

ARMY PUBLIC SCHOOL BARRACKPORE

SESSION: 2024-25

ACPP

SUBJECT: MATHEMATICS

CLASS-5

MONTH	CHAPTER	ACTIVITIES (INCLUDING BAGLESS DAY ACTIVITIES)	ART INTEGRATED LEARNING	LEARNING OUTCOMES	COMPETENCIES & 21STCENTURY SKILLS	ASSESSMENTS
April	<u>Number and Numeration</u> Concept: Reading and Writing 7-,8- and 9-digit Numbers. Sub-Concept *Indian Place Value System *International	1)Scientific temper:- Find the mystery number based on given hints. 2)Technology:- Solving online worksheets 3)Fun activity : Imagine one day some number cards	1)Make Indian and International place value charts and write these numbers under appropriate systems in the place value tables: a) 45322342 b) 904030300 2) Write the population of Delhi and West	Basic : Read and write numbers up to 99999999. Medium : Learner will be able to work with large numbers.	Competencies : *Observes and understands the cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their	1.Quiz 2. Worksheet 3. Competency based questions 4. Multiple- choice questions 5. Lower order thinking skills questions 6. HOTS questions

	<p>Place Value System</p> <ul style="list-style-type: none"> *Place Value *Short and Expanded Form *Successor and Predecessor *Comparison of Numbers *Formation of Greatest and Smallest Numbers *Rounding off Numbers 	<p>were floating in the river. Two of the fishes swallowed one number card each. Learners will draw two colourful pictures of fishes and in the first picture they will write a 9-digit number with number name as per Indian Place Value System and in the second picture they will write an 8-digit number with number name as per International Place System.</p>	<p>Bengal in the following table. Round off to the nearest thousands.</p> <table border="1" data-bbox="896 462 1321 742"> <tr> <td>State</td> <td>Delhi</td> <td>West Bengal</td> </tr> <tr> <td>Population</td> <td></td> <td></td> </tr> <tr> <td>Round off to the nearest thousands.</td> <td></td> <td></td> </tr> </table>	State	Delhi	West Bengal	Population			Round off to the nearest thousands.			<p>Advance : Compare numbers up to 99999999 for their value based on their place value and use them in day to day life situations.</p>	<p>hypothesis</p> <ul style="list-style-type: none"> * Identifies and extends simple number patterns in their surroundings. *Arranges numbers up to 99999999 in ascending and descending order. *Recognizes and uses numerals to represent quantities up to 99999999 <p>21ST Century Skills :</p> <ul style="list-style-type: none"> Creativity Communication Critical Thinking Collaboration 	<p>7.Multidisciplinary questions</p> <p>8. Class test</p> <p>9. Tentative activities: Google forms and liveworksheets.com</p>
State	Delhi	West Bengal													
Population															
Round off to the nearest thousands.															

					Life skills : Problem solving Logical Thinking Quantitative Reasoning	
	<p><u>Roman Numerals</u></p> <p>Concept - Identification of Roman Numbers upto 1000</p> <p>Sub Concept: *Roman Numerals *Rules for</p>	Arts:- Drawing of a clock with Roman numerals in it.	<p>1) Any three students of the class will be asked to pick up three strips from a box of Roman numerals. The students will be then asked to write all the possible numbers that they can form using the numbers written on these</p>	<p>Basic: Identify Roman numerals upto 3000</p> <p>Medium : Usage of Roman numerals in daily life</p> <p>Advance :</p>	<p>Competency: *Uses appropriate tools and technology in daily life situations and for learning</p>	<p>1.Quiz 2. Worksheet 3. Competency based questions 4. Multiple-choice questions 5. Lower order thinking skills questions 6. HOTS questions 7.Multidisciplinary questions</p>

	<p>writing numerals upto 3000</p> <ul style="list-style-type: none"> *Writing value of each numeral *Identifying and converting Roman numerals to Hindu-Arabic numbers and vice versa *Use of Roman Numerals *Addition of Roman Numerals 		<p>strips. Now the following questions to be asked:</p> <ol style="list-style-type: none"> a. Name the largest number? b. Name the smallest number? <p>2) Represent the seven basic symbols of roman numerals using matchsticks.</p>	<p>Addition of Roman numerals and Identification of Roman numerals upto 3000</p>	<p>21ST Century Skills :</p> <p>Communication, Critical Thinking</p> <p>Life skills :</p> <p>Problem solving, Decision Making</p>	<p>8. Class test</p> <p>9. Tentative activities: Google forms and liveworksheets.com</p>
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ARMY PUBLIC SCHOOL BARRACKPORE

SESSION: 2024-2025

ACPP

SUBJECT: HINDI

CLASS: 5

MONTH माहवार पाठ्यक्रम	CHAPTER इकाई	ACTIVITIES (INCLUDING BAGLESS DAY ACTIVITIES) गतिविधि	ART INTEGRATED LEARNING कला समेकित शिक्षण	LEARNING OUTCOMES अधिगम परिणाम	COMPETENCIES & 21 ST CENTURY SKILLS योग्यता और 21वीं सदी के कौशल	ASSESSMENTS मूल्यांकन
TERM-I						
April/May	गुंजन पाठ्यपुस्तक पाठ -1 वह शक्ति हमें दो (कविता) अवधारणा प्रभु - प्रार्थना गायन ,लेखन गुण-दोष विवेचना वार्तालाप ,श्रवण	*भारत के किंही पाँच राज्यों के नाम लिखते हुए वहाँ की प्रमुख भाषाओं के नाम लिखिए। * सुर और लय में कविता वाचन।	कला- बच्चे राष्ट्रीय ध्वज चित्रण करना सीखेंगे। खेलकूद - वैज्ञानिक स्वभाव के माध्यम से भाषा का शुद्ध और व्याकरणिक प्रयोग सीखेंगे।	आधारभूत: बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएँगे। विद्यार्थियों में दूसरों के प्रति दया, ममता ,दूसरों का मंगल करने की कामना जैसे गुणों का विकास हो जाएगा ।	भाषा के श्रवण,वाचन,पठन एवं लेखन क्षमता का विकास. जीवन कौशल देशप्रेम और समानता भावनात्मक कौशल उदारता और समाज सेवा अधिगम कौशल वार्तालाप कौशल	सांकेतिक मूल्यांकन *नाट्य मंचन * समूहिक गान *बहुविकल्पी प्रश्न *प्रश्न-उत्तर *अंत: विषय एकीकरण * योग्यता आधारित प्रश्न * दक्षता आधारित प्रश्न * आलोचनात्मक

	<p>व्याकरण - प्रत्यास्मरण : स्वर व उनकी मात्राएँ बारहखड़ी पाठ -1 हमारी भाषा पाठ - 2 वर्ण पाठ 5 - लिंग, वचन, कारक</p>	<p>*वाक्य के आधार पर लिंग और वचन के भेदों को प्रस्तुत करेंगे।</p>		<p>मध्यम:विद्यार्थी पाठ पढ़कर दूसरों की मदद करने योग्य हो जाएंगे। उन्नत : छात्र जरूरतमंदों की स्वयं सहायता करने के लिए प्रेरित होंगे।</p>	<p>कल्पनाशीलता का विकास</p>	<p>प्रश्न *कार्यपत्रिका *उच्चतर वर्ग चिंतन कौशल * नेतृत्व ,अनुमान * कहानी सुनाना</p>
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ARMY PUBLIC SCHOOL BARRACKPORE

SESSION: 2024-25

ACPP

SUBJECT: EVS

CLASS: 5

MONTH	CHAPTER	ACTIVITIES (INCLUDING BAGLESS DAY ACTIVITIES)	ART INTEGRATED LEARNING	LEARNING OUTCOMES	COMPETENCIES & 21 ST CENTURY SKILLS	ASSESSMENTS
TERM-I						
April/May	CH 1. The Changing Family CONCEPT:- The Changing Family Sub-Concept:- Shifting from one place to another Impacts of migration Changing Family Structure	Given below, are the names of some women achievers of India. Collect information about their struggle period and write down their achievements. i) Bachendri Pal ii) Phogat sisters iii) Lata Mangeshkar	Math- Tabulate the information on your family members – Name, Relation, Age, Height & Weight.	LWiBAT- Basic -Understand the significance of family Medium-Specify causes and effects of migration. Advance -Explains cultural and environmental reasons and impacts of migration Basic:-Identify Likes and Dislikes of self Medium:-Explore the factors affecting	Starts recognizing 'self' as an individual belonging to a family and community Shows kindness and helpfulness to others (including animals, plants) when they are in need Understands and responds positively to different thoughts, preferences and	Quiz Worksheet Multiple-choice questions Lower order thinking skills questions HOTS questions Multidisciplinary questions Class test. Competency based questions Tentative activities : Google forms

				<p>choices for occupations</p> <p>Advance:- Awareness and Sensitization towards challenges people</p>	<p>emotional needs of other children.</p> <p>Critical thinking</p> <p>Social and cross cultural interaction</p> <p>Adaptability</p> <p>Communication</p> <p>Decision Making</p>	
	<p>CH 2. Feeling Around (ACT)</p> <p>Sub Concepts: Likes and Dislikes</p> <p>Factors affecting our choices</p> <p>Differently abled people</p> <p>Role of Society and government towards challenged people</p>	<p>Collect information about the various achievements of the following challenged people.</p> <p>i) Ludwing Van</p> <p>ii) Stephen Hawking</p> <p>iii) Helen Keller</p> <p>iv) Sudha Chandran</p> <p>THEME OF THE MONTH : OUR ENVIRONMENT</p> <p>Design fabric for tablecloth, door and window curtains of your dream house using vegetable block printing.</p>	<p>Make a tally chart of medals won by Indians in different sports in Paralympics.</p>	<p>LWiBAT</p> <p>Basic:-Identify Likes and Dislikes of self</p> <p>Medium:-Explore the factors affecting choices for occupations</p> <p>Advance:- Awareness and Sensitization towards challenges people.</p>	<p>Shows care for and joy in engaging with all life forms.</p> <p>Critical thinking</p> <p>Problem Solving</p> <p>Leadership and responsibility</p> <p>Social Skills</p>	<p>Tentative activities</p>

ARMY PUBLIC SCHOOL BARRACKPORE

SESSION: 2024-25

ACPP

SUBJECT: ENGLISH

CLASS: 5

MONTH	CHAPTER	ACTIVITIES (INCLUDING BAGLESS DAY ACTIVITIES)	ART INTEGRATED LEARNING	LEARNING OUTCOMES	COMPETENCIES & 21 st CENTURY SKILLS	ASSESSMENTS
TERM-I						
April/May	<p>Lesson-1: Tom Whitewashes the Fence</p> <p>CONCEPT:- Learning that presence of mind enables one to find solution to any problem.</p> <p>Sub Concepts: Learning how presence of mind allows one to deal with problems. Learning the use of humour in literature.</p>	<p>Observe people who paint buildings. Draw and colour various tools required and used while painting.</p> <p>Write sentences based on affirmative, interrogative, exclamatory and illustrate them.</p> <p>Recite the poem with correct pronunciation.</p> <p>Describe a picture using the four types of</p>	<p>THEME OF THE MONTH : OUR ENVIRONMENT</p> <p>ACTIVITY: SPICE OF SYNTAX...ADVERB BINGO</p> <p>A list of adverbs is shown to the children. They choose 4 adverbs from the list and make a Bingo card. Like we play Tambola, the teacher reads out adverbs from the list of adverbs and the players tick them off if they find them on their card. The first child to</p>	<p>Basic: -Recalls the characters and a few events in the story that is narrated -Imagines and narrates personalized endings of the story -Follows short simple instruction</p> <p>Medium: -Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story</p>	<p>Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say.</p> <p>Narrates short stories with clear plot and characters</p> <p>Understands and responds positively to social norms in the classroom and school</p>	<p>Quiz</p> <p>Google form</p> <p>Worksheet</p> <p>Multiple-choice questions</p> <p>Lower order thinking skills questions</p> <p>HOTS questions</p> <p>liveworksheets.com</p>

	<p>Poem-1: Don't be Afraid Of the Dark</p> <p>CONCEPT:- Advises the child to not be afraid of the dark .Instead, they should be friends with the night.</p> <p>Sub Concepts: Rhyme, figurative language, sound devices</p> <p>Grammar: Lesson- 9 Sentences Lesson17- Punctuation</p> <p>CONCEPT:- -Kinds of sentences -Subject and Predicate -Phrases and Clauses</p>	<p>sentences learnt in this month.</p>	<p>complete all the words in the card will win the game. Using the adverbs the students will frame sentences and illustrate them. PEDAGOGY- GAMIFICATION.</p>	<p>-Follows simple rules in school without adult reminders Advance -Interprets the motivations of the author to write the story and retell the story as if they were the author -Creates their own stories, with simple plots and multiple characters -Follows instructions/rules – Understands consequences of violating rules</p> <p>Learning Outcomes: Basic: Reads short poems and narrates the literal meaning of the poem Medium: Reads short poems and infers the imagination of the poet Advance: Able to frame a poem on their own.</p>	<p>*Creativity *Communication *Critical Thinking *Collaboration</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination</p>	<p>Multidisciplinary questions</p>
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	<p>-Learn to punctuate the sentence properly.</p> <p>Sub Concepts:</p> <p>-Being able to identify various kinds of sentences in a paragraph</p>			<p>Basic: Reads a few sentences of familiar words with accuracy</p> <p>Medium: Reads short passages accurately with appropriate intonation and pauses</p> <p>Advance: Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation</p>	<p>Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p>	
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