



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: English

Class: V

Term: I

Sl No	Month	WD	ID	No. of Periods	Chapter/Grammar	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	15	Bridge Course: Writing (Letters, Paragraph Writing, dialogue Writing) Reading: Unseen Passages, Unseen Poem Grammar: Kinds Of Nouns, Conjunctions, Subject and Predicate, Simple and Compound Sentences	<ul style="list-style-type: none"> Recall basic concepts of writing formats, reading skills, and grammar structures such as nouns, conjunctions, subject–predicate, and sentence types. Demonstrate understanding of letters, paragraphs, dialogues, unseen passages/poems, and grammatical concepts through explanation and examples. Apply appropriate writing formats, reading strategies, and grammar rules while constructing sentences and responding to texts. Analyze sentence structures, types of nouns, use of conjunctions, and differences between simple and compound sentences, as well as interpret ideas from unseen texts. Evaluate written work and comprehension responses for clarity, correctness, and logical organization. Create meaningful letters, paragraphs, dialogues, and well-structured sentences using correct grammar and express ideas based on reading passages and poems. 	<p>Activity: “Build a Sentence Chain”</p> <p>Topics Covered: Conjunctions + Subject & Predicate + Sentence Types</p> <p>One student starts with a simple sentence. The next student adds another idea using a conjunction to make it compound. Class identifies subject and predicate in the final sentence.</p>	<p>Worksheet-</p> <ul style="list-style-type: none"> Picture-based paragraph (show an image and ask students to describe). “Complete the paragraph” activity with given hints. <p>Subject and Predicate</p> <ul style="list-style-type: none"> Identify subject and predicate from given sentences. Match halves of sentences (subject + predicate). 	

1	June	18	18	3	Lesson no:1 Chuskit goes to school	<ul style="list-style-type: none"> Recall the main events & characters from the story. Explain why Chuskit was unable to go to school & how the community helped her. Relate the story to real life situations where people with special needs require support. Identify ways they can help others in need in their school or neighborhood. Discuss how different characters (Abdul, the headmaster and her family) contributed to fulfilling Chuskit's dream. Express their opinions about the importance of teamwork and empathy in society. 	Activity: "Strength beyond limits" Paste a picture of a famous person who is or was differently abled and has excelled in their particular work and write a few lines about their achievements.	Class discussion: " Why do you think going to school was so important for Chuskit"?
				3	Grammar:1 Noun Phrases	<ul style="list-style-type: none"> Define a phrase and a sentence, recall the definition of a noun phrase. Differentiate between a phrase and a complete sentence. Locate noun phrase in given sentences. Break down a noun phrases into its components (head noun and modifiers). Justify the use of a pronoun in place of a noun phrase. Construct their own noun phrases and use them in meaningful contexts. 	Building Phrase: Students will work together to pair modifiers with nouns to form meaningful noun phrases(e.g., three boys, red apple, shiny car).	Worksheet Creative Activity Instructions: Look around your classroom/home and write 5 noun phrases describing things you see. Example: <i>the big wooden table</i>
				3	Grammar:2 Adjectives:	<ul style="list-style-type: none"> List the different kinds of adjectives. 	Interrogative Adjectives Role-play	Class Test - Sort

					Kinds	<ul style="list-style-type: none"> • Explain the function of each type of adjective. • Underline adjectives into their correct kinds. • Classify underlined adjectives into their correct kinds. • Justify why a certain adjective belongs to a particular kind. • Ask and answer questions using interrogative adjectives. 	Students ask and answer questions in pairs, making sure to use interrogative adjectives correctly.	the Adjectives Give a mixed list of adjectives. Students sort them into: Quality (beautiful, tall) Quantity (some, little) Number (one, many) Demonstrative (this, those) Possessive (my, their)	
				3	Creative Writing (Diary Entry)	<ul style="list-style-type: none"> • Identify and recognize the structure and key features of a diary entry and narrative story. • Construct coherent diary entries, reflecting thoughts, emotions and personal experiences in a structured format. 	Diary Entry: "A funny day in my life".	Picture Prompt Diary Show a picture (park, birthday party, rainy day). Students imagine they experienced it and write a diary entry.	
				3	Poem:1 A pocketful of sympathy	<ul style="list-style-type: none"> • Identify the key words, phrases, and expressions used in the poem that reflect the poet's feelings of sympathy and kindness. • Interpret the poet's message about how small acts of kindness can make a big difference. • Relate the poet's message to their own lives by identifying 	Pocket of Kindness craft (Classroom Activity): All the students create a paper pocket and fills it with kindness slips (small notes) that contain comforting words or empathetic messages like "You're	Sypathy letter writing: Student write a short letter to a classmate or an imaginary friend who is upset, using kind and supportive language, inspired by the tone of the poem.	

						<p>situations where they can show sympathy or support to others.</p> <ul style="list-style-type: none"> • Discuss how the poet’s intention and explore how language is used to express feelings. • Express their views/ opinions on the importance of sympathy in today’s world and support their views with examples. 	<p>not alone” or “I’m here to help you.”</p>		
				3	Chapter:2 Thunder cake	<ul style="list-style-type: none"> • Recall the main characters & events in the story. • Explain why the little girl was afraid and how her grandmother helped her. • Describe how the characters’ actions reflect courage and love. • Use examples from the story to talk about how we can overcome our fears. • Compare the girl’s feeling at the beginning and end of the story. • Judge how the story teaches us about bravery and family support. 	<p>“Stormy feelings-calm solutions” Students write or draw things that really scare them on the left and on the right side they’ll draw or write things that calms them.</p> <p>E.g. darkness- singing a song</p>	<p>Dictation & Story Sequencing</p> <p>Give events from the story in jumbled order.</p> <p>Students arrange them correctly.</p>	
3	July	26	22	2	Poem 2: The Dark	<ul style="list-style-type: none"> • Identify the key words and ideas presented in the poem. • Describe how the poet presents the dark in a calm and positive light. • Relate their own feelings or experiences about the dark to what the poet expresses. • Discuss the contrast between fear of the dark and the comfort it can bring. • Assess whether the poem succeeds in changing the way we think about the dark. 	<p>“Draw the dark”</p> <p>Ask students to draw a scene that shows what the dark looks like based on the poem.</p>	<p>Class Test & Imagery Drawing</p> <p>Students draw what they imagine while listening to the poem.</p> <p>Add 2–3 describing words.</p>	

				3	Grammar: Adjectives- Degrees of comparison	<ul style="list-style-type: none"> Define positive, comparative and superlative degrees of adjectives & list examples of regular and irregular adjectives. Describe the rules for forming comparative and superlative degrees for adjectives with one or two syllables, Apply the rules to convert positive adjectives into comparative and superlative forms in given exercises. Classify adjectives based on their syllables and corresponding degree rules. Construct comparative tables showing the transformation if adjectives from positive to superlative form. 	<p>“The Triple Form Table”</p> <p>Students will construct a table by applying rules for regular and irregular forms.</p>	<p>Worksheet &</p> <p>Adjective Race</p> <p>Teacher says an adjective → students quickly write all three forms.</p> <p>Make it a fun competition.</p>	
				3	Grammar: Formation of Adjectives	<ul style="list-style-type: none"> Recall common suffixes (e.g. -ful, -less, -able, -y, -ous, -ish, -ly, -ive) used to form adjectives. Explain how suffixes change the meaning of a base word into an adjective. Form adjectives from the base words by correctly adding appropriate suffixes. Create a visual chart or word wall displaying base words and their adjective forms with suffixes. 	<p>Group Activity: Adjective Suffix Gallery</p> <p>Students will be divided into groups where they’ll create a visual chart or word wall displaying base words and their adjective forms with suffixes.</p>	<p>Worksheet &</p> <p>Match the Pair</p> <p>Match nouns with correct adjectives:</p> <p>danger → dangerous</p> <p>beauty → beautiful</p>	
				2	Grammar: Articles	<ul style="list-style-type: none"> Identify and differentiate between indefinite and definite articles. Apply the rules for using a and an based on the initial sound of the following word. Recognize the appropriate the 	<p>Article Hunt:</p> <p>Students will read a paragraph and identify the articles used in it and hence on classify it as definite or</p>	<p>Pen & Paper Test</p> <p>Pass the Ball Game ⚽</p> <p>Pass a ball while</p>	

					<p>use of 'the.'</p> <ul style="list-style-type: none"> • Use appropriate articles in sentences with accuracy and clarity. 	<p>indefinite article.</p>	<p>music plays.</p> <p>When it stops, the student says a sentence using an article.</p>		
				2	<p>Creative Writing (Informal letter)</p>	<ul style="list-style-type: none"> • Correctly place the address, date, salutation, body, and closing. • Use a friendly, conversational style suitable for friends and family. • Share personal news and ask questions to engage the reader. • Use commas accurately in the greeting and sign-off. 	<p>Informal letter</p> <p>The "Classroom Post Office" Mystery Teacher will assign each student a "Secret Pal" to whom they must write an informal letter including a personal mystery fact and a curious question.</p>	<p>Picture-Based Letter</p> <p>Show a picture (picnic, festival, park).</p> <p>Students write a letter describing the experience to a friend.</p>	
				3	<p>Lesson no:3 Who Is Peter Pan?</p>	<ul style="list-style-type: none"> • Recall the main characters and events from the story. • Describe who Peter Pan is and identify his unique qualities. • Explain the concept of Neverland and its fantasy elements. • Differentiate between real life and imaginary situations in the story. • Analyze the idea of "never growing up" and its impact on Peter Pan's life. • Express their views on the importance of growing up, responsibility, and imagination. 	<p>Activity: "My Neverland Adventure"</p> <p>Students imagine they visit Neverland. They draw a scene or write a short paragraph describing:</p> <ul style="list-style-type: none"> • What they would see • Who they would meet • What adventure they would 	<p>Tug of Thoughts:</p> <p>Class Discussion:</p> <p>"Do you think it is good to never grow up like Peter Pan? Why or why not?"</p>	<p>PT-I Exam (July):</p> <p>Portion</p> <p>Lesson no:1,2 & 3</p> <p>Unseen Passage, Unseen Poem</p> <p>Grammar: Ch 1 – Ch 5</p> <p>Creative Writing: Informal, Diary Entry</p>

						have			
				3	Lesson no 4 What Lucy Found?	<ul style="list-style-type: none"> Recall the main events and characters from the story. Describe what Lucy discovers inside the wardrobe. Explain the setting of Narnia and its magical elements. Differentiate between real life and fantasy elements in the story. Analyze Lucy's feelings (curiosity, fear, excitement) during her discovery. Express their views on curiosity and bravery in new situations. 	<p>Craft Activity – “Mini Wardrobe Model”</p> <p>Students create a small wardrobe using cardboard/shoe box. Inside, they decorate it as Narnia (trees, snow, lamp post using paper/cotton).</p>	<p>Skill-Based Assessment:</p> <p>Evaluate students on creativity and effort in the wardrobe craft.</p> <p>Oral Assessment:</p> <p>Students narrate what they would do if they entered Narnia.</p> <p>Short Reflection (2–3 lines):</p> <p>“Was Lucy brave? Why do you think so?”</p>	<p>Weekly Test:5 (17/07/2026)</p> <p>Portion</p> <p>Lesson no 4</p> <p>Poem 2- The Dark</p> <p>Grammar: Formation of Adjectives</p> <p>Diary Entry</p> <p>Unseen Poem</p>
				2	Lesson no 5 Nagendra's Journey by Boat	<ul style="list-style-type: none"> Recall the main events and characters from the story. Describe Nagendra's journey and the challenges he faced. Explain the importance of rivers/boats in daily life (travel, livelihood). Identify the feelings of Nagendra during his journey (fear, excitement, determination). Analyze how Nagendra shows courage and responsibility. Express their views on the importance of safe travel and helping others. 	<p>Activity: “Journey Map”</p> <p>Students draw or create a route map showing Nagendra's journey (start point, river, destination). They label important parts and explain the journey in steps.</p>	<p>Quiz Creation:</p> <p>Students will create quiz based on the lesson content to test their peers.</p>	
				2	Grammar Modal Verbs	<ul style="list-style-type: none"> Understand what modals are and identify them as helping verbs used before main verbs. Recognize the use of different modals (can,may,shall,will) to 	<p>Activity: Modal Toss</p> <p>Students stand in circle, one student tosses the ball to other</p>	<p>Worksheet & Correct the Sentence ✓</p>	

						<p>express.</p> <ul style="list-style-type: none"> Identify & use the negative form of modals by adding 'not.' Apply the correct modal verb in spoken & written communication to express ideas clearly and correctly. 	<p>& calls out a modal verb, the other student has to say a sentence using that modal.</p>	<p>Example: You must to finish your work. ✗ You must finish your work. ✓ (explain why 'to' shouldn't be used)</p>	
4	August	20	16	2	Grammar The Simple Continuous Tenses	<ul style="list-style-type: none"> List the helping verbs used in the present, past and future continuous tense. Recognize the structure of continuous tense forms (subject+helping verb+ver+ing) Explain the usage of continuous tenses in different time frames Form affirmative and negative sentences using present, past and future continuous tense. Complete sentences according to their tense: present, past or future continuous 	<p>Activity: Tense time travel role play:</p> <p>Teacher will create 3 zones present, past & future. Students pick situation cards (e.g.: "doing homework", "playing cricket", "eating lunch") & step into one of the zones, they form and speak a sentence using the appropriate continuous tense.</p>	<p>Worksheet & Time Clue Match □ Match sentences with time words:</p> <p>now → present continuous</p> <p>yesterday → past simple</p>	
				1	Grammar The Perfect Tenses	<ul style="list-style-type: none"> Describe the usage of present perfect & past perfect tenses in different contexts. Explain the difference between an action completed recently, an action with present relevance, and an action completed before another past event. Use appropriate perfect tenses in given context or prompts 	<p>-----</p>	<p>Error correction</p> <p>Students are given a paragraph with mixed tenses, they must spot & correct errors in tense usage and explain why their correction is needed.</p>	
				1	Creative Writing (Dialogue writing)	<ul style="list-style-type: none"> Explain the purpose & format of dialogue writing. Write short dialogues based on familiar situation. Use correct punctuation, 	<p>Activity: "Say it like you mean it!"</p> <p>Two students come forward and have</p>	<p>Peer Editing Tak: Students write dialogues on the given scenario and swap their written</p>	

					<p>indentation in dialogues.</p> <ul style="list-style-type: none"> • Compose original dialogues using a given situation or theme. 	<p>dialogues on the given scenario.</p>	<p>dialogues.</p>	
			1	<p>Poem Courage,courage,courage</p>	<ul style="list-style-type: none"> • Describe the poet’s perspective on courage and how it differs from common perceptions. • Relate the concept of courage from the poem to real-life situations. • Identify & discuss the literary devices used in the poem such as metaphor & repetition. • Assess the effectiveness of the poem in conveying its message about courage. 	<p>Activity: “Courage circle time”</p> <p>Hold a circle time where students share what courage means to them or discuss someone they admire for their courage.</p>	<p>Worksheet & Courage Examples Chart</p> <p>Divide into two: Big acts of courage</p> <p>Small acts of courage Students add examples (speaking truth, trying new things).</p>	
			1	<p>Poem-4 Eldorado</p>	<p>Recall the main idea and theme of the poem.</p> <ul style="list-style-type: none"> • Identify the central character (the knight) and his quest for Eldorado. • Explain the meaning of difficult words and phrases from the poem. • Interpret the theme of hope, perseverance, and the search for dreams. • Analyze the message of the poem about life’s journey and goals. • Express their views on never giving up while chasing dreams. 	<p>“Dream vs Reality Chart”</p> <p>Students create a two-column chart: Dream (Eldorado) Reality (Life Journey) They connect the knight’s search to real-life goals (e.g., success, happiness). This builds critical thinking and interpretation skills.</p>	<p>1. Oral Assessment: Explain the meaning of “Eldorado” in your own words.</p> <p>2. Value-Based Question: “What lesson do you learn from the knight’s journey?”</p>	
			1	<p>Grammar Adverbs-kinds</p>	<ul style="list-style-type: none"> • Define an adverb & explain how it modifies a verb, adjective or another adverb. • Identify and knows the function of different kinds of adverbs. • Justify the use of a particular adverb in a sentence and correct errors in adverb usage when needed. 	<p>Activity- “Adverb pick-a-slip.”</p> <p>Students will take turns picking a sentence slip from a jar, read it aloud, identify the adverb & its kind to the class.</p>	<p>Adverb Hunt</p> <p>Students read a short passage and identify adverbs.</p> <p>Tell the kind: Manner (quickly) Time (now, yesterday)</p>	

								Place (here, there) Frequency (always, often)	
				1	Creative Writing Biographical Sketch	<ul style="list-style-type: none"> • Interpret the provided information to understand the life and achievements of a personality. • Organize the given facts logically (early life, contributions, qualities, conclusion) • Compose a short meaningful paragraph in their own words using provided hints. 	<p>(Write a biographical sketch) Hints: Name: Dr. A.P.J. Abdul Kalam DOB: October 15,1931 Place of Birth: Rameshwaram, Tamil Nadu Profession: Scientist & 11th President of India Known as: Missile Man Of India Qualities: Harrdworking,humble, patriotic Died: July 27,2015</p>		
				2	Grammar Adverbs- Degrees of Comparison	<ul style="list-style-type: none"> • Remember the three degrees of comparison. • Explain how adverbs change their form to show comparison using –er/-est or –more/-most. • Apply the rules to convert base adverbs into their comparative and superlative forms. • Choose the correct degree of adverb based on the sentence context and justify. • Frame original sentences using the comparative degree of adverbs to express personal improvement goals. 	<p>Activity “Adverb Degree Race” Teacher writes a list of adverbs on the board each student comes and pick an adverb and forms three sentences using positive, comparative & superlative degree.</p>	<p>Worksheet & Mini Quiz ✓</p> <p>Short assessment on forming correct degrees.</p>	

August 14

Term- I Revision

Term-1 Portion

Lesson no 1 - 5

Grammar Chapter 1 - Chapter 10

Creative writing: Biographical sketch, Informal letter writing, Dialogue writing, Unseen Passage, Unseen Poem



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: English

Class: V

Term: II

Sl No	Month	WD	ID	No. of Periods	Chapter/Grammar	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
5	September (From 8 September)	22	17	5	Chapter:6 Heidi learns to read	<ul style="list-style-type: none"> Understand the theme determination & the importance of education in Heidi's journey. Identify the characters & their roles in helping Heidi to learn to read. Express personal thoughts about Heidi's challenges and her success. Develop empathy and appreciate the value of persistence and support from others. 	Activity Imagine you are Heidi. Write a paragraph narrating the events that led you to learn how to read.	Worksheet & Role Play Enact scenes between Heidi and her teacher/Grandfather	
				4	Lesson no :7 Gulliver Arrives in Lilliput	<ul style="list-style-type: none"> Identify the key characters, places and events from the story. Interpret the sequence of events & describe the unique world of Lilliputians in their own words. Compare & contrast Gulliver and the Lilliputians in terms of size, strength and reactions. Discuss and justify Gulliver's responses to the Lilliputians actions. 	Activity "Design your own Lilliput" Students draw or craft their own version of a tiny Lilliput and name it.	Worksheet & Size Comparison Activity Compare Gulliver (giant) and Lilliputians (tiny). Use sentences like: Gulliver is bigger than the Lilliputians.	
				4	Poem-5 Foreign Lands	<ul style="list-style-type: none"> Recognize the poet and theme of the poem "Foreign Lands" and mention key details presented in the poem. 	Activity "Windows to wonder Corner"	Class Test/ Worksheet	

					<ul style="list-style-type: none"> Describe what the speaker observes from the tree and explain the child like curiosity. Examine the use of imagery and descriptive language in the poem. Discuss & share their thoughts on why the poet chooses to explore the world through the eyes of a child. 	<p>On a big chart paper(cut out of a tree) each student adds a leaf with one imaginative sentence “ If I were on the tree, I would like to see.....”</p>		
			4	Grammar: Pronouns Kinds	<ul style="list-style-type: none"> Recognize distributive and indefinite pronouns from a given list or sentence & categorize hem based on their usage. Apply subject-verb agreement rules correctly while using singular or plural indefinite pronouns in sentences. Differentiate between distributive & indefinite pronouns & identify them in a variety of contexts. 	<p>Real-Life Practice</p> <p>Students talk about their family using pronouns:</p> <p>“She is my mother. He is my brother.”</p> <p>-----</p>	<p>Worksheet &Pronoun Hunt</p> <p>Give a short passage.</p> <p>Students identify pronouns and name their kinds: Personal (he, she) Possessive (his, theirs) Demonstrative (this, those) Interrogative (who, what)</p>	

6	October	20	20	5	Grammar: Conjunctions - Kinds	<ul style="list-style-type: none"> Describe the function of coordinating & correlative conjunctions and list commonly used examples. Interpret the function of coordinating & correlative conjunctions & illustrate their usage by identifying them in given sentences. Evaluate sentence combinations and choose the most suitable conjunctions to maintain correct meaning and flow. 	Activity: "Conjunctions in Actions" Students will watch an engaging video on coordinating & correlative conjunctions. Link: https://www.youtube.com/watch?v=Lc_tEiyB7U	Worksheet & Match the Pair Match clauses with correct conjunctions: I was late → because I missed the bus	
				5	Grammar: Prepositions Kinds	<ul style="list-style-type: none"> Retrieve various types of prepositions. Classify prepositions based on their function-whether they refer to time, place or direction. Demonstrate correct usage of prepositions by filling blanks in given exercises. 5Detect and correct errors in the use of prepositions in given sentences. 	Activity: Peer Activity Students take turns to ask and answer the questions using prepositions.	Worksheet & Mini Quiz ✓ Short oral/written assessment on usage.	
				5	Creative Writing: Message writing, Formal letter	<ul style="list-style-type: none"> Know the structure of a message writing. Describe and organize correct message. Identify the key features of writing formal letter. Use appropriate tone and formal language for writing formal. 	Activity: Pass the message Divide the class into small groups and give a situation card, students read the situation carefully & write a short message.	Class Test/ Worksheet	
				5	Lesson no :8 Owls in the family	<ul style="list-style-type: none"> Retrieve key events and characters from the story. Describe the personality traits of the two owls and how the narrator's family reacted to them. Identify instances in the story where human-animal bonding is shown & relate them too their own experiences or pets. Compare the behavior of the two 	Activity Self-awareness Draw a family tree on a chart paper, remember to include your siblings, parents, grandparents and great-grandparents.	Dictation & Story Sequencing Provide key events from the lesson in jumbled order. Students arrange them correctly.	Weekly Test:14 (13/11/2026) Portion Lesson no:8 Owls in the family Unseen Passage Grammar: Conjunctions-

						<p>owls and analyze how each added fun & chaos to the family.</p> <ul style="list-style-type: none"> • Distinguish between emotional and humorous moments in the story. • Express their opinions on keeping wild animals as their pets. 			<p>Kinds, Prepositions- Kinds Narrative Paragraph</p>
7	November	19	18	4	Lesson no: 9 In Anticipation of Friendship	<ul style="list-style-type: none"> • Recall key events and characters from the lesson. <ul style="list-style-type: none"> • Describe the narrator’s feelings before meeting his new friend. • Interpret the theme of friendship and first impressions. • Analyze how expectations can differ from reality. • Evaluate the importance of kindness and openness in forming friendships. • Express their own experiences and expectations about friendship. 	<p>Interactive Activity – “First Meeting Simulation”</p> <p>Students work in pairs and role-play meeting a new classmate for the first time. They practice: greeting, asking questions, showing friendliness. Follow-up: Discuss what made the interaction comfortable or awkward. Focus: communication skills + social learning</p>	<p>Personal Response (Application):</p> <p>“Write 4–5 lines about what qualities you value most in a friend.”</p>	
				4	Grammar Punctuations	<ul style="list-style-type: none"> • Define and explain the purpose of commas and semicolons in sentences. • Insert commas and semicolons in a given set of sentences. • Compare how the meaning or structure of a sentence changes when commas or semicolons are used correctly. 	<p>Creative Writing</p> <p>“If I had a pet owl...”</p> <p>Students imagine and write their experience.</p>	<p>Worksheet</p>	
				5	Grammar Phrases- Kinds	<ul style="list-style-type: none"> • Recall the definition of what a sentence and a phrase are. • Describe the role of phrases in a sentence. • Illustrate how a noun phrase can be 	<p>Activity: “Phrase Hunt-Scan & Spot”</p> <p>Student will select a</p>	<p>Exercise G (Grammar Book)</p> <p>Work in pairs and complete the passage with</p>	

						<ul style="list-style-type: none"> replaced with a pronoun. Explain how an adjective phrase modifies a noun. Complete sentences using appropriate noun or adjective phrases. Sort phrases and label it as NP or AP. 	<p>paragraph from their text book and spot at least 5 phrases and make a simple table where they note phrases found, NP or AP?</p>	<p>suitable adjective phrases.</p>	
				5	Grammar Sentences (Subject, Predicate, Object)	<ul style="list-style-type: none"> Define the terms subject, predicate and object. Know the role of each part in a sentence. Summarize how a sentence is formed using the three parts. Insert a suitable predicate or an object in a sentence. Assess whether a sentence has all three required parts. Generate original sentences using subjects, predicates and objects. 	<p>-----</p>	<p>Worksheet & Identify the Parts</p> <p>Give sentences → students underline: Subject (who/what) Predicate (what is said) Object (receiver of action)</p>	
8	December (16 Days barring PT-II Exam revision and exam)	25	21	4	Grammar Phrases & Clauses	<ul style="list-style-type: none"> Define a phrase and a clause with clarity and examples. Differentiate between phrases & clauses based on the presence of a subject and a verb. Identify whether the group of words are phrases or clauses. Recognize and count the number of clauses in the sentences. Apply their understanding by completing exercises independently & verifying answers accurately. 	<p>-----</p>	<p>Worksheet & Expand the Sentence</p> <p>Start with a simple sentence: "She is dancing." Add: Phrase → "She is dancing in the room." Clause → "She is dancing when music plays."</p>	
				3	Poem-6 My True Friend	<ul style="list-style-type: none"> Recall the central idea and theme of the poem. Identify the qualities of a true friend described in the poem. Interpret the poet's message about friendship and trust. 	<p>Collaborative Activity – "Friendship in Action"</p> <p>Groups are given real-</p>	<p>Worksheet & Value-Based Discussion</p> <p>Importance of</p>	

					<ul style="list-style-type: none"> • Analyze how a true friend supports and understands others. • Evaluate the importance of honesty and loyalty in friendships. • Express personal views on what makes a friendship strong. 	<p>life scenarios (e.g., friend is in trouble, friend feels left out). Students discuss and present how a true friend should respond.</p> <p>Focus: application + empathy + moral reasoning</p>	<p>friendship and helping others.</p>	
			4	Lesson no 10 The Thirteenth Cookie	<ul style="list-style-type: none"> • Recall the sequence of events and characters from the story. • Describe the problem related to the “thirteenth cookie.” • Interpret the theme of honesty, fairness, and sharing. • Analyze the consequences of one’s actions in the story. • Evaluate the importance of making the right choices in difficult situations. • Express personal views on fairness and honesty in daily life. 	<p>Writing Task – “Alternate Ending”</p> <p>Students rewrite the ending of the story: What if the character made a different choice? They explain how the ending changes the message.</p> <p>Focus: creativity + critical thinking</p>	<p>1. Situation-Based Written Task:</p> <p>“If there are more items than people, what are two fair ways to solve the problem?”</p>	
			2	Grammar Sentences-simple & Compound	<ul style="list-style-type: none"> • Identify simple sentences and understand that they contain one independent clause expressing a complete thought. • Recognize compound sentences and distinguish them from simple sentences by identifying coordinating conjunctions (e.g. and, but, or, so). • Join two simple sentences using appropriate coordinating conjunctions to form compound sentences. • Identify compound subjects in a sentence (two or more subjects sharing the same verb). 		<p>Worksheet & Error Correction</p> <p>✓ Example:</p> <p>I went to school and because I was late. ✗ I went to school because I was late. ✓</p>	

				3	Grammar Active & Passive	<ul style="list-style-type: none"> • Understand the concept of voice in grammar, distinguish between active and passive voice. • Identify the subject, verb and object in a sentence to determine whether it is in active or passive voice. • Recognize active voice as a sentence structure where the subject receives the action. • Transform simple present and past tense sentences from active to passive voice and vice versa. • Use the correct form of the verb 'to be' & the past participle in passive constructions • Apply their understanding by rewriting sentences, completing exercises & creating their own examples in both voices. 	Activity Voice Toss Game Toss a soft ball around. The student who catches it must say a sentence in active voice, and the next student must change it to passive voice before tossing the ball again.	Class Test/Worksheet	
9	January	20	20	10	Grammar: Direct & Indirect Speech	<ul style="list-style-type: none"> • Explore the concept of speech transformation, distinguishing between direct and indirect speech through examples. • Demonstrate the ability to convert direct speech to indirect speech using correct sentence structure and grammar rules. • Modify personal pronouns, verb tenses, and time expressions accurately during the conversion process. • Reflect on the use of direct and indirect speech in real life communication, narratives and written tasks. 	-----	Worksheet & Mini Quiz ✓ Short assessment on rules and conversions.	
				5+5	Creative writing Formal letter Notice	<ul style="list-style-type: none"> • Recognize familiar actions or expressions shown in pictures. • Comprehend what is happening in the picture using simple sentences. 	Activity: Story in a Snap Students will paste the given collage of	Complete the Letter Provide half-	<u>PT-2 Portion</u> <u>(December)</u> Lesson no 6,7 & 8

					writing	<ul style="list-style-type: none"> Craft a story using visual clues. 	<p>pictures in their notebook & frame an original story based on the visuals.</p>	<p>written formal letter. Students complete it.</p>	<p>Grammar Ch:11 to Ch:15 Unseen Passage, Unseen Poem, Message Writing, Formal letter</p>
9	February					<p>Revision For Term-II Exam</p>	<p>Term-2 Portion (February) Lesson no 6-10 Grammar Ch:11 to Ch:20 Unseen Passage, Unseen Poem Creative Writing: Formal letter writing, Advertisement writing, Message writing</p>		
10	March					<p>Term II Examination</p>			



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP
Syllabus Bifurcation: 2026-27

Subject: HINDI (II Language)

Class: V

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	1	स्वयं का परिचय	1. सहपाठियों में परस्पर जान – पहचान और उनके साथ आत्मविश्वास के साथ संवाद कर सकेंगे।	वाचन और श्रवण कौशल की जाँच।	मौखिक परीक्षण	WT-1(17 April) स्वर और व्यंजन, लिंग, वचन, चित्र वर्णन, अनुच्छेद लेखन PT-1 (6 July - 10 July) अपठित-गद्यांश भाषा, लिपि और व्याकरण, वर्ण विचार, संज्ञा, सर्वनाम, उपसर्ग-प्रत्यय, 1.-किरन (कविता) 2- न्याय की कुर्सी अनौपचारिक पत्र लेखन अनुच्छेद लेखन
				1	स्वर और व्यंजन	छात्र वर्णों की जानकारी, भाषा में वर्णों का महत्व और स्वरों की मात्राएँ व चिह्नों को प्रयोग करना सीखेंगे।	वर्णमाला लिखना।	कार्यपत्रक	
				1	चित्र वर्णन	1) छात्र एक तस्वीर को गंभीर रूप से देखने और व्याख्या करने में सक्षम होंगे। 2) छात्र चित्र देखकर स्वयं से वाक्य बनाने में सक्षम होंगे।	चित्र देखकर वाक्य रचना।	कार्यपत्रक	
				1	लिंग	छात्र बोलने और लिखने में लिंग को उचित रूप से समझ कर, उपयोग करने में सक्षम होंगे।	लिंग बदलना।	कार्यपत्रक	
				1	अनुच्छेद लेखन	छात्र स्पष्टता, सुसंगतता और रचनात्मकता के साथ संरचित अनुच्छेद लिखने में सक्षम होंगे।	अनुच्छेद लेखन	कार्यपत्रक	
				1	पठन, लेखन और व्याकरण	छात्र सही शब्द, वाक्य और व्याकरण अंशों को समझकर उत्तर लिखने में सक्षम होंगे।	व्याकरण अभ्यास	कार्यपत्रक	
				1	वचन	छात्र एक और अनेक का सही व शुद्ध उच्चारण सहीत शब्दों का उपयोग करने में सक्षम होंगे।	शिक्षक शब्द बोलें, विद्यार्थी शब्दों को एकवचन से बहुवचन में बदलने का अभ्यास।	कार्यपत्रक	
				1	पुनरावृत्ति	1) छात्र पिछली कक्षा के मुख्य बिंदुओं को सही ढंग से दोहरा सकें।	कठिन विषयों को सरल उदाहरणों से दोबारा समझाएँ।	कार्यपत्रक	
				1	संज्ञा और सर्वनाम का भूल भुलैया	1) छात्र विभिन्न रास्तों का मूल्यांकन करके उचित निर्णय लेने की क्षमता का विकास करेंगे।	हर समूह अलग-अलग भूल-भुलैया हल करे। भूल-भुलैया कार्य की जाँच	कार्यपत्रक	
				1	अंतिम मूल्यांकन और प्रतिक्रिया	1) छात्रों के सीखने की गहराई को मापना। 2) उनके द्वारा सीखे गए कौशल और ज्ञान की समीक्षा करना।	SE: परियोजना कार्य (Project Work) – “मेरा विद्यालय / मेरा परिवार”	कार्यपत्रक	
				2	क्रिया विशेषण	विद्यार्थी क्रिया विशेषण की परिभाषा समझ सकेंगे। वाक्य में क्रिया विशेषण की पहचान कर सकेंगे। क्रिया विशेषण के प्रकार (समय, स्थान, रीति, मात्रा) पहचान सकेंगे।	MA: मौखिक प्रश्न-उत्तर Assessment: रिक्त स्थान भरना (Fill in the blanks)	प्रश्नोत्तरी	
				3	*भाषा, लिपि और	भाषा के महत्व को समझ सकेंगे। भाषा और लिपि में अंतर पहचान सकेंगे।	SE: वर्णमाला कार्ड गतिविधि	मौखिक परीक्षण	

				व्याकरण	विभिन्न भाषाओं के नाम और उनके प्रयोग को जान सकेंगे। हिंदी लिपि (देवनागरी) की विशेषताओं को समझ सकेंगे।	MA शब्दों को सही क्रम में लगाना	कार्यपत्रक	
					वर्णमाला (स्वर और व्यंजन) की पहचान कर सकेंगे। शब्दों को सही ढंग से पढ़ और लिख सकेंगे।	Assessment: लघु उत्तर प्रश्न	कार्यपत्रक	
2	June	18	18	3	उपसर्ग-प्रत्यय	उपसर्ग और प्रत्यय की सहायता से नए शब्द बना सकेंगे।	समूह कार्य: समूहों में शब्दों की सूची बनाकर बताएंगे कि वे उपसर्ग या प्रत्यय से बने हैं या नहीं।	कार्यपत्रक
				5	1. किरन (कविता)	<ul style="list-style-type: none"> कल्पना से कहानी कविता लिखते हैं और उन्हें आगे बढ़ा पाएंगे। आसपास की घटनाओं पर लिखित प्रतिक्रिया व्यक्त कर पाएंगे। 	ग्लोब और टॉर्च का उपयोग करके दिन- रात की व्याख्या करना।	मौखिक परीक्षण
				5	2. न्याय की कृषी	<ul style="list-style-type: none"> कहानी के आधार पर समस्या समाधान के रणनीति विकसित कर पाएंगे। न्याय और अन्य की अवधारणा को समझ कर व्यक्त कर पाएंगे। 	मुख न्यायालय की स्थापना करना और नाटक मंचन तैयार करना।	कार्यपत्रक
				2	संवाद लेखन	विद्यार्थी किसी दिए गए विषय या स्थिति पर सरल और सुसंगत संवाद लिख सकें।	एक चित्र दिखाकर विद्यार्थियों से उस पर आधारित संवाद लिखवाएँ।	कार्यपत्रक
				2	अनौपचारिक पत्र लेखन	अनौपचारिक पत्र की संरचना (पता, तिथि, संबोधन, मुख्य विषय, समापन) को पहचान सकेंगे।	जोड़ी कार्य (Pair Work) – विद्यार्थी अपने मित्र को किसी विषय (जैसे छुट्टियों का अनुभव, जन्मदिन का निमंत्रण) पर पत्र लिखें।	कार्यपत्रक
				1	अनुच्छेद लेखन	अनुच्छेद लेखन का अर्थ और उसकी संरचना (आरंभ, मध्य, अंत) समझ सकेंगे।	विचार मंथन (Brainstorming) – शिक्षक किसी विषय (जैसे – मेरा विद्यालय, स्वच्छता, वर्षा ऋतु) पर विद्यार्थियों से विचार पूछकर बोर्ड पर लिखें।	कार्यपत्रक
3	July	26	21	4	पुनरावृत्ति	छात्र पिछली कक्षा के मुख्य बिंदुओं को सही ढंग से दोहरा सकें।	कठिन विषयों को सरल उदाहरणों से दोबारा समझाएँ।	कार्यपत्रक
				3	3. चाँद का कर्ता	<ul style="list-style-type: none"> मानवीकरण (चाँद को व्यक्ति के रूप में दिखाना) की अवधारणा समझ पाएँगे। कविता के माध्यम से वैज्ञानिक तथ्यों (चाँद की कलाएँ) को समझ पाएँगे। 	चाँद के विभिन्न आकारों के चित्र बनवाकर चाँद की चक्र का प्रदर्शन करना।	श्रुतलेख
				1	पर्यायवाची	भाषा को अधिक प्रभावशाली बनाने में पर्यायवाची शब्दों की भूमिका समझ सकेंगे।	शब्द-श्रृंखला खेल- एक विद्यार्थी कोई शब्द बोले (जैसे – “पृथ्वी”), दूसरा उसका पर्यायवाची बोले (जैसे – “धरती”)।	प्रश्नोत्तरी
				1	विलोम शब्द	दैनिक जीवन में विपरीत अर्थ वाले शब्दों का सही प्रयोग कर सकेंगे।	कार्ड गतिविधि- दो प्रकार के कार्ड बनाएं: एक में शब्द, दूसरे में उनके विलोम।	प्रश्नोत्तरी
				1	अनेकार्थी शब्द	अनेकार्थी शब्दों की अवधारणा को समझ सकेंगे।	वाक्य निर्माण गतिविधि-	
				3	4. साइकेन	आसपास की घटनाओं पर मौखिक अभिव्यक्ति कर पाएँगे।	विद्यार्थी “मेरा प्रिय त्योहार” विषय पर अनुच्छेद लिखें।	श्रुतलेख

				3	5.सुंदरिया	कहानी के मुख्य पात्रों के व्यवहार और घटनाओं को समझ कर उन पर राय व्यक्त कर पाएंगे।	समूहों में "गाय की देखभाल" विषय पर चर्चा करना।	Open Book Test	Term-I (25 Aug-9 Sep) अपठित-गद्यांश , पठित - गद्यांश , पद्यांश , पाठ्यपुस्तक वीणा= पाठ 1-6 व्याकरण = वर्ण-विचार,शब्द-विचार रचना के आधार पर ,पर्यायवाची, विलोम शब्द , अनेकार्थी शब्द ,शब्द - विचार उत्पत्ति व रचना के आधार पर ,कारक मुहावरे , रचनात्मक लेखन = (अनौपचारिक पत्र-लेखन , अनुच्छेद लेखन ,संवाद लेखन, चित्र-वर्णन
				3	6. चतुर चित्रकार	बुद्धिमत्ता और चतुराई के मूल्यों को समझ पाएंगे।	विद्यार्थियों को समूहों में बाँटें और प्रत्येक समूह को अलग-अलग कहानी पर नाभिकीय प्रस्तुतीकरण करने के लिए कहें।	कार्यपत्रक	
				2	क्रिया	क्रिया के प्रकार (सकर्मक-अकर्मक का प्रारंभिक ज्ञान) समझ सकेंगे।।	शिक्षक कुछ क्रियाएँ करके दिखाएँ (जैसे - दौड़ना, लिखना, कूदना)।	प्रश्नोत्तरी	
4	August	20	16	1	अनुच्छेद लेखन	अनुच्छेद लेखन की अवधारणा और संरचना को समझ सकेंगे।	समूह मिलकर एक छोटा अनुच्छेद लिखकर कक्षा में प्रस्तुत करें।	समूह चर्चा और प्रस्तुतीकरण	
				1	चित्र-वर्णन	कल्पनाशक्ति और रचनात्मक अभिव्यक्ति का विकास कर सकेंगे।	विद्यार्थी स्वयं एक चित्र बनाकर उसका संक्षिप्त वर्णन लिखें।	कार्यपत्रक	
				1	मुहावरे	मुहावरों का सही प्रयोग वाक्यों में कर सकेंगे।	कुछ वाक्य पढ़े जाएँ और विद्यार्थियों से उनमें प्रयोग किए गए मुहावरों को पहचानने को कहें।	प्रश्नोत्तरी	
				2	विशेषण	विशेषण के विभिन्न प्रकारों (जैसे गुणवाचक, संख्यावाचक, परिमाणवाचक, संकेतवाचक) को पहचान सकेंगे।	एक अनुच्छेद देंगे उसमें से विशेषण शब्द पहचानने को कहें।	Open Book Test	
				11	पुनरावर्तन	भाषा कौशल (पढ़ना, लिखना, बोलना और समझना) को सुदृढ़ कर सकेंगे।	विद्यार्थियों को समूहों में बाँटकर अलग-अलग पाठों का मुख्य भाव बताने को कहें।	प्रश्नोत्तरी, कार्यपत्रक	
5	Sep	22	15	3	काल	काल की संकल्पना (भूत, वर्तमान, भविष्य) को समझ सकेंगे।	शिक्षक कुछ वाक्य बोलेंगे, विद्यार्थी बताएँगे कि वह भूत, वर्तमान या भविष्य काल है।	कार्यपत्रक	
				3	कारक	कारक और उनके चिह्नों की पहचान कर सकेंगे।	कारक पहचान गतिविधि: कुछ वाक्य दिए जाएँगे, विद्यार्थी उनमें कारक और कारक चिह्न पहचानेंगे।	कार्यपत्रक	
				2	विराम चिह्न	वाक्यों में सही स्थान पर उचित विराम चिह्न का प्रयोग कर सकेंगे।	कुछ गलत वाक्य देंगे जिनमें विराम चिह्न नहीं हों या गलत हों और विद्यार्थी उन्हें सही करें।	कार्यपत्रक	

Sub Tr

HOD

VP

Principal



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Term II

Subject: HINDI (II Language)

Class: VII

Sl No	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	Sep			7	7.मेरा बचपन	<ul style="list-style-type: none"> कहानीकार का भाव और संदेश स्पष्ट रूप से समझ सकेंगे। सादगी मेहनत और पारंपरिक मूल्यों को समझ पाएंगे। 	विद्यार्थियों को समूहों में बाँटकर किसी एक पारंपरिक खेल को प्रस्तुत करने के लिए कहे।	Open Book Test, श्रुतलेख	
2	Oct	21	21	6	8.काजीरंगा राष्ट्रीय उद्यान की यात्रा	<ul style="list-style-type: none"> वन्य जीव और उनके संरक्षण के बारे में जानकारी प्राप्त कर पाएंगे। पर्यावरण संरक्षण के महत्व को समझ पाएंगे। 	पर्यावरण संरक्षण पर 8 से 10 स्लोगन लिखे।	Open Book Test, श्रुतलेख	WT-1 (9 OCT) अपठित-गद्यांश 7.मेरा बचपन 8.काजीरंगा राष्ट्रीय उद्यान की यात्रा, कारक, विराम चिह्न औपचारिक पत्र लेखन PT-2 (7 Dec - 11 Dec) अपठित-गद्यांश , 7.मेरा बचपन, 8.काजीरंगा राष्ट्रीय उद्यान की यात्रा, 9. न्याय, कारक, विराम-चिह्न , वाक्यांश के लिए एक शब्द , समरूपी भिन्नार्थक शब्द ,विशेषण) (रचनात्मक लेखन = औपचारिक पत्र लेखन ,संवाद -लेखन
				2	संवाद लेखन	संवाद लिखते समय भाषा, विराम चिह्न और क्रम का सही प्रयोग कर सकेंगे।	शिक्षक एक पंक्ति संवाद लिखेंगे और विद्यार्थियों से एक-एक पंक्ति बोलते हुए उसे पूरा करने के लिए कहेंगे।	प्रस्तुतीकरण	
				2	वाक्यांश के लिए एक शब्द	भाषा को संक्षिप्त और प्रभावशाली बनाने में एक शब्द के प्रयोग का महत्व समझ सकेंगे।	विद्यार्थियों को समूहों में बाँटकर प्रत्येक समूह को 4-5 वाक्यांश दें और उनसे उनके लिए एक शब्द खोजने को कहेंगे।	मौखिक परीक्षण	
				6	9. न्याय	सत्य न्याय और करुणा जैसे मूल्यों को समझना और उनका प्रयोग कर पाएंगे।	।सिद्धार्थ और देवदत्त के चरित्र की तुलना के बिंदुओं को एक जगह एकत्रित कर प्रदर्शित किया जाएगा।	Open Book Test, श्रुतलेख	
				5	10. तीन मछलियाँ	नैतिक मूल्यों की समझ और दैनिक जीवन में प्रयोग कर पाएंगे।	कहानी पुनर्लेखन-अपने शब्दों में 8 से 10 वाक्य में कहानी लिखिए।	कार्यपत्रक	
3	Nov	19	18	6	11. हमारे ये कलामंदिर	<ul style="list-style-type: none"> भाषा की बारी के ऊपर ध्यान देते हुए अपनी भाषा गणना व प्रयोग कर पाएंगे विभिन्न उद्देश्यों हेतु उपयुक्त शब्दों व वाक्य का चयन कर पाएंगे। 	विद्यार्थी को अजंता एलोरा की ऑनलाइन वर्चुअल टूर करवाना।	प्रस्तुतीकरण	
				5	12. गंगा की कहानी	<ul style="list-style-type: none"> अपने क्षेत्र की नदियों के बारे में चर्चा करने में सक्षम होंगे। अपने आसपास होने वाली घटनाओं पर लिखित अभिव्यक्ति कर पाएंगे 	विद्यार्थियों को भारत के मानचित्र पर गंगा का मार्ग दिखाना।	Open Book Test, श्रुतलेख	
				2	औपचारिक पत्र लेखन	औपचारिक पत्र की रचना और प्रारूप (प्रेषक का पता, तिथि, विषय, संबोधन, मुख्य भाग, समापन) को समझ सकेंगे।	कक्षा को छोटे समूहों में बाँटेंगे। हर समूह को एक विषय दें (जैसे – पुस्तकालय की समस्या, खेल सामग्री की माँग आदि) पर समूह मिलकर एक औपचारिक पत्र लिखेंगे।	समूह चर्चा और प्रस्तुतीकरण	
				3	कारक	कारक और उनके चिहनों की पहचान कर सकेंगे।	कारक पहचान गतिविधि: कुछ वाक्य दिए जाएँगे, विद्यार्थी उनमें कारक और कारक चिह्न पहचानेंगे।	कार्यपत्रक	

				2	समरूपी भिन्नार्थक शब्द	समरूपी भिन्नार्थक शब्दों के अलग-अलग अर्थ समझकर उनका सही प्रयोग कर सकेंगे।	विद्यार्थियों को एक समरूपी शब्द दें (जैसे - कल) और उनसे दो अलग-अलग अर्थों में वाक्य बनवाएँ।	मौखिक परीक्षण	
4	Dec	25	20	3	मुहावरें	मुहावरों का सही प्रयोग वाक्यों में कर सकेंगे।	कुछ वाक्य पढ़े जाएँ और विद्यार्थियों से उनमें प्रयोग किए गए मुहावरों को पहचानने को कहें।	प्रश्नोत्तरी	WT-19 (29 Jan) अपठित-गद्यांश 11. हमारे ये कलामंदिर 12. गंगा की कहानी कारक, विराम चिह्न संवाद लेखन Term-II (24 Feb-8 March) अपठित-गद्यांश, पठित - गद्यांश , पद्यांश ,पाठ्यपुस्तक वीणा= पाठ 7-12 व्याकरण-वर्ण-विचार, शब्द-विचार रचना के आधार पर, पर्यायवाची, विलोम शब्द , अनेकार्थी शब्द ,कारक मुहावरे ,काल, विराम-चिह्न,वाक्यांश के लिए एक शब्द , समरूपी भिन्नार्थक शब्द , विशेषण, क्रिया) रचनात्मक लेखन=अनौपचारिक पत्र-लेखन , अनुच्छेद लेखन ,कहानी लेखन, चित्र-वर्णन, संवाद -लेखन
				3	वर्ण विचार	वर्णों के प्रकार को पहचान सकेंगे।	फलैश कार्ड गतिविधि: कार्ड पर वर्ण दिए जाएँगे, विद्यार्थी उनका प्रकार लिखेंगे।	प्रश्नोत्तरी	
				4	शब्द विचार	शब्दों के प्रकार और उनकी रचना को समझ सकेंगे।	शब्द खेल: शब्द दिए जाएँगे, विद्यार्थी उनका प्रकार या प्रयोग बताएँगे।	मौखिक परीक्षण	
				3	कारक	कारक और उनके चिह्नों की पहचान कर सकेंगे।	कारक पहचान गतिविधि: कुछ वाक्य दिए जाएँगे, विद्यार्थी उनमें कारक और कारक चिह्न पहचानेंगे।	कार्यपत्रक	
				2	अपठित-गद्यांश	पढ़ने की गति, समझ और भाषा कौशल में सुधार कर सकेंगे।	विद्यार्थी गद्यांश का 2-3 वाक्यों में संक्षिप्त सार लिखें।	कार्यपत्रक	
				3	उपसर्ग-प्रत्यय	उपसर्ग और प्रत्यय की सहायता से नए शब्द बना सकेंगे।	समूह कार्य: समूहों में शब्दों की सूची बनाकर बताएँगे कि वे उपसर्ग या प्रत्यय से बने हैं या नहीं।	कार्यपत्रक	
				2	कहानी लेखन	कहानी की मूल संरचना (आरंभ, मध्य, अंत) को समझें और उसका प्रयोग करें।	बच्चों को एक चित्र दिखाकर उस पर आधारित कहानी लिखने को कहें।	कार्यपत्रक	
5	Jan	20	20	पुनरावर्तन	भाषा कौशल (पढ़ना, लिखना, बोलना और समझना) को सुदृढ़ कर सकेंगे।	विद्यार्थियों को समूहों में बाँटकर अलग-अलग पाठों का मुख्य भाव बताने को कहें।	प्रश्नोत्तरी, कार्यपत्रक		
6	Feb	23	19	पुनरावर्तन	भाषा कौशल (पढ़ना, लिखना, बोलना और समझना) को सुदृढ़ कर सकेंगे।	विद्यार्थियों को समूहों में बाँटकर अलग-अलग पाठों का मुख्य भाव बताने को कहें।	प्रश्नोत्तरी, कार्यपत्रक		

Sub Tr

HOD

VP

Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: II Language Kannada

Class:V

Term: 1

Sl. No.	Month	WD	ID	No of Days /chapter	Chapter/Unit	learning objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	4+ 3+ 4+4	<p>ಸೇತುಬಂಧ : ವರ್ಣಮಾಲೆ ಮತ್ತು ಸಂಯುಕ್ತಾಕ್ಷರಗಳು(4). ಲಿಂಗಗಳು (3) ವಚನಗಳು (4) ಪತ್ರಲೇಖನ(4)</p>	<p>*ವಿದ್ಯಾರ್ಥಿಗಳು ಕನ್ನಡ ವರ್ಣಮಾಲೆಯ ಎಲ್ಲಾ ಅಕ್ಷರಗಳನ್ನು ಗುರುತಿಸಲು ಮತ್ತು ಸರಿಯಾದ ಕ್ರಮದಲ್ಲಿ ಹೇಳಲು ಶಕ್ತರಾಗುವರು. *ಸ್ವರಗಳು ಮತ್ತು ವ್ಯಂಜನಗಳನ್ನು ಬೇರ್ಪಡಿಸಿ ಬರೆಯುವರು. *ಪುಲ್ಲಿಂಗ, ಸ್ತ್ರೀಲಿಂಗ ಮತ್ತು ನಪುಂಸಕ ಲಿಂಗಗಳನ್ನು ಗುರುತಿಸಲು ಸಾಧ್ಯವಾಗುವರು. *ಪದಗಳನ್ನು ಏಕವಚನದಿಂದ ಬಹುವಚನಕ್ಕೆ ಪರಿವರ್ತಿಸಲು ಸಮರ್ಥರಾಗುವರು. *ಪತ್ರದ ರೂಪರೇಖೆ (Format) ತಿಳಿದುಕೊಳ್ಳುವುದು *ಸರಳ ಪತ್ರವನ್ನು ಸ್ವತಃ ಬರೆಯಲು ಸಿದ್ಧರಾಗುವರು *ಪತ್ರದಲ್ಲಿ ಸರಿಯಾದ ಭಾಷೆ ಮತ್ತು ಶೈಲಿಯನ್ನು ಬಳಸಲು ಅರಿಯುವರು *ವಿಳಾಸ, ದಿನಾಂಕ, ಶುಭಾಶಯ ಮತ್ತು ಅಂತಿಮ ಭಾಗಗಳನ್ನು ಸರಿಯಾಗಿ ಬರೆಯುವ ಅಭ್ಯಾಸ ರೂಡಿಸಿಕೊಳ್ಳುವರು.</p>	<p>ಪಾಠದಲ್ಲಿ ಸಂಯುಕ್ತಾಕ್ಷರಗಳನ್ನು ಗುರುತಿಸಲು ಹೇಳುವುದು. ಪದಗಳನ್ನು ಪುಲ್ಲಿಂಗ/ಸ್ತ್ರೀಲಿಂಗವಾಗಿ ಬೇರ್ಪಡಿಸುವುದು. ಅರ್ಥ ಬರೆಯಲಾದ ಪತ್ರವನ್ನು ಪೂರ್ಣಗೊಳಿಸಲು ಹೇಳುವುದು.</p>	<p>*ಉಕ್ತಲೇಖನ. *ಪಠ್ಯವನ್ನು ಓದಿ ಅದರಲ್ಲಿರುವ ಸಜಾತಿ ಮತ್ತು ವಿಜಾತಿ ಒತ್ತಾಕ್ಷರಗಳನ್ನು ಗುರುತಿಸುವುದು. *ಪಾಠದಲ್ಲಿ ಬರುವ ಲಿಂಗ ಸೂಚಕ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬದಲಿಸಿ ಬರೆಯುವುದು. *ಮೌಖಿಕ ಪರೀಕ್ಷೆ *ಬಹು ಆಯ್ಕೆಯ ಪ್ರಶ್ನೆಗಳು</p>	<p>WT -1(17/4/26) ವರ್ಣಮಾಲೆ ಸಂಯುಕ್ತಾಕ್ಷರ ಲಿಂಗಗಳು ವಚನಗಳು ಪಠ್ಯ ರಹಿತ ಗದ್ಯಭಾಗ ಪತ್ರಲೇಖನ</p>

2	June	18	18	4+3+2+4+2+3	<p>Ch 1. ಒಟ್ಟಿಗೆ ಬಾಳುವ ಆನಂದ (4)</p> <p>Poem 1. ಗಿಡಮರ(3)</p> <p>P.P1: ಕಾಮನಬಿಲ್ಲು, (2)</p> <p>Ch 2. ನದಿಯ ಅಳಲು (4)</p> <p>ವ್ಯಾಕರಣ</p> <p>ಗುಣವಿಶೇಷಣ. (2)</p> <p>ವ್ಯವಹಾರಿಕ ಪತ್ರ (3)</p>	<p>ch-1. 1.ಒಗ್ಗಟ್ಟಿನ ಮಹತ್ವವನ್ನು ತಿಳಿಸುವುದು.</p> <p>2. ಸಹಕಾರದ ಮೌಲ್ಯವನ್ನು ಅರಿತುಕೊಳ್ಳುತ್ತಾರೆ.</p> <p>3.ಗುಂಪು ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಭಾಗವಹಿಸಲು ಪ್ರೇರೇಪಿಸುವುದು.</p> <p>4.ಒಟ್ಟಿಗೆ ಬಾಳುವ ಆನಂದ ಎಂಬ ಶೀರ್ಷಿಕೆಯ ಅರ್ಥವನ್ನು ತಮ್ಮದೇ ಆದ ರೀತಿಯಲ್ಲಿ ವಿವರಿಸಲು ಉತ್ತಿಜಿಸುವುದು.</p> <p>ch-2.</p> <p>1. ಪರಿಸರದ ಮೇಲಿನ ಮಾನವನ ಪ್ರಭಾವವನ್ನು ವಿಮರ್ಶಾತ್ಮಕವಾಗಿ ಯೋಚಿಸಲು ಪ್ರೋತ್ಸಾಹಿಸುವುದು.</p> <p>2. ನದಿ ತನ್ನ ಅಳಲನ್ನು ಹೇಗೆ ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆ ಎಂಬುದನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ, ನದಿಯು ತನ್ನ ಸಂಕಟವನ್ನು ಹೇಳಿಕೊಳ್ಳುವ ವಿಧಾನವನ್ನು ಗ್ರಹಿಸುತ್ತಾರೆ.</p> <p>3. ಪಾಠದಲ್ಲಿ ಬರುವ ವಚನ ಸೂಚಕ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬದಲಾಯಿಸುವರು.</p> <p>pp-1.1. ಪದ್ಯದಲ್ಲಿ ಪ್ರಕೃತಿಯ ವಿಸ್ಮಯಕಾರಿ ಚಟುವಟಿಕೆಗಳನ್ನು ಗುರುತಿಸುತ್ತಾರೆ.</p> <p>p-1. 1. ಗಿಡ ಮತ್ತು ಮರಗಳ ಮಹತ್ವವನ್ನು ಅರಿತುಕೊಳ್ಳುತ್ತಾರೆ ಮತ್ತು ಪರಿಸರಕ್ಕೆ ಅವುಗಳ ಕೊಡುಗೆ ಹಾಗೂ ಮನುಷ್ಯರಿಗೆ ಅವುಗಳ ಉಪಯೋಗಗಳನ್ನು ಗ್ರಹಿಸುತ್ತಾರೆ.</p> <p>2. ಗಿಡಮರಗಳನ್ನು</p>	<p>"ಪ್ರಕೃತಿಯಲ್ಲಿಲ್ಲದ ಭೇದ ಭಾವ ಮನುಷ್ಯನಿಗೆ ಬೇಕೆ?" ಎಂಬುದರ ಬಗ್ಗೆ ಕಿರು ಪ್ರಬಂಧ ರಚನೆ ಮಾಡುವ ಚಟುವಟಿಕೆ</p> <p>"ಒಗ್ಗಟ್ಟಿನಲ್ಲಿ ಬಲವಿದೆ" ಎಂಬ ಗಾದೆ ಮಾತು ವಿಸ್ತರಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>'ಜಲಮಾಲಿನ್ಯ' ಕುರಿತು ಪ್ರಬಂಧ ರಚಿಸುವ ಚಟುವಟಿಕೆ</p> <p>*ಏಕವಚನ-ಬಹುವನ ಪದಗಳ ಮಿಂಚುಪಟ್ಟಿ ತಯಾರಿಕೆ ಚಟುವಟಿಕೆ</p> <p>ವನ್ಯಜೀವಿ ರಕ್ಷಿಸಿ' ಎಂಬ ವಿಷಯಾಧಾರಿತ ಭಿತ್ತಿಪತ್ರಗಳನ್ನು ತಯಾರಿಕೆ ಚಟುವಟಿಕೆ(SEA 1)</p>	<p>ಮಾನವನ ಯಾವ ಚಟುವಟಿಕೆಗಳು ನದಿಯನ್ನು ಕಲುಷಿತಗೊಳಿಸುತ್ತವೆ ಮತ್ತು ಅವುಗಳನ್ನು ತಡೆಯಲು ನೀವೇನು ಸಲಹೆಯನ್ನು ನೀಡುವಿರಿ ವಿಷಯದ ಕುರಿತು ಟಿಪ್ಪಣಿ ಬರೆಯುವುದು.</p> <p>*ಘಟಕ ಪರೀಕ್ಷೆ, ನದಿಯ ಅಳಲು</p> <p>*ಉಕ್ತಲೇಖನ.</p> <p>**ಪಾತ್ರಾಭಿನಯ(MA1)</p> <p>* ಪಾಠದಲ್ಲಿ ಬರುವ ಗುಣವಿಶೇಷಣ ಪದಗಳನ್ನು ಗುರುತಿಸುವುದು.</p>	<p>PT 1 :- Portion: Ch1 , Ch 2,</p> <p>Poem 1, Poem 2</p> <p>and PP 1. ಪ್ರಬಂಧ ,</p> <p>ಪತ್ರಲೇಖನ- ವ್ಯವಹಾರಿಕ ಪತ್ರ,</p> <p>ಪಠ್ಯಸಹಿತ ಗದ್ಯಭಾಗ ಮತ್ತು ಪದ್ಯಭಾಗ,</p> <p>ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ ,</p> <p>ಪಾಠದ ಹಿಂದಿನ ವ್ಯಾಕರಣಾಂಶಗಳು.</p>
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						ಸಂರಕ್ಷಿಸುವ ಅಂಶವನ್ನು ಮನಗಾಣುತ್ತಾರೆ. 3. ಲಿಂಗ ಪದಗಳನ್ನು ಬದಲಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೊಂದುವರು.			
3	Jul y	26	22	5+5+4+4+4	Poem 2 ಸ್ವಾತಂತ್ರ್ಯದ ಹಣತೆ (5) Poem 3. ವಚನಗಳು(5) Ch 4-ಜೀವದ ಮೌಲ್ಯ(4) ವ್ಯಾಕರಣ- ಕನ್ನಡ ಸಂಧಿಗಳು (4) ನಾಮಪದ :ವಸ್ತುವಾಚಕ (4)	p-2. 1 ನಮ್ಮ ದೇಶಕ್ಕಾಗಿ ಹೋರಾಟ ಮಾಡಿದ ವೀರ ಮಹನೀಯರ ಹೆಸರುಗಳನ್ನು ಸ್ಮರಿಸುತ್ತಾರೆ 2. ಧೀರತನದಿಂದ ದೇಶದ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಕಾಪಾಡಿಕೊಳ್ಳುವ ಮನೋಭಾವವನ್ನು ಬೆಳೆಸುವುದು P-3. 1. ವಚನ ಸಾಹಿತ್ಯದ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ತಿಳಿಸುವುದು, 2.ಪದ್ಯದಲ್ಲಿ ನೀಡಲಾದ ವಚನಗಳ ನೇರವಾದ ಅರ್ಥವನ್ನು ತಮ್ಮದೇ ಆದ ರೀತಿಯಲ್ಲಿ ಹೇಳುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು. 3. ವಚನಕಾರರ ಸಾಮಾಜಿಕ ಕಳಕಳಿಯ ಅರಿವನ್ನು ಮೂಡಿಸುವುದು. ch-4. 1. ಪ್ರತಿಯೊಂದು ಜೀವಿಯ ಮಹತ್ವವನ್ನು ಅರಿತುಕೊಳ್ಳುತ್ತಾರೆ, ಮನುಷ್ಯರು ಮಾತ್ರವಲ್ಲದೆ ಎಲ್ಲಾ ಜೀವಿಗಳಿಗೂ ಬದುಕುವ ಹಕ್ಕಿದೆ ಎಂಬುದನ್ನು ತಿಳಿಯುತ್ತಾರೆ. 2. ಸಹನಭೂತಿ ಕರುಣೆಯ ಗುಣಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾರೆ, ಇತರ ಜೀವಿಗಳ ಕಷ್ಟಗಳಿಗೆ ಸ್ಪಂದಿಸುವ ಅವುಗಳ ಬಗ್ಗೆ	*ನಮ್ಮ ದೇಶದ ಸ್ವಾತಂತ್ರ್ಯಕ್ಕಾಗಿ ಹೋರಾಡಿದ ಐದು ಮಹನೀಯರ ಚಿತ್ರದೊಂದಿಗೆ ಕಿರು ಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ (SEA 2). *ಕನ್ನಡ ಪರ ಘೋಷಣೆಗಳ ಫಲಕಗಳನ್ನು ತಯಾರಿಕೆ ಚಟುವಟಿಕೆ(MA-2) ಪತ್ರಲೇಖನ - ವ್ಯವಹಾರಿಕ ಪತ್ರ ಬರೆಯುವ ಚಟುವಟಿಕೆ	ಬಹು ಆಯ್ಕೆ ಪ್ರಶ್ನೆಗಳು, Think -pair -share ಉಕ್ತ ಲೇಖನ	

						<p>ಕಾಳಜಿ ವಹಿಸುವ ಮನೋಭಾವವನ್ನು ರೂಡಿಸಿಕೊಳ್ಳುವಂತೆ ಮಾಡುವುದು</p> <p>3. ಕನ್ನಡ ಸಂಧಿಗಳ ಹೆಸರನ್ನು ಸ್ಮರಿಸುವರು ಮತ್ತು ಅವುಗಳಿಗೆ ಉದಾಹರಣೆಯನ್ನು ನೀಡುವರು.</p>			
4	August	20	16	3+13	<p>P.P2: ನಾನು ಮತ್ತು ಹುಂಚಿಮರ (3) ಪುನರಾವರ್ತನೆ(13)</p>	<p>2. ಪಾಠದಲ್ಲಿ ಬರುವ ವಿರುದ್ಧ ಪದಗಳನ್ನು ಗುರುತಿಸಲು ಉತ್ತೇಜಿಸುವುದು.</p> <p>PP-2. 1. ಮೂಢನಂಬಿಕೆಗಳಿಂದ ಆಗುವ ಪರಿಸರದ ಹಾನಿಯನ್ನು ಅರ್ಥೈಸುವುದು.</p> <p>2. ಮರಗಳನ್ನು ಕಡಿಯುವುದರಿಂದ ಆಗುವ ದುಷ್ಪರಿಣಾಮಗಳನ್ನು ಅರಿತುಕೊಂಡು ಅವುಗಳನ್ನು ಉಳಿಸುವ ಜವಾಬ್ದಾರಿಯನ್ನು ಪಟ್ಟಿ ಮಾಡುವರು.</p>	<p>*ನಾನು ಮತ್ತು ಹುಂಚಿಮರ ಕರಡಿ ಕುಣಿತ ಪಾಠಗಳಲ್ಲಿ ಬರುವ ಗ್ರಾಮ್ಯ ಪದಗಳನ್ನು ಗ್ರಾಂಥಿಕ ಪದಗಳನ್ನಾಗಿ ಪರಿವರ್ತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>*ಉಕ್ತಲೇಖನ, ಪುನರಾವರ್ತನೆ ಪರೀಕ್ಷೆಗಳು</p>	<p>WT-9(14/8/26) portion</p> <p>Ch-ನದಿ ಅಳಲು Ch- ಜೀವದ ಮೌಲ್ಯ</p> <p>*ಪತ್ರಲೇಖನ</p> <p>Term 1 Exam Portion: Ch1 , Ch 2, Ch 4 ,Poem 1, Poem 2 ,Poem 3 ,Poem 4 and PP 1, PP 2. ಪುಬಂಧ , ಪತ್ರಲೇಖನ- ವ್ಯವಹಾರಿಕ ಪತ್ರ, ಪಠ್ಯಸಹಿತ ಗದ್ಯಭಾಗ ಮತ್ತು ಪದ್ಯಭಾಗ, ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ , ಪಾಠದ ಹಿಂದಿನ ವ್ಯಾಕರಣಾಂಶಗಳು. ಘಟನಾನುಸಾರ ವಾಕ್ಯ ಜೋಡಿಸಿ ಬರೆಯಿರಿ.</p>

	Month	WD	ID	No of period	Chapter/ Unit	Learning objectives	Activities	Assessment method	Portion for WT/ PT/ Term/AE
5	Sep	22	17	6+5+2+4	<p>Poem 5. ಕರಡಿ ಕುಣಿತ(5)</p> <p>Ch 5. ಪಂಜರಶಾಲೆ (6) ವ್ಯಾಕರಣ</p> <p>-ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ, ಪ್ರಕೃತಿ ಭಾವ(2)</p> <p>ವೈಯಕ್ತಿಕ ಮತ್ತು ವ್ಯವಹಾರಿಕ (4)</p>	<p>p-5. 1. ಪ್ರಾಣಿಗಳನ್ನು ಮನೋರಂಜನೆಗಾಗಿ ಬಳಸುವುದರ ಬಗ್ಗೆ ಯೋಚಿಸುತ್ತಾರೆ. ಹಾಗೂ ನರರ ಬುದ್ಧಿಯ ಕುಣಿತ ಮತ್ತು ಕರಡಿಯ ಕುಣಿತಕ್ಕೆ ಹೋಲಿಕೆ ಮಾಡಲು ಪ್ರೇರೇಪಿಸುವುದು.</p> <p>Ch-5. 1. ಶಿಕ್ಷಣದ ನಿಜವಾದ ಉದ್ದೇಶವನ್ನು ವಿಮರ್ಶಾತ್ಮಕವಾಗಿ ಯೋಚಿಸುವಂತೆ ಮಾಡುವುದು.</p> <p>2. ತಮ್ಮ ಸುತ್ತ ಮುತ್ತಲಿನ ಪ್ರಾಣಿ ಪಕ್ಷಿ, ಪರಿಸರವನ್ನು ಕಾಳಜಿಯಿಂದ ನೋಡಿಕೊಳ್ಳಲು ಮತ್ತು ಅವುಗಳಿಗೆ ಯಾವುದೇ ತೊಂದರೆಯಾಗದಂತೆ ಜಾಗರೂಕರಾಗಿರಲು ತಿಳಿಸುವುದು</p> <p>3. ಪಾಠದಲ್ಲಿ ಸೂಚಿಸಿದ ವಾಕ್ಯಗಳಲ್ಲಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳನ್ನು ಗುರುತಿಸಿ ಹೇಳಲು ಸಾಮರ್ಥ್ಯವನ್ನು ಹೆಚ್ಚಿಸುವುದು</p>	<p>Open Book test-ಪಂಜರ ಶಾಲೆ</p> <p>ಘಟಕ ಪರೀಕ್ಷೆ - ಕರಡಿ ಕುಣಿತ</p> <p>ವಿವಿಧ ಕಾರಣಗಳನ್ನು ನೀಡಿ ವೈಯಕ್ತಿಕ ಮತ್ತು ವ್ಯವಹಾರಿಕ ಪತ್ರಲೇಖನ</p>	<p>ಮಾನವರು ತಮ್ಮ ಅನುಕೂಲಕ್ಕಾಗಿ ಪ್ರಾಣಿಗಳನ್ನು, ಪಕ್ಷಿಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳುವುದು ಸರಿಯೇ ಎಂಬ ವಿಷಯದ ಕುರಿತು ತಮ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು ವ್ಯಕ್ತಪಡಿಸುವುದು</p> <p>* ಜಾತಿ ಮತ ಧರ್ಮ ವರ್ಣಗಳನ್ನು ಮೀರಿ ಮಾನವ ಕುಲ ಒಂದೇ ಎಂಬ ವಿಷಯದ ಕುರಿತು ತಮ್ಮ ಅಭಿಪ್ರಾಯ ವ್ಯಕ್ತಪಡಿಸುತ್ತಾರೆ</p>	
5	Oct	21	21	5+6+4+3+3	<p>Poem 6 ಮಗುವಿನ ಮೊರೆ,(5)</p> <p>Ch 7 ಧೀರ ಸೇನಾನಿ , (6)</p> <p>ವ್ಯಾಕರಣ:- ಕರ್ತೃ ಕರ್ಮ ಕ್ರಿಯಾಪದ, (4)</p> <p>ಪತ್ರಲೇಖನ- ಖಾಸಗಿ ಪತ್ರ ಹಾಗೂ ಸಂಭೋಧನೆಗೆ</p>	<p>2. ಖಾಸಗಿ ಪತ್ರವನ್ನು ಬರೆಯುವ ವಿಧಾನಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಸುವುದು ಹಾಗೂ ಖಾಸಗಿ ಪತ್ರದಲ್ಲಿ ಬಳಸುವ ಸಂಭೋಧನೆಗಳನ್ನು ತಿಳಿಸುವುದು.</p> <p>P-6 ಭೂಮಿಯ ಮೇಲೆ ಹುಟ್ಟಿದ ಮೇಲೆ ವ್ಯರ್ಥವಾಗಿ ಬದುಕದೆ ಏನಾದರೂ ಸಾಧಿಸಬೇಕು ಎಂಬ ಫಲವನ್ನು ನಮ್ಮ</p>	<p>*ಐದು ಸಮಾಜ ಸುಧಾರಕರ ಹಾಗೂ ಸಮಾಜ ಸೇವಕರ ಭಾವಚಿತ್ರ ಅಂಟಿಸಿ, ಮಾಹಿತಿ ಸಹಿತ ಒಂದು ಆಲ್ಬಂ ತಯಾರಿಕೆ ಚಟುವಟಿಕೆ (SEA 3)</p> <p>*ವಾಕ್ಯಗಳನ್ನು ಗಮನಿಸಿ, ಕರ್ತೃ ಕರ್ಮ ಕ್ರಿಯ ಪದಗಳನ್ನು ಬಳಸಿ ವಾಕ್ಯ ರಚನೆ</p>	<p>ಘಟಕ ಪರೀಕ್ಷೆ- ಧೀರಸೇನಾನಿ ಉಕ್ತ ಲೇಖನ</p> <p>ಪಾಠದಲ್ಲಿ ಬರುವ ಕ್ರಿಯಾಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವರು.</p> <p>ದೇಶಕ್ಕಾಗಿ ಸೇವೆ ಸಲ್ಲಿಸುವುದು ಎಂದರೆ ಸೈನಿಕರಾಗುವು</p>	<p>Term II WT-10 (9/10/26)</p> <p>Portion Ch 5 ಪಂಜರ ಶಾಲೆ , Poem 5 ಕರಡಿ ಕುಣಿತ ,ಪರ್ಯಂತರ ಗದ್ಯಭಾಗ, ಪ್ರಬಂಧ, ಪಾಠದ ಹಿಂದಿನ ವ್ಯಾಕರಣಾಂಶ. *ಪ್ರಬಂಧ</p>

					<p>ಳು (3)</p> <p>ಪ್ರಬಂಧ ಲೇಖನ/ಘಟನಾನುಸಾರ ರ ಬರೆಯಿರಿ (3)</p>	<p>ಇರುವಿಕೆಗೆ ಗುರಿ ಇರಬೇಕು ಆ ಗುರಿಯ ಕಡೆಗೆ ನಮ್ಮ ಪಯಣ ಸಾಗಬೇಕು ಆ ಮೂಲಕ ನಮ್ಮ ಬದುಕನ್ನು ಅರ್ಥಪೂರ್ಣವಾಗಿಸಿಕೊಳ್ಳಬೇ ಕು ಎಂಬುದನ್ನು ತಿಳಿಸುವುದು.</p> <p>ch-7 1.ನಾಡಿಗಾಗಿ ಹೋರಾಡಿ ಮಾಡಿದ ಸೈನಿಕರ ಹೆಸರನ್ನು ಸ್ಮರಿಸುತ್ತಾರೆ,</p> <p>2.ಬಸವರಾಜ ಹದ್ದಿ ಅವರ ಕಿರು ಪರಿಚಯವನ್ನು ಅರ್ಥೈಸುವುದು</p> <p>3. ಜಿಜಿ ಬೇವೂರ್ ರವರ ವಿದ್ಯಾರ್ಥಿ ಜೀವನ,ಸೈನಿಕ ಶಿಕ್ಷಣ, ದೇಶಕ್ಕೆ ಅವರು ನೀಡಿದ ಕೊಡುಗೆ, ಅವರ ಸರಳ ಜೀವನವನ್ನು ಮೆಚ್ಚುತ್ತಾರೆ.</p> <p>4. ಕ್ರಿಯಾಪದಗಳ ಅರ್ಥವನ್ನು ತಿಳಿಯುವರು. ವಾಕ್ಯದಲ್ಲಿ ಕರ್ತೃ ಮತ್ತು ಕರ್ಮ ಪದವನ್ನು ಗುರುತಿಸುವರು</p>	<p>ಮಾಡುವ ಚಟುವಟಿಕೆ.</p> <p>ನಮ್ಮ ದೇಶಕ್ಕಾಗಿ ಹೋರಾಡಿದ ಯಾರಾದರೂ 5 ಯೋಧರ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಿ ,ಭಾವಚಿತ್ರದೊಂದಿಗೆ ಒಂದು ಆಲ್ಬಂ ತಯಾರಿಸುವ ಚಟುವಟಿಕೆ</p>	<p>ದೇ? ಬೇರೆ ಯಾವ ರಿತಿಯಲ್ಲಿ ದೇಶಕ್ಕಾಗಿ ಸೇವೆಯನ್ನು ಸಲ್ಲಿಸಬಹುದು ಎಂಬುದನ್ನು ಕುರಿತು ವ್ಯಕ್ತಪಡಿಸುವುದು .</p>	
6	No v	19	19	4+5+3+7	<p>PP3: ನನ್ನ ರಟ್ಟಿಯ ಬಲ(4)</p> <p>Poem 7. ಮೂಡಲಮನೆ (5)</p> <p>ವ್ಯಾಕರಣ ಕಾಲಗಳು (3)</p> <p>ಪುನರಾವರ್ತನೆ (7)</p>	<p>PP3- ರೈತ ನಮ್ಮ ದೇಶದ ಬೆನ್ನೆಲುಬು ಆತ ಪಡುವ ಕಷ್ಟ ಮತ್ತು ದೇಶಕ್ಕೆ ಮಾಡುವ ಸೇವೆಯನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವರು, ಕೃಷಿಕನ ಜೀವನದ ಆಗುಹೋಗುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವವರು. ಮತ್ತು ಪ್ರಕೃತಿ ವಿಕೋಪ ಅಥವಾ ಅಸಮತೋಲನದಿಂದ ಆಗುವ ದುಷ್ಪರಿಣಾಮಗಳನ್ನು ಅರಿವರು.</p> <p>2 ರೈತನ ಉದ್ದೇಶ ಮತ್ತು ಧರ್ಮವನ್ನು ತಿಳಿಯುವರು</p> <p>P-7.1. ಮಕ್ಕಳೆಲ್ಲರೂ ತಾವು</p>	<p>"ರೈತ ನಮ್ಮ ಅನ್ನದಾತ " ವಿಷಯದ ಬಗ್ಗೆ ಕಿರುಲೇಖನ ರಚನೆ.ಮಾಡುವ ಚಟುವಟಿಕೆ</p> <p>*</p> <p>ವಾಕ್ಯಗಳನ್ನು ಗಮನಿಸಿ ಕಾಲ ಬದಲಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p> <p>*</p> <p>*ನಮ್ಮ ನಾಡಹಬ್ಬ ದಸರಾ ಕುರಿತು ಕಿರುಲೇಖನ ರಚನೆ ಮಾಡುವ ಚಟುವಟಿಕೆ.</p>	<p>*ಉಕ್ತಲೇಖನ, * ಪುನರಾವರ್ತನಾ ಪರಿಚ್ಛೇದಗಳು</p>	

						ವಿವಿಧ ಜಾತಿ ಮತ್ತು ಪಂಗಡ ಪ್ರದೇಶಗಳಿಂದ ಭಿನ್ನವಾಗಿದ್ದು ನಾವೆಲ್ಲರೂ ಭಾರತೀಯರು ಎಂಬ ಭಾವನೆಯನ್ನು ಅರ್ಥೈಸುವುದು.	* ಪಾಠದಲ್ಲಿ ಬರುವ ಕಾಲ ಸೂಚಕ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವರು		
7	Dec	25	21	7+3+3+3+3+2+	<p>Ch 8. ಸಂಗೊಳ್ಳಿ ರಾಯಣ್ಣ (7)</p> <p>P.P 4: ಮೆಚ್ಚಿನ ಗೊಂಬೆ (3)</p> <p>ವ್ಯಾಕರಣ:- ಧಾತು(3)</p> <p>ನಾನಾರ್ಥಕ ಪದಗಳು (3) ಸಮಾನಾರ್ಥಕ ಪದಗಳು(3), ವಿರುದ್ಧಾರ್ಥಕ ಪದಗಳು(2) ಪತ್ರಲೇಖನ (2)</p>	<p>P-8- 1 ಸತ್ಯನಾರಾಯಣ ಕುರಿತು ಕಿರು ಪರಿಚಯವನ್ನು ತಿಳಿಸುವುದು.</p> <p>2. ಕನ್ನಡ ನಾಡು ನುಡಿಗಾಗಿ ಶ್ರಮಿಸಿ, ನಾಡಿಗೆ ಕಲೆ ವಾಸಿ ಶಿಲ್ಪ ಸಾಹಿತ್ಯಕ್ಕೆ, ಸಂಸ್ಕೃತಿಗೆ ಕೊಡುಗೆ ಕೊಟ್ಟಂತಹ ವೀರ ಮಹನೀಯರ ಕುರಿತು ಮಾಹಿತಿಯನ್ನು ತಿಳಿಸುವುದು.</p> <p>PP-4 ಗೊಂಬೆಗಳ ತಯಾರಿಕೆ ಹಾಗೂ ಅವುಗಳ ಮಹತ್ವ ತಮಗೂ ಮತ್ತು ಗೊಂಬೆಗೂ ಇರುವ ಅವಿನಾಭಾವ ಸಂಬಂಧವನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತಾರೆ.</p> <p>3. ನಾನಾರ್ಥಕ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿಯುವರು.</p> <p>4. ಸಮಾನಾರ್ಥಕ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿಯುವರು</p> <p>ch-8 1. ಸಂಗೊಳ್ಳಿ ರಾಯಣ್ಣನ ತಂದೆ ತಾಯಿ ಹಾಗೂ ಮನೆತನದ ಕುರಿತು ಮಾಹಿತಿ ನೀಡುವುದು.</p> <p>2. ಸಂಗೊಳ್ಳಿ ರಾಯಣ್ಣನು ಕಿತ್ತೂರಿನ ಸ್ವತಂತ್ರದಲ್ಲಿ ಮಾಡಿದ ಸಾಹಸವನ್ನು ಹಾಗೂ ಬಳಸಿದ ಯುದ್ಧ ತಂತ್ರಗಳನ್ನು ಕುರಿತು ವಿವರಿಸುವುದು.</p>	<p>"ಸಂಗೊಳ್ಳಿರಾಯಣ್ಣ" ನ ಕುರಿತು ಪ್ರಬಂಧ ರಚಿಸುವ ಚಟುವಟಿಕೆ</p> <p>* ನಮ್ಮ ನಾಡಿನ ಪ್ರಸಿದ್ಧ 5 ಐತಿಹಾಸಿಕ ಕ್ಷೇತ್ರಗಳ ಮಾಹಿತಿಯೊಂದಿಗೆ ಚಿತ್ರ ಸಹಿತ ಆಲ್ಬಂ ತಯಾರಿಸುವ ಚಟುವಟಿಕೆ. (SEA 4),</p> <p>ವೈಯಕ್ತಿಕ ಮತ್ತು ವ್ಯವಹಾರಿಕ ಪತ್ರಲೇಖನ-ವಿಧ ಕಾರಣಗಳನ್ನು ಬಳಸಿ ಪತ್ರ ರಚಿಸುವ ಚಟುವಟಿಕೆ</p>	<p>*ಘಟಕ ಪರೀಕ್ಷೆ- ಸಂಗೊಳ್ಳಿ ರಾಯಣ್ಣ</p> <p>*ಉಕ್ತಲೇಖನ.</p> <p>ಸ್ವಾತಂತ್ರ್ಯ *ಹೋರಾಟಗಾರ ಕುರಿತು ತಮಗೆ ತಿಳಿದಿರುವ ಮಾಹಿತಿ ಹಾಗೂ ತಮ್ಮ ದೇಶಪ್ರೇಮವನ್ನು ದೇಶಭಕ್ತಿಯನ್ನು ವ್ಯಕ್ತಪಡಿಸುವುದು</p> <p>*Open Book test</p>	<p>PT 2 :- Portion: Ch5 Ch 7, Poem 6, Poem 7 and PP 3 ,PP 4 . ಪ್ರಬಂಧ , ಪತ್ರಲೇಖನ- ವ್ಯವಹಾರಿಕ ಪತ್ರ, ಪಠ್ಯಸಹಿತ ಗದ್ಯಭಾಗ ಮತ್ತು ಪದ್ಯಭಾಗ, ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ , ಪಾಠದ ಹಿಂದಿನ ವ್ಯಾಕರಣಾಂಶಗಳು.</p>
8	Jan	20	20	18	ಪುನರಾವರ್ತನೆ	ಪತ್ರಲೇಖನ			Term II WT-19 (29/1/27).

						ಪ್ರಬಂಧ ಲೇಖನ ಘಟನಾನುಸಾರ ಬರೆಯಿರಿ ವ್ಯಾಕರಣ			Portion Ch 8 ಸಂಗೊಳ್ಳಿರಾಯಣ್ಣ ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ, ಪ್ರಬಂಧ, ಪಾಠದ ಹಿಂದಿನ ವ್ಯಾಕರಣಾಂಶ.
9	Feb	23	19	22	ಪುನರಾವರ್ತನೆ Term 2 Exam				Term 2 Exam Portion : Ch5 , Ch 7 Ch 8 ,Poem 5, Poem 6 Poem 7 , and PP 3, PP 4. ಪ್ರಬಂಧ , ಪತ್ರಲೇಖನ-ವ್ಯವಹಾರಿಕ ಪತ್ರ, ಪಠ್ಯಸಹಿತ ಗದ್ಯಭಾಗ ಮತ್ತು ಪದ್ಯಭಾಗ, ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ , ಪಾಠದ ಹಿಂದಿನ ವ್ಯಾಕರಣಾಂಶಗಳು.ಘಟನಾನುಸಾರ ವಾಕ್ಯ ಜೋಡಿಸಿ ಬರೆಯಿರಿ

Subject Teacher

Subject I/C

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Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: EVS

Class: V

Term: I									
Sl No	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	Apr	15	15	15	Bridge Course * Plants and animals * Environmental protection * Human body basics.	<ul style="list-style-type: none"> Identify different types of plants and animals. Classify plants (trees, shrubs, herbs) and animals (herbivores, carnivores, omnivores). Describe basic needs of plants and animals. Explain the importance of plants and animals in the environment. Define environment and its components. Identify causes of environmental pollution. Explain ways to protect the environment (Reduce, Reuse, Recycle). Demonstrate responsible environmental behavior. Identify major body parts and organs. Describe basic functions (heart pumps blood, lungs help breathing, etc.). Explain the importance of hygiene and healthy habits. Relate body systems to daily activities. 	<ul style="list-style-type: none"> Sorting Activity: Provide picture cards; students classify into plants/animals and sub-groups. Food Chain Chart: Create simple food chains using drawings. Poster Making: "Save Earth" or "Go Green". 3R Activity: Create useful items from waste materials. Body Diagram Labeling: Label organs on charts. 	<ul style="list-style-type: none"> Oral questioning and worksheet solution Reflection writing: "How can I protect my environment?" 	

2	June	18	18	4	Ch-1: Changes in a Family	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe different types of families (nuclear, joint, extended). • Identify changes that occur in families over time such as birth, marriage, migration and death. • Recognize the roles and responsibilities of family members. • Develop respect and care for elderly family members. <p>Appreciate the importance of cooperation and support within families.</p>	<p>Activity: Family Tree Project</p> <p>Objective: To identify family relationships and understand changes in a family over generations.</p>	Oral questions	Weekly Test-3: Bridge Course & Ch-1 Changes in a Family (19.6.26)
				4	Ch-2: Knowing ourselves and others	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify their physical, emotional and social characteristics. • Recognize that each individual is unique. • Explain the importance of self-awareness and self-respect. • Develop respect and empathy for others. • Learn ways to build positive relationships with peers and community members. 	<p>Activity: My Identity Poster</p> <p>Objective: To help students recognize their unique qualities and respect others.</p>	Worksheet	
				5	Ch-3- Fun and Games	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of games and physical activities for health. • Identify indoor and outdoor games. • Learn how games help develop teamwork, discipline and leadership skills. • Recognize the role of sports in physical and mental well-being. • Appreciate the value of fair play and sportsmanship. 	<p>Activity: Traditional Games Day</p> <p>Objective: To explore the importance of physical activity and teamwork.</p>	Oral questions	

				5	Ch-4 - Kinds of Jobs	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different occupations and professions in society. • Understand the importance of various jobs in community development. • Differentiate between skilled and unskilled work. • Recognize the dignity of labour. • Develop respect for people engaged in different occupations. 	<p>Activity Title: Objective: Find out different occupations of your family members and relatives</p>	Oral questions	
3	July	26	22	5	Ch-5- How We Breathe	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the process of breathing and respiration. • Identify the organs of the respiratory system. • Explain the role of lungs in breathing. • Recognize the importance of clean air for healthy breathing. • List ways to keep the respiratory system healthy. 	<p>SEA-I: Lungs Model with Balloon and Straw Objective: To show how human respiratory system works, especially the lungs and diaphragm</p>	Worksheet	PT-1: Portion Ch-1 to Ch-4 (06.07.26 to 09.07.26)
				5	Ch-6 Senses in Animals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the different senses used by animals. • Explain how animals use their senses for survival. • Recognize animals with special sensory abilities. • Compare human senses with animal senses. • Describe how senses help animals find food and avoid danger. 	<p>Activity Title: Animal Senses Chart Objective: To identify how animals use different senses for survival.</p>	Oral questions	
				4	Ch - 7- Importance of Animals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different uses of animals to humans. • Describe how animals provide food, clothing and help in farming 	<p>Activity: Animal Products Display Objective: To identify how animals are useful to humans</p>	Classroom Discussion	

						<p>and transport.</p> <ul style="list-style-type: none"> • Explain the importance of protecting animals. • Demonstrate kindness and responsibility towards animals. • Recognize the role of animals in maintaining ecological balance. 			
				4	Ch -8- World of Plants	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different types of plants and their parts. • Describe the functions of roots, stems, leaves, flowers and fruits. • Explain the importance of plants for living organisms. • List different uses of plants. • Demonstrate care for plants and the environment. 	<p>Activity: Leaf Collection and Classification</p> <p>Objective: To identify different types of leaves and plant diversity:</p> <p>.</p>	Oral questions	
				4	Ch -9- Forest Life	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify plants and animals found in forests. • Describe the importance of forests in nature. • Explain the role of forests in maintaining ecological balance. • Recognize the effects of deforestation. • Suggest ways to conserve forests. 	<p>Activity: Forest Ecosystem Diorama</p> <p>Objective: To illustrate the interaction between plants and animals in forests.</p>	Think-Pair-Share	
4	Aug	20	16	3	Ch-10- Importance of Food	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the role of food in growth and energy. • Identify different nutrients present in food. • Describe the importance of a balanced diet. • Recognize healthy eating habits. • Explain the effects of malnutrition. 	<p>SEA-2: Balanced Diet Plate/Chart</p> <p>Objective: To identify different food groups and balanced diet</p>	Worksheets	
				3	Ch - 11- Food Storage and	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the need for storing and 	<p>Activity: Moldy Bread Experiment</p>	Oral questions	

					Preservation	<p>preserving food.</p> <ul style="list-style-type: none"> • Identify different methods of food preservation. • Recognize the causes of food spoilage. • Describe hygienic food storage practices. • Suggest ways to reduce food wastage. 	Objective: To observe food spoilage and importance of preservation.		
			4	Ch-12 - Food for Plants and Animals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how plants make their own food. • Describe the process of photosynthesis. • Classify animals based on their feeding habits. • Identify examples of food chains. • Explain the interdependence of plants and animals in nature. 	<p>Activity Title: Food Chain Chart</p> <p>Objective: To identify feeding relationships among living organisms</p>	Concept Mapping	Term-1: Portion Ch-1 to Ch-11 (25.08.26 to 7.09.26)	
			6		Revision for Term-I Examinations				
Sept			7		Term-1 Examinations				

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JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: EVS

Class: V

TERM-II									
5	Sep	22	17	10	Ch-13- Shelter for Everyone	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify different types of houses found in various regions. Describe the materials used for building houses. Explain how climate and environment influence the type of shelter. Recognize the importance of shelter for safety and protection. List basic facilities required in a house. 	<p>SEA-I: Model of Different Houses</p> <p>Objective: To identify different types of houses and materials used for building them.</p>	Oral questions	
6	Oct	21	21	9	Ch-14- Fibres and Fabrics	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify different types of natural and synthetic fibres. Describe the process of making fabric from fibres. Differentiate between natural fibres and synthetic fibres. List common uses of different fabrics. Recognize the importance of proper care of clothes. 	<p>Activity Title: Fabric Collection Activity</p> <p>Objective: To identify different types of fibres and fabrics.</p>	Worksheets	
				6	Ch-15- Diseases	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify common diseases and their symptoms. Differentiate between communicable and non-communicable diseases. Explain how diseases spread. List ways to prevent common diseases. Demonstrate healthy habits for maintaining good health. 	<p>SEA-II: Healthy Habits Poster</p> <p>Objective: To recognize ways to prevent diseases and maintain good health.</p>	Oral questions	<p>Weekly Test-12 Ch 12, Ch-13 & Ch 14 Shelter for everyone Fibres and Fabric (23.10.26)</p>

				6	Ch-16- Safety Measures	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify possible hazards at home, school, and on the road. • Explain the importance of safety rules. • Demonstrate basic first aid practices for minor injuries. • Recognize important emergency symbols and signs. • List safety precautions to avoid accidents. 	<p>Activity Title: Safety Rules Chart</p> <p>Objective: To identify safety precautions at home, school, and on the road.</p>	Oral questions	
7	Nov	19	18	6	Ch - 17- Times of Emergency	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different types of emergencies such as fire, earthquake, or flood. • Explain the actions to be taken during emergencies. • Recognize important emergency services and helpline numbers. • Demonstrate safe behavior during emergency situations. • Describe ways to help others during emergencies. 	<p>Activity Title: Emergency Preparedness Role Play</p> <p>Objective: To demonstrate actions to be taken during emergencies.</p>	Portfolios	
				4	Ch - 18- Water in Our Lives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • List of different sources of water. • Explain the importance of water for living organisms. • Identify daily uses of water. • Recognize the need for conserving water. • Suggest ways to save water in daily life. 	<p>Activity Title: Water Usage Survey</p> <p>Objective: To identify different uses of water and the need for conservation.</p>	Case Studies	
				4	Ch-19- Properties of Water	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify basic properties of water. • Describe the three states of water. • Explain how water changes from one state to another. • Recognize the role of water in everyday activities. • Demonstrate simple experiments showing properties of water. 	<p>Activity Title: Simple Water Experiments</p> <p>Objective: To observe basic properties of water.</p>	Concept Mapping	

				4	Ch-20- Life in Water	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different aquatic plants and animals. • Describe how aquatic organisms adapt to water habitats. • Classify animals living in freshwater and marine water. • Explain the importance of water bodies for living organisms. • Recognize the need to protect aquatic life. 	<p>Activity Title: Aquatic Life Chart</p> <p>Objective: To identify plants and animals living in water.</p>	Oral questions	
8	Dec	25	21	5		Revision for PT-II			
				5	Ch-21- Fuels	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different types of fuels used in daily life. • Differentiate between renewable and non-renewable fuels. • Explain the importance of fuels as sources of energy. • Recognize the need for conserving fuels. • Suggest ways to use fuels wisely. 	<p>Activity Title: Types of Fuels Chart</p> <p>Objective: To classify different types of fuels.</p>	Oral questions	PT - II Portion Ch 15 to Ch 18 (07.12.26 to 10.12.26)
				5	Ch-22- The Spirit of Adventure	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different adventure activities. • Explain the importance of courage and determination. • Recognize safety measures required during adventure activities. • Describe how adventure activities develop confidence and teamwork. • Appreciate the value of discipline and preparation. 	<p>Activity Title: Adventure Story Presentation</p> <p>Objective: To appreciate courage and teamwork in adventure activities.</p>	Worksheets	
				6	Ch-23- Heritage Buildings	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify examples of heritage buildings. • Describe the historical importance of heritage monuments. • Recognize the need to protect historical buildings. • Explain how heritage sites reflect 	<p>Activity Title: Heritage Monument Project</p> <p>Objective: To recognize the</p>	Oral Test	

						culture and history. • Suggest ways to preserve heritage buildings.	importance of historical monuments.		
9	Jan	20	20	5	Ch - 24- Weather and Climate	Students will be able to: • Differentiate between weather and climate. • Identify different elements of weather such as temperature, rainfall and wind. • Describe how weather affects daily life. • Recognize different climatic conditions in various regions. • Explain the importance of weather forecasts.	Activity Title: Weather Observation Chart Objective: To observe daily weather conditions.	Worksheets	
				15	Revision	Revision for Term-II Exam		Quiz, Class test(pen/paper test)	
10	Feb	23	19			Revision and Term-II Examinations			Term II Exam Portion Ch 12 to Ch 24 (24.02.27 to 08.03.27)
11	Mar					Term-II Examinations			

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Term-I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	March - 26								
2	April-26	15	15		Bridge course				
				3	Numbers	<ul style="list-style-type: none"> * Understand place value, face value, and number formation. * Compare and order numbers 		Oral questioning, worksheet	
				5	Decimals	<ul style="list-style-type: none"> *Understand place value in decimals. Read and write decimals. Compare and order decimals. *Add and subtract decimals. * Multiplication of decimals 		Worksheet Oral Quiz Practice problems	
				4	Fractions	<ul style="list-style-type: none"> *Understand the concept of fractions *Identify types of fractions. *Compare fractions by understand like & unlike fractions. *Learn addition & subtraction of like fractions. 	Paper folding to identify types of fractions		
				3	Measurement	<ul style="list-style-type: none"> • Understand basic units of length, weight, and capacity • Learn to use standard tools for measurement. Compare different units and convert simple units. • Understand importance of accurate measurement in daily life 	<ul style="list-style-type: none"> • Activity: Guess and measure classroom objects. 		
				2	Geometry	<ul style="list-style-type: none"> *Students will be able to understand basic geometric concepts like point, line, line segment, ray, and angles. 			

3	June-26	24	18	8	Ch 1- large Numbers	<ul style="list-style-type: none"> * Understand place value up to crores. * Compare and order large numbers. * Apply large numbers in real life situations. * Apply rounding off large numbers to the nearest tens, hundreds, thousands, etc. * Read and write Roman Numerals by understanding the rules. 	<ol style="list-style-type: none"> 1. Build the Giant Number Tower 2. Place value chart using number cards. 3. Number expansion activity 	<ol style="list-style-type: none"> 1. Worksheet 2. Case-based word problems 3. Class participation. (Mcq) 4. SEA. "Build the Biggest Fish Number" 	
				8	Ch 2- Four Operations	<ul style="list-style-type: none"> * Perform addition, subtraction, multiplication and division of large numbers. * Solve word problems involving four operations. * Estimates sums, differences, products and quotients. * Multiplies/divides by 10, 100, 1000 using place value understanding. 	<ol style="list-style-type: none"> 1. Math relay race using operation cards 2. Real-life problem solving 	<ol style="list-style-type: none"> 1. Worksheet 2. HOTS questions 3. Case based questions. 4. Error analysis tasks 	WT- 12/06/26. Bridge Course topics
				2	Ch 3- Multiples and Factors	<ul style="list-style-type: none"> * Understand and identify multiples and factors * Differentiate prime and composite numbers 		<ol style="list-style-type: none"> 1. Worksheet. 2. Application-based questions 	
4	July-26	26	22	8	Ch 3- Multiples and Factors	<ul style="list-style-type: none"> * Apply divisibility rules * Find common multiples and common factors * Use prime factorisation to determine L.C.M & H.C.F * Establish the relationship between LCM and HCF * Apply concepts in real-life problem solving 	<ol style="list-style-type: none"> 1. Factor Tree Garden 2. Prime number chart 	<ol style="list-style-type: none"> 3. Short quiz on factorization using Prime numbers (M.A) 	
				10	Ch-4 Fractions	<ul style="list-style-type: none"> * Understand the concept of fractions as part of a whole. * Identify and differentiate types of fractions. * Simplify fractions to their lowest terms. * Convert improper fractions into mixed numbers and vice versa. * Compare fractions using different strategies. * Perform addition, subtraction, multiplication, and division of fractions. 	<ol style="list-style-type: none"> 1. Fraction Sandwich Lab 2. Fraction strips 	<ol style="list-style-type: none"> 1. Activity based evaluation 2. Worksheet. 3. "The Recipe Scaler" (Like Fractions) M.A 	PT-I CH-1-3

						* Apply fractions in real-life situations.			
				4	Ch 5- Decimals	* Understand decimal numbers and place value. * Convert fractions into decimals. * Apply decimals in money calculations. * Compare and order decimals.	1.Decimal Money Lab 2.Shopping role play.	1.Worksheet 2. Word problems on decimals	
5	Aug-26	20	16	5	Ch 5- Decimals	*Perform decimal Addition and subtraction operations *Multiply decimals accurately. *Divide decimals correctly. *Apply decimals in daily life	4. Arrange the number cards. 5. Solve real-life problems	3. MCQ Questions. Fractions & Decimals M.A	
				5	Ch 6- Geometry	* Identify basic angles. * Understand and measure angles. *Identify types of angles. *Understand and measure reflex angles. * Construct angles using protractor. * Understand 3D shapes and nets. *Visualize objects from different perspectives.	1. Measure real objects. 2. Body angle activity. 3. Measure & subtract method. 4. Drawing practice.	1.Worksheet 2."Yoga Geometry" SEA Identify types of angles in yoga postures.	Ch 6- Geometry Revision for Term -I
				6	Revision	Revision for Term-I			Term-I Ch-1 to Ch-6
6	Sep-26	22	17	10	Term-I Exam				
				7	Ch 7- Patterns and Symmetry.	*Identify and differentiate between symmetry and asymmetry. *Recognize line symmetry, reflection symmetry, and rotational symmetry in shapes. *Understand turns and repeating patterns in daily life. *Explore magic squares, hexagon patterns, square and triangular numbers. *Apply mathematical concepts creatively in real-life contexts.	*Paper folding for symmetry *Mirror reflection activity * Rotating shape cut-outs * Pattern creation using materials	1. Worksheet 2.Project work 3. Nature and Architecture Hunt SEA (Symmetry in Art and Nature) *Magic square solving *Dot pattern making for number patterns.	



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Mathematics

Class: V

Term -II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	Oct-26	21	21	11	Ch 8- Metric Measures	<ul style="list-style-type: none"> * Identify units (km, m, cm / kg, g / L, mL) * Understand units of length, mass and capacity. * Convert metric units. * Basic Operation on metric measures * Estimate length, weight, and capacity * Develop approximation skills * Solve word problems * Apply measurement in daily life. 	<ul style="list-style-type: none"> * Group activity: Arrange unit cards in order Think-Pair-Share: Compare two units and explain. * Convert between units using multiplication/division 	<ul style="list-style-type: none"> * Worksheet practice. * Estimation station (different objects) * Record predicted vs actual values * The Metric Estimation Challenge 	Ch 8- Metric Measures
				10	Ch 9- Time and Temperature.	<ul style="list-style-type: none"> * Read time in different formats. * Calculate time intervals. * Understand temperature scales. * Convert degree Celsius to degree Fahrenheit. 	<ol style="list-style-type: none"> 1. Daily schedule timeline 2. Thermometer reading activity 	<ol style="list-style-type: none"> 1. Application-based questions 2. Worksheet 	WT- 16/10/26. Ch-7-8
2	Nov-26	19	18	12	Ch 10- Mathematics in Daily-Life.	<ul style="list-style-type: none"> * To introduce commercial mathematics. * To understand key terms: CP, SP, Profit, Loss. To apply formulas of profit and loss. * To calculate CP and SP from given data. 	<ol style="list-style-type: none"> 1. Mock shopping activity 2. Bill calculation task 3. 	<ol style="list-style-type: none"> 1. Worksheet 2. Analyze simple buying and selling scenarios to calculate profit or loss. 	Ch 10- Mathematics in Daily-Life.

						* Find C.P, S.P for given Profit and loss * Apply mathematics to real-life situations.			
				6	Revision	Revision for PT-II			
3	Dec-26			12	Ch 11- Perimeter, Area and Volume	* Define perimeter. * Apply formula to calculate perimeter of rectangle and Square. * Define area and apply formula to calculate area of rectangle and Square. * Compare area & perimeter, * Estimate area of irregular shapes. * Understand volume concept and apply formula to calculate cube and cuboid.	1.Classroom "Perimeter Hunt"	1.Practice Problems. 2. Application problems	Ch 11- Perimeter and Area.
		25	21	6	Ch 12- Data - Handling	* Understand the concept of data and its importance. * Represent data using Pie charts and line graphs.	1.Graph worksheet. 2. Plot and interpret line graphs 3.Project work: Survey Pie /Line Graph.	1.practice worksheet. 2. Data interpretation questions	PT-II Ch-7-10
4	Jan-27			6		*Collect and organize data. * Learn tally marks and table formation. * Read and interpret tables.		3."A Slice of My Day" M.A	
		22	20	14	Revision	* Consolidate all mathematical concepts. * Improve accuracy and speed in problem solving.		1. Math quiz competition 2. Practice worksheets.	Revision
5	Feb-27	23	19	19		Pre-final test			WT 05/02/27 Ch-11-12
6	March-26					Annual Examination-2027			Term-II Ch-7-12



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Kannada III Language

Class: V

Term: I

ಪಠ್ಯಪುಸ್ತಕ- ಸವಿ

ಕನ್ನಡ (೧ ನೇ ತರಗತಿ ಪಠ್ಯ)

Sl No.	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	9	2+5+2	ಸೇತುಬಂಧ: ಪಾಠ 5.ರೇಖಾಭ್ಯಾಸ ಪಾಠಗಳು, ವರ್ಣಮಾಲೆ, ಪಾಠ-12 ಒತ್ತಕ್ಷರಗಳು, ಸರಳ ಪದಗಳು, ಒತ್ತಕ್ಷರ ಪದಗಳು.	*ರೇಖೆಗಳ ರೂಪರೇಖೆಗಳನ್ನು ಅರಿತು ಸ್ಪಷ್ಟವಾಗಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವುದು. * ಕನ್ನಡದ ಸ್ವರಗಳು, ವ್ಯಂಜನಗಳು ಹಾಗೂ ಯೋಗವಾಹಾಕ್ಷರಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಹಾಗೂ ಉಚ್ಚಾರ ಮಾಡುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವುದು. *ಒತ್ತಕ್ಷರಗಳಲ್ಲಿ ಸಜಾತಿ, ವಿಜಾತಿ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ವರ್ಣಮಾಲೆ ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ ಸಜಾತಿ-ವಿಜಾತಿ ಒತ್ತಕ್ಷರ ಪದಗಳನ್ನು ಗುರುತಿಸಿ, ವಿಂಗಡಿಸುವ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ, MCQ Test	
2	June	18	10	3+3+4	ಪಾಠ-8 ಪದ ಓದು- ಅಕ್ಷರ ಕಲಿ	* ಅಕ್ಷರಗಳನ್ನು ಗಮನಿಸಿ ಸರಿಯಾದ ಅಕ್ಷರಗಳನ್ನು ಬಳಸಿ ಪದಗಳನ್ನು ರಚಿಸುವ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವುದು. *	ಅಕ್ಷರಗಳನ್ನು ಕೂಡಿಸಿ ಸರಿಯಾದ ಪದ ರಚಿಸುವ ಚಟುವಟಿಕೆ .	ಉಕ್ತಲೇಖನ MCQ Test	
					ಪಾಠ- 10 ಗುಣಿತಾಕ್ಷರಗಳು ಪಾಠ(3 days)	ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಅ ಯಿಂದ ಅ: ವರೆಗಿನ ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಸಂಕೇತ ಸಹಿತ ಬರೆದು, ಮೌಖಿಕವಾಗಿ ಓದುವ ಹಾಗೂ ಅಕ್ಷರ ಕೂಡಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ಗುಣಿತಾಕ್ಷರ ಪದಗಳನ್ನು ಗುರುತಿಸಿ, ಸರಿಯಾದ ಗುಣಿತಾಕ್ಷರಕ್ಕೆ ಹೊಂದಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	MCQ Test	

					1.ವಂದನೆ (ಪದ್ಯ) (4 days)	Ch 1.ವಂದನೆ Poem : ಪದ್ಯವನ್ನು ರಾಗವಾಗಿ ಓದುವ ಹೇಳುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು. ರವಿ ಎಲ್ ಕೆ ಕಂಬಾರರವರ ಪದ್ಯದಲ್ಲೇ ತಾಯಿ ತಂದೆ ಗುರು ವೈದ್ಯ ಸೈನಿಕ ರೈತನ ಬಗ್ಗೆ ವಿವರಿಸಿದ ಭಾವವನ್ನು ಅರ್ಥೈಸಿ ಮಕ್ಕಳಲ್ಲಿ ಉತ್ತಮ ಮನೋಭಾವವನ್ನು ಬೆಳೆಸುವುದು.	ಪ್ರಾಸ ಪದ ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ, ಪದ್ಯವನ್ನು ರಾಗಬದ್ಧವಾಗಿ ಹಾಡುವ ಚಟುವಟಿಕೆ.	MCQ Test	
3	July	26	14	5+4+5	ಪಾಠ 2. ಸಹಕಾರ (5 days)	ಗುಬ್ಬಚ್ಚಿ ಮತ್ತು ಪಾರಿವಾಳಗಳಿಗೆ ಕೋಳಿಯೂ ಬುದ್ಧಿ ಕಲಿಸಿದ ಬಗ್ಗೆ ಅರ್ಥೈಸಿ, ಕಠಿಣ ಪದಗಳ ಅರ್ಥವನ್ನು ಆಂಗ್ಲ ಭಾಷೆಯಲ್ಲಿ ತಿಳಿಸಿ ಪದಗಳನ್ನು ಉಚ್ಚಾರ ಮಾಡುವ ಕೌಶಲ್ಯವನ್ನು ಹೆಚ್ಚಿಸುವುದು .ಉಕ್ತಲೇಖನವನ್ನು ಬರೆಸಿ , ತಪ್ಪಿಲ್ಲದಂತೆ ಬರೆಯುವ ಅಭ್ಯಾಸವನ್ನು ಕೈಗೊಂಡು ಭಾಷಾ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ಪಕ್ಷಿಗಳ ಚಿತ್ರಗಳನ್ನು ರಚಿಸಿ/ಅಂಟಿಸಿ ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ, Picture Composition	
					ಪಾಠ 4. ಹೂದೋಟ (4 days)	ಪಾಠದಲ್ಲಿ ಬರುವ ಸಂಭಾಷಣೆಯನ್ನು ಮಕ್ಕಳಿಗೆ ಓದಲು ಹೇಳುವುದು ಹಾಗೂ ಸಂಭಾಷಣೆ ಅರ್ಥವನ್ನು ಆಂಗ್ಲ ಭಾಷೆಯಲ್ಲಿ ಅರ್ಥೈಸಿ, ಕನ್ನಡದ ಭಾಷೆಯ ಬಗ್ಗೆ ಹಾಗೂ ಪದಗಳನ್ನು ಕಲಿಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೆಚ್ಚಿಸುವುದು.	ಹೂವಿನ ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ, ಹೂವಿನ ಹೆಸರನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ	Open book test	
					ಪಾಠ 7. ಕೋತಿ ಮತ್ತು ಅಳಿಲು (5 days)	ಕೋತಿ ಮತ್ತು ಅಳಿಲಿನ ಬಾಂಧವ್ಯದ ಬಗ್ಗೆ ಅರ್ಥೈಸಿ ಕೋತಿ ಕೋತಿಯ ಸ್ವಭಾವ ಹಾಗೂ ಅಳಿಲಿನ ಸ್ವಭಾವದ ಬಗ್ಗೆ ಅರ್ಥೈಸಿ ಮಕ್ಕಳಿಗೆ ತಮ್ಮದೇ ಆದ ಮಾತುಗಳಲ್ಲಿ ಅಳಿಲು ಮತ್ತು ಕೋತಿಯ ಬಗ್ಗೆ ಮೂರು ನಾಲ್ಕು ವಾಕ್ಯಗಳನ್ನು ಹೇಳುವ ಹಾಗೂ ಬರೆಯುವ ಚಟುವಟಿಕೆಗಳನ್ನು ಕೈಕೊಂಡು ಮಕ್ಕಳ ಕನ್ಸಡ್ ಜ್ಞಾನವನ್ನು ಹೆಚ್ಚಿಸುವುದು.	ಅಳಿಲು ಹಾಗೂ ಕೋತಿಯ ಬಗ್ಗೆ ಕಿರು ಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ	Open book test	
4	August	20	10	5+ 5	ಕನ್ನಡ ಅಂಕಿಗಳನ್ನು ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ (4days) (1-10)	ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕನ್ನಡ ಅಂಕಿಗಳು ಮತ್ತು ಅವುಗಳ ಅಕ್ಷರರೂಪವನ್ನು ಪರಿಚಯಿಸುವುದು.ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸರಿಯಾದ ಬರವಣಿಗೆ ಮತ್ತು ಶುದ್ಧಲಿಖಿತ ಅಭ್ಯಾಸವನ್ನು ಬೆಳೆಸುವುದು.	ಶಿಕ್ಷಕರು ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ಮೇಲೆ ಕೆಲವು ಕನ್ನಡ ಅಂಕಿಗಳನ್ನು ಬರೆಯುತ್ತಾರೆ. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅಂಕಿಗಳನ್ನು ಗಮನದಿಂದ ಓದಲು ಹೇಳಲಾಗುತ್ತದೆ.		Date :14/8/2026 WT-9 Portion:ಪಾಠ-8 ಪದ ಓದು- ಅಕ್ಷರ ಕಲಿ ,ಕನ್ನಡ ಅಂಕಿಗಳು (1 ರಿಂದ 10)1.ವಂದನೆ

							ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿಯೂ ಆ ಅಂಕಿಗಳನ್ನು ಕನ್ನಡ ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯಬೇಕು		(ಪದ್ಯ) Picture composition.
					ಪುನರಾವರ್ತನೆ (6 days)	ಪುನರಾವರ್ತನೆ			
					Term I Portion: ವರ್ಣಮಾಲೆ, ಸರಳ ಪದಗಳು, ಪಾಠ 1.ವಂದನೆ (ಪದ್ಯ), ಪಾಠ 2 ಸಹಕಾರ, ಪಾಠ 4. ಹೂದೋಟ, ಪಾಠ 7 ಕೋತಿ ಮತ್ತು ಅಳಿಲು, ಪಾಠ-8 ಪದ ಓದು- ಅಕ್ಷರ ಕಲಿ, ಪಾಠ-10 ಗುಣಿತಾಕ್ಷರಗಳು ಪಾಠ-12 ಒತ್ತಕ್ಷರಗಳು, ಒತ್ತಕ್ಷರ ಪದಗಳು, ಕನ್ನಡ ಅಂಕಿಗಳು (1 ರಿಂದ 10 ಅಕ್ಷರಗಳಲ್ಲಿ), Picture composition.				
5	Sep	22	7	3+4	Term II ಪಾಠ 9. ಚಂದಿರನೇತಕೆ ಓಡುವನಮ್ಮ (3days) ಚಟುವಟಿಕೆ	ಪಾಠ 9. ಚಂದಿರನೇತಕೆ ಓಡುವನಮ್ಮ: ಚಂದಿರನ ಬಗ್ಗೆ ಪದ್ಯದಲ್ಲಿ ಬರೆದಿರುವ ಭಾವವನ್ನು ಮಕ್ಕಳಿಗೆ ಆಂಗ್ಲ ಭಾಷೆಯಲ್ಲಿ ಅರ್ಥೈಸಿ ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ಹೇಳುವ ಪದ್ಯವನ್ನು ಹೇಳುವ ಹಾಗೂ ಅಕ್ಷರಗಳನ್ನು ಕೂಡಿಸಿ ಓದುವ ಅಭ್ಯಾಸವನ್ನು ಹೆಚ್ಚಿಸುವುದು.	'ಚಂದಿರ' ನ ಬಗ್ಗೆ ಕಿರು ಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ. *ಪದ್ಯವನ್ನು ರಾಗವಾಗಿ ಹೇಳುವ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ, Reading skill	
					ಪಾಠ-12 ಒತ್ತಕ್ಷರಗಳು, ಸರಳ ಪದಗಳು, ಒತ್ತಕ್ಷರ ಪದಗಳು.(4 days)	*ಒತ್ತಕ್ಷರಗಳಲ್ಲಿ ಸಜಾತಿ, ವಿಜಾತಿ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ಸಜಾತಿ-ವಿಜಾತಿ ಒತ್ತಕ್ಷರ ಪದಗಳನ್ನು ಗುರುತಿಸಿ, ವಿಂಗಡಿಸುವ ಚಟುವಟಿಕೆ	MCQ Test	

Term II

Sl No.	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6		21	11	6+5	ಪಾಠ-10 ಗುಣಿತಾಕ್ಷರಗಳು	ಪಾಠ-10 ಗುಣಿತಾಕ್ಷರಗಳು : ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಗುರುತಿಸಿ, ಗುಣಿತಾಕ್ಷರಪದ ರಚನೆಯನ್ನು	ಗುಣಿತಾಕ್ಷರ ಪದಗಳನ್ನು	MCQ Test	

	Oct				(6 days)	ಮಾಡುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.	ಗುರುತಿಸಿ, ಸರಿಯಾದ ಗುಣಿತಾಕ್ಷರಕ್ಕೆ ಹೊಂದಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ		
					ಪಾಠ 11. ವಿವೇಕಾನಂದರ ಜನುಮ ದಿನ (5 days)	ಪಾಠ 11. ವಿವೇಕಾನಂದರ ಜನುಮ ದಿನ.ವಿವೇಕಾನಂದರ ಜನುಮದಿನದ ಆಚರಣೆಯ ಬಗ್ಗೆ ಅರ್ಥೈಸಿ ಸ್ವಾಮಿ ವಿವೇಕಾನಂದರ ಬಗ್ಗೆ ಎರಡು ಮೂರು ವಾಕ್ಯಗಳನ್ನು ತಮ್ಮದೇ ಆದ ಮಾತುಗಳಲ್ಲಿ ಹೇಳುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು. ಅಭ್ಯಾಸದಲ್ಲಿ ಬರುವ ಪ್ರಶೋತ್ತರಗಳಿಗೆ ಉತ್ತರಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೆಚ್ಚಿಸುವುದು.	ವಿವೇಕಾನಂದರ' ಬಗ್ಗೆ ಕಿರುಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ	Open book test	
					ಪಾಠ 13. ಅಬ್ಯಾಸ್ ಹಣ್ಣಿನ ಅಂಗಡಿ (7 days)	ಪಾಠ 13. ಅಬ್ಯಾಸ್ ಹಣ್ಣಿನ ಅಂಗಡಿ: ಹಣ್ಣಿನ ಅಂಗಡಿಯಲ್ಲಿ ನಡೆಯುವ ಸಂಭಾಷಣೆಯನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅರ್ಥೈಸಿ, ಹಣ್ಣುಗಳ ಹೆಸರುಗಳನ್ನು ಹಾಗೂ ಹಣ್ಣಿನ ಬೆಲೆಯನ್ನು ರೂಪಾಯಿಗಳಲ್ಲಿ ಹೇಳುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು. ಕನ್ನಡ ಅಂಕಿಗಳನ್ನು ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯುವ ಕೌಶಲವನ್ನು ಹೆಚ್ಚಿಸುವುದು.	ಹಣ್ಣಿನ ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ ಹೆಸರಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	MCQ Test	
7	Nov	19	11	7+4	ಕನ್ನಡ ಅಂಕಿಗಳನ್ನು ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ (4days) (1 -20)	ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕನ್ನಡ ಅಂಕಿಗಳು ಮತ್ತು ಅವುಗಳ ಅಕ್ಷರರೂಪವನ್ನು ಪರಿಚಯಿಸುವುದು. ಅಂಕಿಗಳನ್ನು ಸರಿಯಾಗಿ ಓದಿ ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯುವ ಕೌಶಲವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು.	ಶಿಕ್ಷಕರು ಬ್ಯಾಚ್ ಬೋರ್ಡ್ ಮೇಲೆ ಕೆಲವು ಕನ್ನಡ ಅಂಕಿಗಳನ್ನು ಬರೆಯುತ್ತಾರೆ. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅಂಕಿಗಳನ್ನು ಗಮನದಿಂದ ಓದಲು ಹೇಳಲಾಗುತ್ತದೆ.	ಉಕ್ತಲೇಖನ	

8	Dec	25	12	12	ಪಾಠ 15. ಶಂಕರಪ್ಪನ ಮನೆ (12days)	Ch 15. ಶಂಕರಪ್ಪನ ಮನೆ: ಸರಳವಾದ ಪದಗಳನ್ನು ಗಮನಿಸಿ ಪದಗಳ ಸರಿಯಾಗಿ ಜೋಡಿಸಿ ವಾಕ್ಯಗಳನ್ನು ರಚಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೆಚ್ಚಿಸುವುದು. ಬಹು ಆಯ್ಕೆ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸರಿಯಾದ ಉತ್ತರಗಳನ್ನು ಆರಿಸಿ ಬರೆಯುವ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು.	ಪಾಠವನ್ನು ಓದುವ ಮೂಲಕ ಒತ್ತಕ್ಷರಪದಗಳ ನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖ ನ, ರಸಪ್ರಶ್ನೆ	
9	Jan	20	7	7	ಪಾಠ 16. ಕೈತೊಳೆಯಬೇ ಕು (7 days)	Ch 16. ಕೈ ತೊಳೆಯಬೇಕು: ವಿದ್ಯಾರ್ಥಿಗಳು ಶುಚಿತ್ವದ ಬಗೆಗೆ ಅರ್ಥೈಸಿಕೊಳ್ಳುವಂತೆ ಪಾಠದಲ್ಲಿ ಬರುವ ಸಂಭಾಷಣೆಯ ಅರ್ಥವನ್ನು ತಿಳಿಸಿ, ಶುಚಿತ್ವದ ಬಗೆಗೆ ತಮ್ಮದೇ ಆದ ಮಾತುಗಳಲ್ಲಿ ಹೇಳುವ ಕೌಶಲವನ್ನು ಹೆಚ್ಚಿಸುವುದು. ದೇಹದ ಅಂಗಾಂಗಗಳ ಹೆಸರುಗಳನ್ನು ಕನ್ನಡದಲ್ಲಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ದೇಹದ ಅಂಗಾಂಗಗಳ ಹೆಸರುಗಳನ್ನು ಚಿತ್ರಸಹಿತ ಬರೆಯುವ ಚಟುವಟಿಕೆ	Picture Compositi on	Date :22/1/2027 WT- 9 Portion:ಪಾಠ-10 ಗುಣಿತಾಕ್ಷರಗಳು, ಗುಣಿತಾಕ್ಷರ ಪದ ರಚನೆ ಪಾಠ11. ವಿವೇಕಾನಂದರ ಜನುಮ ದಿನ, , Picture composition.
					ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ		
10	Feb	23	10	10	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ		
11	March				Term II Portion: ಪಾಠ-10 ಗುಣಿತಾಕ್ಷರಗಳು , ಒತ್ತಕ್ಷರ ಪದಗಳು , ಸಜಾತಿ, ವಿಜಾತಿ ಒತ್ತಕ್ಷರ ಪದಗಳು. ಕನ್ನಡ ಅಂಕಿಗಳು (1 ರಿಂದ 20 ಅಕ್ಷರಗಳಲ್ಲಿ), ಪಾಠ11. ವಿವೇಕಾನಂದರ ಜನುಮ ದಿನ, ಪಾಠ 13. ಅಬ್ಬಾಸ್ ಹಣ್ಣಿನ ಅಂಗಡಿ, ಪಾಠ 15. ಶಂಕರಪ್ಪನ ಮನೆ, ಪಾಠ 16. ಕೈತೊಳೆಯಬೇಕು, Picture composition. Paragraph writing.				

Subject Teacher

Subject I/C

VP

Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: IT

Class: V

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term
1	April	13	4	4	Bridge Course: Revising Basics of Word	Revised all basic features of the word document .	One paragraph writing with different text style and font size and alignment.	Practical in lab	

					Ch 1. Computer Evaluation: From Abacus to Smartphone	Know the history of computers and understand which Era calculator and then computer invent .	How this evolution came to this world which factor led to this narration in story.	open book test	
2	June	20	6	3+3	Ch 2.Data Storage Media Ch3.Organizing Information in Documents	students will learn to use media files and their different extensions. They will learn to manage files,folders, components of file explorer		worksheet	
3	July	20	8	8	Ch 4.Enliven a presentation	Know about Presentation ,how to prepare this with basic features.		In lab activity test	

4	Aug.	20	6	3+3	Ch 5.Set up a Slide Show Ch 6.Dialog on the Internet	How to make a presentation Uses of Internet they will understand	make a presentation on means of transportation	class test	WT-7 31/07/26 (Ch 3.Organizing Information in Documents & Ch4.Enliven a presentation
5	Sep.	20	6						
						Term-1 Chapter 1--5			



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: IT

Class: V

Term: II

Sl No	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term
1	Oct.	19	6	6	Ch 7.Multimedia Around Us	which type of media files are used these days,they will understand the audio and video file format.	Which format you will use for your audio file and video file. Mention their name and give reason	Ask for project work in lab in group	

2	Nov.	22	6	3+3	Ch 8.Coding Club:Scratch Basics 9.Coding club:Scratch Next Steps	Basic features and coding they will learn to make small level games.	Prepare a game in the computer lab .	worksheet	
3	Dec.	26	6			Revision			WT:16 on18/12/26 Ch8.Coding Club: Scratch Basics 9.Coding club:Scratch Next Steps
	Jan.	22	6		Revision				
	Feb	22				Term-2 Chapters 5 to 9			

Subject Teacher

Subject I/C

Vice Principal

Principal



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP


Syllabus Bifurcation: 2026-27

Subject: Art

Class: V

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	4	1. Rocking Horse (Grid Fun)	Students will learn to use grid drawing to accurately scale and replicate a rocking horse image.	Divide the reference image and drawing paper into grids, then draw the rocking horse section by section.	Assess accuracy of proportions and details in the final rocking horse drawing compared to the reference.	
					2. Tortoise (Water Coloring)	Students will explore watercolor techniques to paint a tortoise with attention to color blending and texture.	Use watercolors to layer colors and create gradients that depict the tortoise's shell and body texture.	Evaluate the painting for effective use of watercolor washes, color blending, and texture representation.	
					3. Fish (Pattern Making)	give Learning Objectives, Activities, Assessment Methods each one line answer	Design and fill the fish's body with various patterns using shapes and lines.	Assess the creativity, consistency, and neatness of patterns applied on the fish drawing.	(HW)
					4. Friends (Draw and Color)	Students will develop basic drawing and coloring skills to depict the theme of friendship.	Draw a scene showing friends together and color it using preferred	Evaluate the drawing for expression of the friendship theme,	

							coloring materials.	use of colors, and neatness.	
2	June	18	18	6	5. Fruit Basket (Knife Painting)	Students will experiment with knife painting techniques to create texture and form in a fruit basket artwork.	Use a painting knife to apply and blend colors, forming the shapes and textures of fruits in a basket.	Assess the painting based on effective use of knife strokes, texture, and color layering.	
					6. Colorful Boat (Paper Tearing)	Students will learn to create a colorful boat collage using paper tearing techniques for texture and shape.	Tear colored paper into shapes and glue them to form a vibrant boat scene.	Evaluate creativity, color use, and neatness in the paper tearing collage.	(HW)
					Drawing notebook (Apple drawing)	 <p>Students will observe the shape, colour, and texture of an apple and learn to draw and colour it neatly using oil pastels.</p>	Teacher demonstrates basic apple drawing, shading, and blending with oil pastels; students then create their own apple drawing and colour it creatively.	Assess students based on shape accuracy, neat colouring, use of shading, and overall creativity in the drawing.	
					7. Butterflies and Flowers (Coloring and Pasting)	Students will practice coloring skills and develop fine motor skills through coloring and pasting butterflies and flowers.	Color butterfly and flower cutouts, then carefully paste them to create a decorative composition.	Assess the neatness, color choices, and arrangement of the pasted butterflies and flowers.	
8. Scenery (Wax Crayon Coloring)	Students will use wax crayons to create a colorful and textured scenery drawing emphasizing layering and	Color a scenery scene using wax crayons, experimenting with layering and	Evaluate the use of colors, blending techniques, and overall	(HW)					


5	September	17	17	2					
					14. Boat (Eraser Sketching) (HW)	Students will learn to use erasers as a drawing tool to create highlights and textures in a boat sketch.	Sketch a boat using pencils and selectively erase areas to add light effects and details.	Evaluate the use of eraser techniques to create contrast, highlights, and texture in the sketch.	(HW)
					15. Flower and Butterfly (Water Coloring)	Students will explore watercolor techniques to paint vibrant flowers and butterflies with attention to color blending.	Use watercolors to layer colors and create delicate textures on flowers and butterflies.	Assess the use of color blending, brush control, and overall composition in the watercolor painting.	
					Term I Examination				

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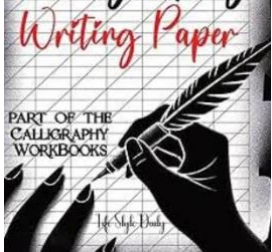
Principal

 <p>JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP Syllabus Bifurcation: 2026-27</p>					Subject: Art					Class: V
Term: II										
Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE	
6	October	21	21	6	16. Sandpaper Painting	Students will learn to create textured artwork by applying paint on sandpaper surfaces.	Paint on sandpaper using brushes or fingers to explore texture and color effects.	Evaluate the use of texture, color application, and creativity in the sandpaper painting.		

				17. Pattern (Trace and Color)	Students will develop tracing accuracy and coloring skills by completing patterned designs.	Trace given patterns carefully and color them using chosen materials.	Assess neatness, accuracy of tracing, and creativity in coloring patterns.	(HW)
				18. Leaf Prints	Students will learn to create natural texture prints using leaves and paint.	Apply paint on leaves and press them onto paper to make prints.	Evaluate the clarity of prints, use of color, and creativity in composition.	
				19. Peace Dove (Craft)	Students will develop crafting skills by creating a peace dove symbol using various materials.	Cut, fold, and assemble paper or other craft materials to make a peace dove.	Assess the craftsmanship, creativity, and neatness of the completed peace dove.	
				20. Cafeteria (Trace and Color) Drawing and book (Still life painting)	Students will enhance fine motor skills by tracing and coloring a cafeteria scene with attention to detail.  Students will observe the shape, size, and color of the jug and fruits carefully. Students will learn to draw and color a still life composition neatly and creatively.	Trace the cafeteria image and color it using crayons, pencils, or markers Teacher will show a jug and fruits arrangement and explain basic drawing steps. Students will draw the objects, add shading, and color them beautifully.	Assess accuracy of tracing, color choices, and overall neatness of the finished artwork. Assess students based on observation, drawing accuracy, and coloring skills. Check neatness, creativity, and proper arrangement of objects in the artwork.	

7	November	18	18	6	21. Money Bank (Craft)	Students will develop creativity and fine motor skills by making a functional money bank using craft materials.	Construct and decorate a money bank using recycled materials and craft supplies.	Evaluate the sturdiness, creativity, and neatness of the completed money bank.	(HW)
					22. Little Log Cabin (Craft)	Students will enhance spatial awareness and crafting skills by building a miniature log cabin model.	Assemble and decorate a small log cabin using craft sticks or similar materials.	Assess the accuracy of assembly, creativity, and neatness of the log cabin craft.	
8	December	21	21	6	23. Dragon (Step by Step Drawing)	Students will learn to draw a dragon by following step-by-step instructions to understand form and detail.	Follow guided steps to sketch and complete a detailed dragon drawing.	Evaluate accuracy, detail, and completion of each drawing step in the final artwork.	
					24. Garden Insects (Brush Tip Painting)	Students will develop brush control and painting skills by creating garden insects using brush tip techniques.	Use brush tips to paint various garden insects, focusing on fine details and color blending.	Assess precision of brush strokes, color application, and overall insect representation.	(HW)
					Drawing notebook (Landscape)		Teacher demonstrates step-by-step drawing of a landscape using simple shapes and lines. Students draw and color their own landscape scene using crayons or pencil colors.	Observe students' ability to arrange natural elements neatly in the drawing. Evaluate creativity, use of colors, and understanding of landscape composition.	
						Students will understand the basic elements of landscape			

						drawing such as trees, hills, sky, and foreground. Students will develop observation skills and create a simple landscape drawing with proper composition.			
					25. Modern Art (Thread Painting)	Students will explore texture and creativity by using thread painting techniques to create modern art.	Arrange and glue colored threads on a surface to form abstract or modern art designs.	Evaluate creativity, thread arrangement, and overall visual impact of the artwork.	
25. Flowers (Patterns)	Students will learn to create and apply floral patterns to enhance decorative designs.	Draw and repeat flower patterns using shapes and lines on paper.	Assess creativity, pattern consistency, and neatness in the floral designs.	(HW)					
9	January	20	20	8	27. Flower Crown (Craft)	Students will develop crafting and design skills by creating a wearable flower crown.	Assemble and decorate a flower crown using paper, fabric flowers, or artificial blooms.	Evaluate creativity, construction stability, and overall aesthetic of the flower crown.	
					28. Fruit Basket (Straw Pasting)	Students will enhance creativity and texture skills by creating a fruit basket using straw pasting techniques.	Cut and paste colored straw pieces to form fruits and basket shapes on paper.	Assess neatness, creativity, and effective use of straw to represent the fruit basket.	(HW)

				29. Solar System Model (Craft)	Students will understand the arrangement and scale of planets by creating a solar system model.	Construct and assemble planet models using craft materials to represent the solar system.	Evaluate accuracy of planet placement, scale, and creativity in the model.	
				30. Paper Plate Panda (Craft)	Students will develop crafting skills by creating a panda using paper plates and basic art materials.	Cut, paint, and assemble paper plates and other materials to form a panda face.	Assess creativity, neatness, and accurate representation of the panda in the craft.	(HW)
				31. Butterfly (Paper Quilling)	Students will develop fine motor skills and creativity by making butterfly designs using paper quilling techniques.	Roll, shape, and glue paper strips to create a colorful quilled butterfly.	Evaluate precision of quilling, creativity in design, and neatness of the final butterfly.	
				Drawing work (Calligraphy writing)	 <p>Students will understand the basics of calligraphy and learn to write neat, stylish letters with proper strokes. Students will improve hand control, creativity, and letter formation skills.</p>	Teacher demonstrates basic calligraphy strokes and different letter styles on the board. Students practice writing alphabets, words, and a short quote using calligraphy pens or pencils.	students based on neatness, stroke control, and correct formation of letters. Observe creativity, presentation, and improvement in handwriting style.	


10	February	19	19	6						
					32. Butterfly Life Cycle (Paper Craft)	Students will understand the stages of a butterfly's life cycle through hands-on paper craft.	Create paper models representing each stage: egg, larva, pupa, and adult butterfly.	Assess accuracy in depicting life cycle stages and creativity in paper craft presentation.	(HW)	
					33. Cartoon Doodles (Draw and Colour)	Students will enhance creativity and basic drawing skills by creating and coloring cartoon doodles.	Draw fun cartoon doodles and color them using markers, crayons, or pencils.	Evaluate originality, use of color, and neatness in the doodle artwork.		
11	March				Term II Examination					

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Principal

		JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP Syllabus Bifurcation: 2026-27							
		Subject: Art					Class: VI		
Term: I									
Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	2	1. Introduction	and distinguish between primary, secondary, and tertiary colors on the color wheel.	Students create a 5-step value scale using three different pencil grades (H, HB, B) to understand pressure and lead hardness.	A "Quick-Sort" quiz where students categorize various pencils and color swatches into their respective groups (Warm/Cool or	