

	<ul style="list-style-type: none"> • Understand the conventions of standard English usage in different forms of writing. 	<p>Children will practice editing their work and use grammar appropriately.</p>
Writing	<ul style="list-style-type: none"> • Plan plot, characters and structure effectively in writing an extended story. • Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning. • Read and identify characteristics of myths, legends and fables. • Establish and maintain a clear viewpoint, with some elaboration of personal voice. • Use different genres as models for writing. • Use paragraphs, sequencing and linking them appropriately to support overall development of the text. • Use a range of devices to support cohesion within paragraphs. • Develop some imaginative detail through careful use of vocabulary and style. • Present an explanation or a point of view in ordered points, e.g. in a letter. • Collect and present information from non-fiction texts. • Make short notes from a text and use these to aid writing. • Summarise a sentence or a paragraph in a limited number of words. • Write a play script including production notes to guide performance • Learn word endings with different spellings but the same pronunciation. • Confirm correct choices when representing consonants. • Continue to learn words, apply patterns and improve accuracy in spelling. • Understand how to represent unstressed vowels in spelling rules and exceptions. • Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. <i>im, in, ir, il</i>; 	<p>Based on the reading that the children will do, appropriate writing exercises will be provided to them after exposing them to appropriate strategies and the relevant rules for writing the various types of texts. Some of them have been listed below:</p> <ul style="list-style-type: none"> • Character profiles • Mythological stories (Greek and Indian). • Play scripts. • Fact files. • Biographies and autobiographies. • Key ideas and summaries. • Story Writing (Fantasy, Mystery, Horror) <p>Exposure to word lists, word games and quizzes:</p> <ul style="list-style-type: none"> • Word endings with different spellings but same pronunciations, e.g. <i>-tion, -cian, -sion, -ssion; -ance, -ence-</i>: nation, mission; reliance, independence, etc. Usage of words with given endings correctly in sentences. <p>Choosing correct choice when representing consonants, e.g. 'ck'/'k'/'ke'/'que'/'ch'; 'ch'/'tch'; 'j'/'dj'/'dje': quack, quake, lake;</p>

	<p><i>ad, ap, af, al</i> and knowing when to use double consonants.</p> <ul style="list-style-type: none"> • Know how to transform meaning with prefixes and suffixes. • Explore definitions and shades of meaning and use new words in context. • Explore word origins, derivations, and the use of words from other languages. • Investigate the use of conditionals, e.g. to express possibility. • Begin to show awareness of the impact of writers' choices of sentence length and structure. • Revise language conventions and grammatical features of different types of text. • Explore use of active and passive verbs within a sentence. • Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences. • Identify uses of apostrophes and speech marks along with the common punctuations. • Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets • Combine simple sentences and re-order clauses to make compound and complex sentences. • Use an increasing range of subordinating connectives within sentences and how they are connected. • Revise different word classes. 	<p>retch, touch; etc.</p> <p>Using Memory Tricks or Mnemonics, Understanding Words That Sound Alike, Trying a Rhyming Helper</p> <p>Using the 'clap' method and 'hand under jaw' method to split a multi- syllabic word into syllables. Understand that unstressed vowel is a vowel that isn't emphasised when words are spoken. Prefixes and Suffixes, e.g. <i>im, in, ir, il; ad, ap, af, al</i>: their impact on the meaning of the root word.</p> <p>Using the dictionary in order to find/ verify the meanings of unknown words:</p> <ul style="list-style-type: none"> • Contextual meaning of unknown words. • Origin of words used in English (Greek, Latin.....) • Influence of languages like Hindi, French, Greek, and Latin on English- eg: altar, candle, etc • Active and passive voice: Identification of active and passive verbs, conversion from active to passive and vice versa. • Punctuation marks: Identification and usage of appropriate punctuation marks in written and verbal work. • Simple, compound and complex sentences: Identifying, differentiating and constructing compound and complex sentences. • Types Of Sentences: (Statement, Question, Exclamation, Command/Order) • Parts of speech: Identification of various parts of speech, appropriate usage in different contexts, impact of various tenses on verbs, phrasal verbs.
--	---	---

Speaking and listening	<ul style="list-style-type: none"> • Express and explain ideas clearly, making meaning explicit. • Use spoken language well to persuade, instruct or make a case, e.g. in a debate. • Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context. • Structure talk to aid listener's understanding and engagement. • Speak confidently in formal and informal contexts. • Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas. • Help to move group discussion forward, e.g. by clarifying, summarising. • Prepare, practise and improve a spoken presentation or performance. • Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement. • Reflect on variations in speech, and appropriate use of standard English. 	<ul style="list-style-type: none"> • Children will participate in class discussions in which they will listen to everyone's point of view and then make appropriate comments. • Children will be exposed to listening comprehensions and will solve verbal exercises based on the same. • Children will incorporate the grammar and punctuation rules while speaking. • Children will use appropriate voice modulation techniques based on the task at hand (interactive assemblies, class meets, etc.)
-------------------------------	--	---

Mathematics

Strands	Learning Expectations (CAIE – CPP Expectations)	Learning Experiences
Number and Number System	<ul style="list-style-type: none"> • Count on and back in steps of constant size, extending beyond zero • Know what each digit represents in whole numbers up to a million • Partition any number up to one million into thousands, hundreds, tens and units • Order and compare numbers up to a million using the > and < signs 	<ul style="list-style-type: none"> • WHOLE NUMBERS: Children will recapitulate and understand the concept of place value, value of the digit, expanded form, word form and standard form. Numbers up to 100 000 000. <ul style="list-style-type: none"> • Numbers in words up to 100 000 000. • Place value (up to 100 000 000). • Roman Numerals (up to 4,000). Children will understand and appropriately use Roman Numerals by understanding its relevance, using it to number pages, writing the date, their date of birth in Roman Numerals. • Comparing and ordering numbers. Children will understand the concept of number formation, comparing and ordering by handling digit cards and playing positioning games (ascending and descending order, smallest and largest number).

	<ul style="list-style-type: none"> • Use negative numbers in context, e.g. temperature • Order and compare negative and positive numbers on a number line and temperature scale • Calculate a rise or fall in temperature • Recognise and extend number sequences • Find the difference between a positive and negative integer, and between two negative integers in a context such as temperature or on a number line • Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000 • Make general statements about sums, differences and multiples of odd and even numbers • Know squares of all numbers to 10×10. • Recognise prime numbers up to 20 and find all prime numbers less than 100. <ul style="list-style-type: none"> • Calculate differences between near multiples of 1000, e.g. $5026 - 4998$. • Find the total of more than three two- or three-digit numbers using a written method. • Check with a different order when adding several numbers or by using the inverse when adding or subtracting a pair of numbers. 	<ul style="list-style-type: none"> • Rounding off numbers (to the nearest 100 000 000). Children will understand the concept of rounding off numbers up to the nearest 100 000 000 by collecting materials like real estate advertisements, areas of places from the atlas, etc. and then rounding off the large numbers which they encounter. • Negative Numbers. Children will understand the concept of negative numbers by handling real life examples of subzero temperatures and calculate differences in temperatures by using number lines. <p>Recognise and understand the general statements about odd and even numbers.</p> <p>Interesting numbers (prime, composite squares and square roots)</p> <ul style="list-style-type: none"> • ADDITION: Children will understand and handle addition problems by participating in games like pass it on (by adding at every step), addition drills, etc. <ul style="list-style-type: none"> • Nine digit addition. • Addition of money. • Addition problems. • Estimating sums and comparing it with the actual sum. • SUBTRACTION: Children will understand and handle subtraction problems by playing various subtraction games. <ul style="list-style-type: none"> • Nine digit subtraction. • Subtraction of money. • Subtraction problems.
--	---	---

	<ul style="list-style-type: none"> • Find factors of two-digit numbers • Count on or back in thousands, hundreds, tens and ones to add or subtract • Add or subtract near multiples of 10 or 100, e.g. 4387 – 299 • Multiply multiples of 10 to 90, and multiples of 100 to 900, by a single-digit number. • Multiply by 19 or 21 by multiplying by 20 and adjusting. • Multiply by 25 by multiplying by 100 and dividing by 4. • Use factors to multiply, e.g. multiply by 3, then double to multiply by 6. • Double any number up to 100 and halve even numbers to 200 • Know and apply tests of divisibility by 2, 5, 10 and 100 • Double multiples of 10 to 1000 and multiples of 100 to 10 000, e.g. double 360 or double 3600, and derive the corresponding halves. • Start expressing remainders as a fraction of the divisor when dividing two-digit numbers by single-digit numbers. • Decide whether to group (using multiplication facts and multiples of the divisors) or to share (halving and quartering) to solve divisions. • Decide whether to round an answer up or down after division, depending on the context. • Solve single and multi-step word problems (all four operations); represent them, e.g. with diagrams or a number line. • Begin to use brackets to order operations and understand the relationship between the four operations and how the laws of arithmetic apply to multiplication. • Use multiplication to check the result of a division, e.g. multiply 3.7×8 to check $29.6 \div 8$. • Estimate and approximate when calculating, e.g. using rounding, and check working. • Consider whether an answer is reasonable in the context of a problem • Use fractions to describe and estimate a simple proportion, e.g. 1/5th of the beads are yellow. 	<ul style="list-style-type: none"> • Checking answers using addition and subtraction (Inverse relation). • Estimating differences and comparing it with the actual difference. • MULTIPLICATION: Children will understand the concept of multiplication by playing games with dice, chanting tables, and understanding real life scenarios. • Multiplication of large numbers (X1, and X2 digit numbers). • Factors and multiples. • Money multiplication. • DIVISION: Children will understand the concept of division and the inverse relation between multiplication and division by participating in quizzes, solving Sudoku puzzles and dealing with real life situations. • Division of large numbers ($\div 1$, $\div 2$ digit numbers, $\div 10$, $\div 100$ and $\div 1,000$). • Mental division. • Remainders. • Inverse checking. • Problem solving. • Estimating quotients and divisors. • Divisibility tests of 2, 3, 4, 5, 6, 8, 9, 10, 12 and 15. Extended work on the four basic operations: Children will analyze various addition and subtraction strategies and shortlist the fastest way of reaching an answer. They will work with square grids. • BODMAS Ratio and Proportion Children will understand the difference
--	--	---

	<ul style="list-style-type: none"> • Use ratio to solve problems, e.g. to adapt a recipe for 6 people to one for 3 or 12 people. • Begin to understand simple ideas of ratio and proportion, e.g. a picture is one fifth the size of the real dog. It is 25 cm long in the picture, so it is 5×25 cm long in real life • Solve simple problems involving ratio and direct proportion. 	<p>between ratio and proportion with real life examples. They will work with simple ratios and find direct proportions by solving various word problems related to real life.</p>
Geometry	<p>2D Shapes:</p> <ul style="list-style-type: none"> • Identify and describe properties of triangles and classify as isosceles, equilateral or scalene. <p>Position and Movement</p> <ul style="list-style-type: none"> • Read and plot co-ordinates in all four quadrants. 	<ul style="list-style-type: none"> • Children will be able to identify the different types of triangles. They will learn about the properties of isosceles, equilateral and scalene triangle and classify them based on their properties. Further, these triangles are classified based on their angles. For eg; right angled triangle. • Children will recapitulate the concept of negative numbers. They will learn about the four quadrants and understand the co-ordinates of all the four quadrants. They will further plot the positive and negative co-ordinates in the correct quadrants using a graph sheet.
Measure	<p>Time:</p> <ul style="list-style-type: none"> • Recognize and use the units for time (seconds, minutes, hours, days, weeks, months and years). • Read timetables using the 24-hour clock. • Calculate time intervals in seconds, minutes and hours using digital or analogue formats. • Use a calendar to calculate time intervals in days, weeks or months (using knowledge of days in calendar months). • Calculate time intervals in days, months or years. • Appreciate how the time is different in different time zones around the world. <p>Area and Perimeter</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter and area of rectilinear shapes • Estimate the area of an irregular shape by counting squares • Calculate perimeter and area of simple compound shapes that can be split into 	<p>Children will engage in activities involving conversion of 12 hour times in the immediate surroundings, for example- timetables, into 24 hour time, calculation of elapsed time, estimating different durations of time (a minute, half an hour, etc.). They will also collect timetables- trains, buses, airports and create problems based on the same using the 24 hour clock format and 12 hour clock format</p> <ul style="list-style-type: none"> • Measuring time in seconds, minutes and hours. • Converting time from 12 hour format to 24 hour format and vice-versa. • Creating time tables and interpreting time tables and answering questions based on the same. • Understanding the different time zones around the world. • Understanding, reading and interpreting calendars. <p>Area and perimeter.</p> <p>Children will find perimeters/areas of half, quarter shapes, finding the length of the sides when area and perimeter have been given.</p> <ul style="list-style-type: none"> • Area & Perimeter of rectangle & square

	<p>rectangles</p>	<ul style="list-style-type: none"> Area & Perimeter of composite figures
<p>Handling data</p>	<ul style="list-style-type: none"> Explore how statistics are used in everyday life. Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions from their own and others' data and identify further questions to ask. Draw and interpret frequency tables, pictograms and bar line charts, with the vertical axis labelled for example in twos, fives, tens, twenties or hundreds. Consider the effect of changing the scale on the vertical axis. Construct simple line graphs, e.g. to show changes in temperature over time. Understand where intermediate points have and do not have meaning, e.g. comparing a line graph of temperature against time with a graph of class attendance for each day of the week. Solve a problem by representing, extracting and interpreting data in tables, graphs, charts and diagrams, e.g. line graphs for distance and time. Find and interpret the mode and range of a set of data from relevant situations, e.g. scientific experiments. Begin to find the median and mean of a set of data. <p>Chance/ Probability:</p> <ul style="list-style-type: none"> Describe the occurrence of familiar events using the language of chance or likelihood. Use the language associated with probability to discuss events, to assess likelihood and risk, including those with equally likely outcomes. 	<p>Handling Data: Children will understand the various uses of graphs and interpret them appropriately. They will collect data from real life situations and present it using the most appropriate data organisers</p> <ul style="list-style-type: none"> Picture graph. Tally marks. Bar graph. Line graph. <p>Basic Statistics: Children will learn to find mean, median, mode and range of the given set of data.</p> <p>Chance/ Probability: Children will create situations in which to use statements to do with chance, create statements of chance, share instances about where you or your family has taken a chance- terminology like fair chance, even chance, most likely, no chance, etc., predicting. They will also work with physical data like different denominations of a currency, coloured counters, etc. to further understand the concept of chance/ probability.</p> <ul style="list-style-type: none"> Chance experiment. What is the chance? Likely, Unlikely, Most Likely, Least Likely Chances
<p>Problem Solving</p>	<ul style="list-style-type: none"> Choose appropriate mental or written strategies to carry out calculations involving addition or subtraction. Check the results of adding numbers by adding them in a different order or by subtracting one number from the total. Check subtraction by adding the answer to the smaller number in the original 	<ul style="list-style-type: none"> Create their own word problems involving the operations of addition, subtraction, multiplication and division. Use their mental skills and abilities to carry out operations of addition/subtraction for given word problems to present them in the written

	<p>calculation.</p> <ul style="list-style-type: none"> • Check multiplication using a different technique, e.g. check $6 \times 8 = 48$ by doing 6×4 and doubling. • Use multiplication to check the result of a division, e.g. multiply 3.7×8 to check $29.6 \div 8$. • Explain reasons for a choice of strategy when multiplying or dividing. • Consider whether an answer is reasonable in the context of a problem. • Choose an appropriate strategy for a calculation • Identify simple relationships between shapes, e.g. these triangles are all isosceles because • Solve simple word problems involving ratio and direct proportion • Investigate a simple general statement by finding examples which do or do not satisfy it, e.g. the sum of three consecutive whole numbers is always a multiple of three. 	<p>format.</p> <ul style="list-style-type: none"> • Explain the strategy used and also apply cross-checks to verify derived answers. • Use doubling to carry out multiplication operations • Comprehend that multiplication and division are inverse functions to check answers.
--	---	---

Science

Strands	Learning Expectations (CAIE- CPP Expectations)	Learning Experiences
Scientific Enquiry	<p><u>Ideas and evidence:</u></p> <ul style="list-style-type: none"> • Know that scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena. • Use observation and measurement to test predictions and make links <p><u>Plan investigative work:</u></p> <ul style="list-style-type: none"> • Make predictions of what will happen based on scientific knowledge and understanding, and suggest and communicate how to test these. • Use knowledge and understanding to plan how to carry out a fair test. • Collect sufficient evidence to test an idea. • Identify factors that need to be taken into account in different contexts <p><u>Obtain and present evidence:</u></p> <ul style="list-style-type: none"> • Make relevant observations. • Measure volume, temperature, time, length and force. • Discuss the need for repeated observations and measurements. • Present results in bar charts and line graphs. 	<p>Children will:</p> <ul style="list-style-type: none"> • Discuss, observe and understand the idea and importance of fair testing. • Perform fair tests/experiments. • Discuss, observe and understand the importance of repeating test measurements in order to arrive at reliable results. • Draw inferences after studying test results by observing and representing their collected data using appropriate graphical forms. • Understand the difference between a one- case scenario and a generalization by consciously learning how to identify patterns by conducting surveys and brainstorming sessions. • View demonstrations and watch audio visual clippings. • Go for field trips to the science center, planetarium and eco farms. • Maintain a class nursery and prepare plant growth logs. • Study and make the model of the human eye and the Solar System and make 3D models of the solar system to understand their working better. • Play different positioning games and

	<p>Consider evidence and approach:</p> <ul style="list-style-type: none"> Decide whether results support predictions. Begin to evaluate repeated results. Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding. Interpret data and think about whether it is sufficient to draw conclusions. 	<p>make sundials to estimate the size and position of shadows.</p> <ul style="list-style-type: none"> Conduct research and make presentations using different modes of expressions.
Physics	<p>Light:</p> <ul style="list-style-type: none"> Observe that shadows are formed when light travelling from a source is blocked. Investigate how the size of a shadow is affected by the position of the object. Observe that shadows change in length and position throughout the day. Know that light intensity can be measured. Explore how opaque materials do not let light through and transparent materials let a lot of light through. Know that we see light sources because light from the source enters our eyes. Know that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object. Explore why a beam of light changes direction when it is reflected from a surface. <p>The Earth and beyond:</p> <ul style="list-style-type: none"> Explore, through modelling, that the sun does not move; its <i>apparent</i> movement is caused by the Earth spinning on its axis. Know that the Earth spins on its axis once in every 24 hours. Know that the Earth takes a year to orbit the sun, spinning as it goes. Research the lives and discoveries of scientists who explored the solar system and stars. 	<p>Children will:</p> <ul style="list-style-type: none"> Understand the property of linear propagation of light by means of conducting relevant experiments. Perform hands-on investigative work to understand the impact of position of light source and object on the size, length and position of shadows. Start measuring intensity of light using appropriate equipment and units. Study the model of the human eye to understand its functioning. Differentiate and use a variety of transparent, translucent and opaque objects and understand their role in propagation of light and creation of shadows. Use mirrors to conduct experiments pertaining to reflections, thus understanding more properties of light related to incident and reflected rays and angles. <p>Children will:</p> <ul style="list-style-type: none"> Make models of The Solar System to understand the position and orbits of the different planets around the Sun. Use globes and torches to understand the phenomenon of rotation and revolution. Watch documentaries, visit museums, read biographical texts and conduct research about lives and discoveries of scientists who contributed in the field of astrophysics by making findings in the field of the solar system.
Chemistry	<p>States of matter:</p> <ul style="list-style-type: none"> Know that evaporation occurs when a liquid turns into a gas. Know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation. Know that air contains water vapour and when this meets a cold surface it may condense. 	<p>Children will:</p> <ul style="list-style-type: none"> Create models and DIY experiments using the given apparatus to show the relation between physical properties of the different states of matter and particle arrangement theory. Conduct experiments in laboratories to observe the processes of: Evaporation.

	<ul style="list-style-type: none"> • Know that the boiling point of water is 100°C and the melting point of ice is 0°C. • Know that when a liquid evaporates from a solution the solid is left behind. <p>Material changes:</p> <ul style="list-style-type: none"> • Distinguish between reversible and irreversible changes. • Explore how solids can be mixed and how it is often possible to separate them again. • Observe, describe, record and begin to explain changes that occur when some solids are added to water. • Explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving. • Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present. 	<p>Condensation. Freezing.</p> <ul style="list-style-type: none"> • Record the benchmark temperatures of boiling, melting and freezing points of water and understand their importance in the process of inter-conversion. • Observe and understand the differences between boiling and evaporation. • Children will create, go through and state many real life examples and situations to understand conditions required for evaporation and condensation. • Link the above process to the one available in nature- the water cycle, and discuss its importance. • Understand the need and importance of water conservation by being introduced to water conservation strategies such as distillation and reverse osmosis. <p>Children will:</p> <ul style="list-style-type: none"> • Deduce the differences between reversible and irreversible changes by going through and stating various real life examples, thus realizing that their nature is reversible or irreversible because they are indicative of physical and chemical changes respectively. • Understand the difference between mixtures and solutions and be exposed to terminology pertaining to different components of mixtures and solutions. • Observe, understand, choose and use the most appropriate separation technique for a given mixture (solid-solid, solid-liquid, and liquid-liquid) or solution (solid-liquid, liquid-liquid).
<p>Biology</p>	<p>Plants:</p> <ul style="list-style-type: none"> • Know that plants need energy from light for growth. • Know that plants reproduce. • Observe how seeds can be dispersed in a variety of ways. • Investigate how seeds need water and warmth for germination, but not light. • Know that insects pollinate some flowers. • Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female). • Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination. 	<p>Children will:</p> <ul style="list-style-type: none"> • Create a class nursery by being a part of a gardening experience, sowing seeds and observing them. • Use the specimens to study the parts of a seed, factors required for growth of plants and germination of seeds. • Observe how the plants are exhibiting life processes over a period of time and keep recording accordingly in the plant logs. • Observe different seed structures to understand how they become suited to different modes of dispersal. • Dissect a hibiscus flower to study its reproductive parts- understand their locations, structures and functions. • Understand the role of the various

		<p>reproductive parts in the processes of pollination and fertilization.</p> <ul style="list-style-type: none"> • Understand the differences between agents of pollination and dispersal. • Be introduced to a few basic modes of asexual reproduction and begin to understand how it is different from sexual reproduction by observing plant samples.
--	--	---

Hindi

Strands	Learning Experiences
Speaking and listening	<ul style="list-style-type: none"> • Children will participate in class discussions and listen to everyone's view. • Children will be exposed to listen to stories and will solve questions based on them. • Children will be able to tell their own stories.
Reading	<ul style="list-style-type: none"> • Children will read books from the library, newspapers, poetry, lessons from the text book. • Explore implicit as well as explicit meanings within the text.
Writing	<ul style="list-style-type: none"> • Children will do appropriate writing exercises through, stories, and sentence writing. • Children will write numbers till 100 • Present an explanation in ordered points.
Grammar and punctuation	<ul style="list-style-type: none"> • Children will be able to understand usage of singulars and plurals in different contexts. • Children will be introduced to the concept of parts of speech [nouns and verbs]. Students will be able to understand that different types of the same exist and will learn to identify and use them in their written work. • Children will be able to identify pronouns and understand their importance in a sentence.

French

Strands	Learning Experience
Speaking and Listening	<ul style="list-style-type: none"> • Self-introduction (conversation - talking about yourself, your age, your likes/dislikes and your friends through Role Plays. • Listening Exercises and Dialogues. • Topic presentation will be encouraged as a part of speaking skills. • Picture description will be assessed.
Reading	<ul style="list-style-type: none"> • Picture compositions • Comprehensions passages • Short passages • Dialogues • Vocabulary on modes of transport and professions

Writing	<ul style="list-style-type: none"> • Sentence/paragraph writing based on textual topics. • Essay on topics taught like My city, My house, Ma family etc. • Short passages
Grammar And Punctuation	<ul style="list-style-type: none"> • Conjugations of 'er' verbs, 'ir' verbs and 're' verbs with a few irregular verbs in the Present Tense (Affirmative and Negative forms) • Basic Prepositions • Formation of Feminine and Plural (adjectives and professions)

Research Skills Development

Theme of Research	Learning Expectations	Learning Experiences
<p>BEYOND</p> <p><u>Earth and Beyond (Universe)</u></p> <ul style="list-style-type: none"> • How was the universe formed? • Is the universe changing or constant? • Our planet as a part of the universe 	<p>FORMULATING QUESTIONS</p> <ul style="list-style-type: none"> • Analyze prior knowledge when formulating open-ended questions that will further understanding of the topic to be researched. • Pose purposeful, open, realistic and investigative questions <p>OBSERVING</p> <ul style="list-style-type: none"> • Select which senses will produce the most relevant information <p>PLANNING</p> <ul style="list-style-type: none"> • Use topic webs to identify priorities for research, narrowing the topic • Begin to plan research and outcomes based on questions formulated • Create and follow individualized research plan, adjusting the plan as needed throughout the process <p>COLLECTING DATA</p>	<ul style="list-style-type: none"> • Children will gather information through gallery walks, observing clippings and through reading a range of materials. • Web searches, use of website, wikis, clips etc. • Children will ask inquiry-based questions which will be on the wonder wall. • They will observe and record real events. • Visit relevant research and learning centers. • They will participate in role – plays and debates.
<p>GLOBAL</p> <p><u>The World Around Us</u></p> <ul style="list-style-type: none"> • Important conflicts in world history. • Impact of these conflicts on the world 'then' and the world 'now'. 	<ul style="list-style-type: none"> • Independently gather resources using key word searches and guided questioning. • Collect information using student-surveys, expert interviews, and reference texts. • Independently identify and evaluate credible and relevant sources, including primary and secondary sources, both online and in the library. • Evaluate a range of resources when locating information using maps, timelines, and graphs. • Skim and scan to collect data using text features. <p>RECORDING DATA</p>	<ul style="list-style-type: none"> • They will create digital texts and visual organisers to present their research work. • They will work with real life problems associated with the topic. • They will eventually create projects and make action plans.

- Apply a range of resources to record information, including maps, timelines, graphs, charts, and diagrams.
- Formulated questions are answered with intentional note-taking, without plagiarizing, using graphic organizers and journals.
- Identify and correctly record the source of notes using a standard bibliographic format.
- Annotate and use reading strategies to highlight different aspects of a subject within a text.

ORGANIZING DATA

- Form generalizations and reach conclusions.
- Effectively select and use a variety of increasingly complex graphic organizers.
- Topic sentences and summarizations provide evidence to support conclusions.

INTERPRETING DATA

- Information from multiple resources is evaluated and synthesized in order to answer the formulated questions.
- Narrow or modify research focus as needed to clarify data in order to meet intended results.
- Interpret graphic organizers and draw conclusions about them that will lead to further inquiry.

PRESENTING RESEARCH WORK

- Identify and appreciate needs of an audience.
- Present findings clearly, logically and accurately using a variety of presentation techniques.
- Choose appropriate medium for presentation.
- Present a bibliography.

Recommended Series	Classic Start Series
	Collection of Classics by Puffins
	Harper Collin's Children's books
	Random House Children's books
Recommended Books	Scary stories for ten year olds- Helen Paiba
	Journey to the River Sea- Eva Ibbotson
	Chicken soup for the soul - Just for the Preteens
	Which Witch?- Eva Ibbotson
	The Chronicles of Narnia: The Lion, the Witch and the Wardrobe by C.S.Lewis.
	Magnus Chase and the Gods of Asgard: The Sword of Summer - Rick Riordan (FANTASY)
	The Lightning Thief: Percy Jackson and the Olympians, Book 1
	The Happy Prince – Oscar Wilde
	Harry Potter and the Philosopher's Stone by JK Rowling
Recommended children's books by the following authors:	Michael Morpurgo
	Helen Cresswell
	Rick Riordan
	J.K. Rowling
	Sudha Murthy
	R.K. Narayan
	Anushka Ravishankar
Recommended books for parents:	The Monk Who Sold His Ferrari- Robin Sharma
	Parenting with Love and Logic- Foster Cline
	The Secret- Rhonda Byrne