) (5 marks)</u></p> <ul style="list-style-type: none"> Students will create an Excel sheet based on topic related to paired state Andaman and Nicobar Islands. Artistic skills will also be integrated with the above given task. 		
<p><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></p>		
<p align="center"><u>Annual Exam (30 marks)</u></p> <p>Chapter 7: Internet and E-mail (Page 85 to 89) Chapter 9: Conditional Blocks in Scratch (Page 103 to 113)</p>		

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

Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT: - ART AND CRAFT GRADE 5 (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 5 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>
<p>1 Marching</p> <p>2 Athletics Selection Event: - 50M,100M,200M, 400M</p> <p>3 Football Dribbling & Instep Kick</p> <p>4 Rules & Regulation</p>	<p>1. Marching</p> <p>2. Athletes Selection Event Standing Board Jump & Ball Throw</p> <p>3 Final Selection</p> <p>4 Basketball</p>	<p>1. Marching</p> <p>2. Cricket High Catch (Reverse Cup)</p> <p>3. Athletes Selection</p> <p>4. Rules & Regulation</p>	<p>1. Marching</p> <p>2. Term One Assessment</p> <p>3.Athleties Practice</p> <p>4. Rules & Regulation</p>	<p>1. Marching</p> <p>2. Athletics Practice</p> <p>3. Rules & Regulation</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>1. Marching</p> <p>2. Athletics Practice</p> <p>3. Football</p> <p>4. Rules & Regulation</p>	<p>1. Marching</p> <p>2. Athletics Practice</p> <p>3. Rules & Regulation</p>	<p>1. Cricket Front Foot Drive</p> <p>2.Cricket Selection</p> <p>3Cricket Match</p> <p>4. Match Practice</p>	<p>1. Football Out step Kick Push pass (Medium Distance)</p> <p>2Football Section</p> <p>3. Football Match</p> <p>5.Match Practice</p>	<p>1. Second Term Assessment</p> <p>2. Fun Game</p> <p>3. Fun Race</p> <p>4. Match Practice</p>

ASSESSMENT PLANNER**HALF YEARLY (50 marks)**

Term -1 (Sep)		CHECK LIST
Grade criteria	Game: - FOOTBALL Skill:- Instep Kick	
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 (50 MARKS)

TERM -2 (Feb)		CHECK LIST
Grade criteria	Game: - Cricket Skill :- FLAT 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 - 5 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 Band Selection	Per Month Two Songs Practice For Mélange Solo Song for Classes 4 th and 5 th Band Genre Rock	Per Month Song Final show Mélange <u>Solo Song</u> <u>Pop and ballad</u> Band Genre Rock	Independence, day Assembly Selection For Tune And Tales	Teacher's Day Assembly Vocal Test Term-1
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Gandhi Jayanti Assembly Sports Day Practice And Tune and Tales	Two Songs and Carols Sports Day Practice for Tunes and Tales	Christmas Carols and Songs Final Show 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

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

** Subject to change as per DIRECTIVES



GRADE 5 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 while conversing with family, friends, teachers, etc.
2. Improve their ability to read and spell words through regular study of misspelt/high-frequency words.
3. Learn how to analyse unfamiliar words by understanding their word structure, affixation, etc.
4. Read-aloud stories/recite poems with appropriate diction, intonation and pronunciation.
5. Pronounce words correctly through the study of phonetics by practising the vowel and consonant sounds in spoken language.
6. Comprehend the given text better through before-during-after reading strategies/activities such as outlining, sequencing, paraphrasing and mapping.
7. Communicate effectively through regular participation in classroom discussions and interactions.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> ● Reiteration of Language Lab Rules ● Sentence and Question Formation. ● Alliteration & Slogan Writing 	<ul style="list-style-type: none"> ● Basic Syllabification ● Spellings for PA-1 ● Revision ● PA I Papers 	<ul style="list-style-type: none"> ● Vocabulary Enhancement: (Emotions & Feelings) ● Contractions & Possessions ● Spellings for Half-Yearly 	<ul style="list-style-type: none"> ● Synonyms& Antonyms ● One Word Substitution ● Vivid Verbs 	<ul style="list-style-type: none"> ● Speaking Activity-1 (SDG-13) ● 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"> ● Idioms & Proverbs ● Occupations ● Common Collocations 	<ul style="list-style-type: none"> ● Spellings for PA-2 ● Revision ● PA-2 Papers 	<ul style="list-style-type: none"> ● Speaking Activity-2 ● Homophones & Homographs 	<ul style="list-style-type: none"> ● Affixations ● Spellings for Annual Exams 	<ul style="list-style-type: none"> ● Revision ● Annual Exams

Assessment Planner

PA-1 (20 marks)

- Reading Comprehension
- Sentence & Question formation
- Spellings for PA-1
- Alliteration & Slogan Writing
- Basic Syllabification

Half Yearly (30 marks)

- Reading Comprehension
- Spellings for Half-Yearly
- Vivid Verbs
- Vocabulary Enhancement (Emotions & Feelings)
- Contractions & Possessions
- Synonyms-Antonyms
- One Word Substitution

PA-2 (20 marks)

- Reading Comprehension
- Spellings for PA-2
- Common Collocations
- Occupations
- Idioms & Proverbs

Annual Exam (30 marks)

- Reading Comprehension
- Spellings for Annual Exams
- Homophones & Homographs
- Common Collocations
- Affixation
- Vivid Verbs
- Basic Syllabification

Multiple Assessment (MA) (5 marks)

MA1- Read Aloud

MA2- Listening Test

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1- Syllable Stress Activity

PORTFOLIO 2- Speaking Activity

Subject Enrichment (SE) (5 marks)

ALLITERAINBOWS(Any SDG)

Students will use the first letter of each color of the rainbow and write an alliteration for it.

Project (PROJ) (5 marks)

Short Story Review

Students will read any short story and prepare a review of the same with the help of a graphic organiser.

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

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



GRADE 5 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>
<p>1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE</p>	<p>1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE</p>	<p>1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE</p>	<p>1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE</p>	<p>1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE 5 SWIMMING GALA SELECTION</p>
<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 <p>GAME (FOOTBALL, BASKETBALL, ETC)</p> <p>RECREATIONAL GAMES</p>	<ul style="list-style-type: none"> ● PRACTICE ● MARCHING PRACTICE ● ATHLETIC PRACTICE <p>GAME (FOOTBALL, BASKETBALL, ETC)</p> <p>RECREATIONAL GAMES</p>	<ol style="list-style-type: none"> 1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL (ONE HAND SHOT) 	<ol style="list-style-type: none"> 1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.) 	<ol style="list-style-type: none"> 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