April 2025

No. of working days- 20

Topic

L-1 Large Numbers
Indian and International system.
Roman Numerals.

L-2- Addition and Subtraction
of large numbers

Large Numbers:-

Learning outcomes: Students will be able to understand smallest and largest 7 digit and 8 digit no's and also reading and writing large numbers. Teacher will explain the rules of Roman numerals.

Understanding objectives: Students will Understand how to compare and order 8 digit no's and how to find place value and face value of the note.

Application objectives: Students will be able to use this Concept in daily life & importance of numbers.

Skill objectives:- Students will be able to form the largest and smallest 6,7,8 digit numbers. And they can make place value charts also. They will be able to describe and demonstrate how to Convert Roman numerals.

P.K. testing: Students will be asked the following questions

a.) ____is the predecessor of 96380

a) Smallest 6 digit no. Is ____

b) How many places are are there in ten lakh period?

c) What are the 7 basic Roman numerals?

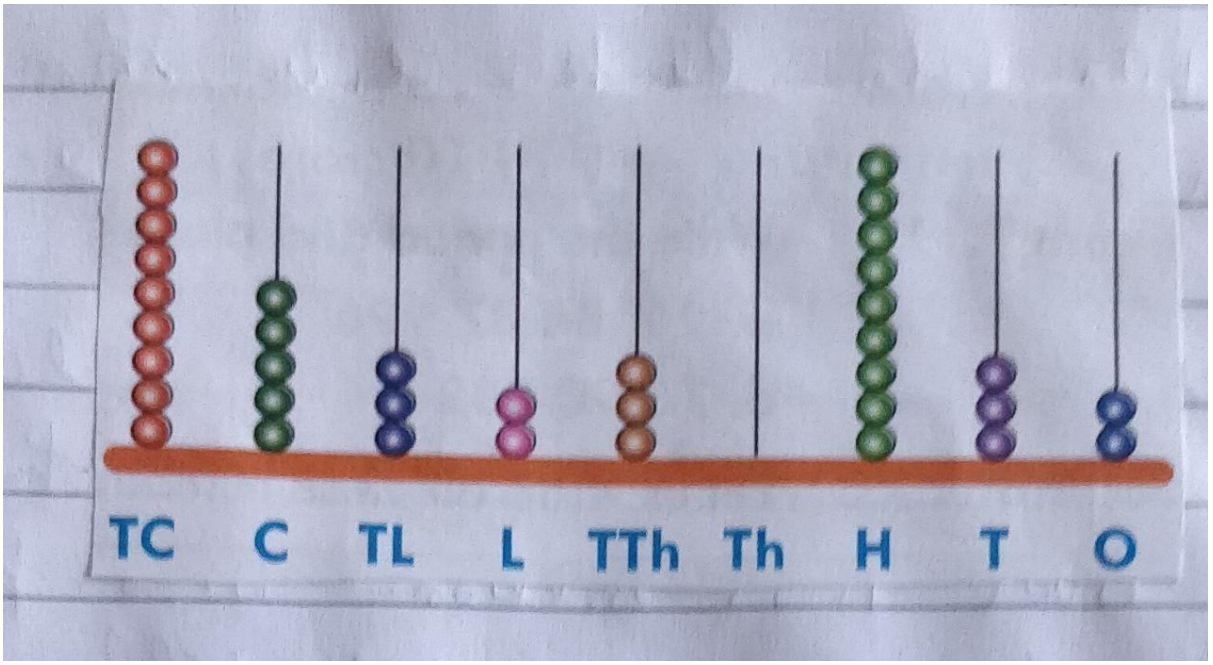
Teaching aid:- Chalk, duster, black board, Smart board, Videos clips, charts.

Pedagogical strategies :- Students will be taught that the place value chart helps us to find out the value of each digit of numeral a according to its position by Showing of Indian place value chart and International place value chart. After this teacher will explain place value/ Face value expanded / short form, successor / Predecessor etc. After making sure that the students have Understood all the basic terms related to the no's will be explained to the students by giving examples from their daily life. After this teacher will explain Roman

numerals 1, 2, 3 are Hindu Arabic numerals. The Seven basic Roman numerals are I, V, X, L, C, D, M. We can make big to big numbers by using above mentioned Roman numerals.

Roman numerals (symbols)	I	V	X	L	C	D	M
Hindu-Arabic numerals (values)	1	5	10	50	100	500	1000

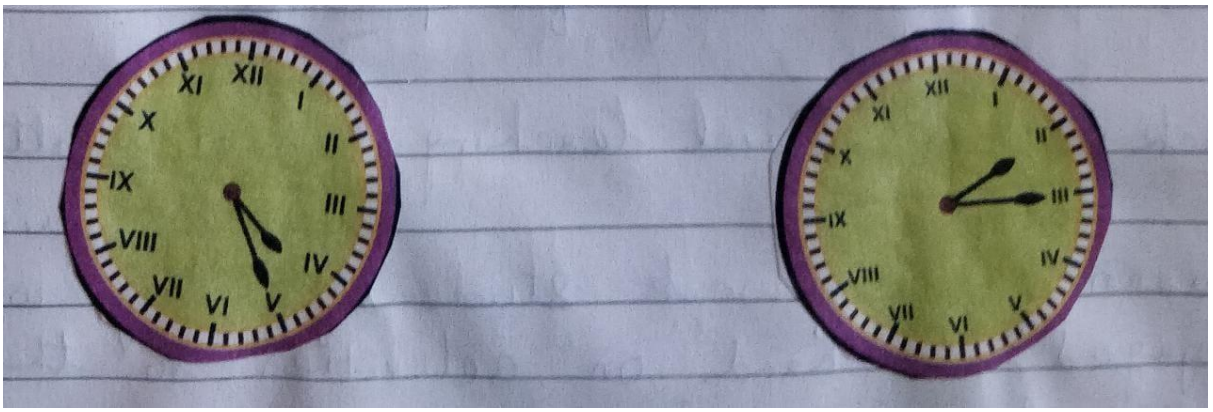
Group activity:- Students will make models and of abacus showing both Indian and International systems using Colourful pens, sticks and beads.



Indian System

International System

Art integration:- As the students get practice of making abacus models it will help them improve their artistic skill. Students will do the following activity for Roman number. Students will be asked to read the clocks and write the time using Hindu Arabic numbers:



Interdisciplinary Linkage and infusion of Life skills:-

After understanding of numbers and Roman numerals students will be able to link this knowledge to other subjects like s.st., science, eng.

Social Studies: China the world's most populous Country. It has a population of over 1.35 billion. This population of our Country in 2016 was 1.34 billion.

Recapitulation:- Recapitulation of Concept 3.1 and 3.2 will be done and of Indian system and International system will be given.

Resources including ICT:- e books, work books, charts, models, videos and you tube link https://youtu.be/8804IKVZano

Assessment items: Students will be asked to "Complete drill time 1 and 2 which Contain M.C.Q, Fill-ups etc. Students will be given 5 questions daily for practice.

Feedback and remedial teaching:- Extra attention will be paid slow learners and weak students. be engaged in hand on activities so that they can learn easily.
L-2 Addition and Subtraction

Concept Add and subtract large numbers. Learning

outcomes:-

Knowledge objectives: Students will be able to do add and subtract Large numbers

Understanding objectives: Students will understand the meaning of addition and subtraction.

Application objectives: Students will be able to apply addition and Subtraction operations in real life situations.

Skill objectives:- They will be acquainted with the skill of adding and Subtracting.

Previous knowledge testing:- Students will be asked the following questions

a) ___+ 9680 = 9680 .

b) 5975 + 280 = ___+ 5975

c) 9999 + 1 = ___

d) 100000-1 = ___

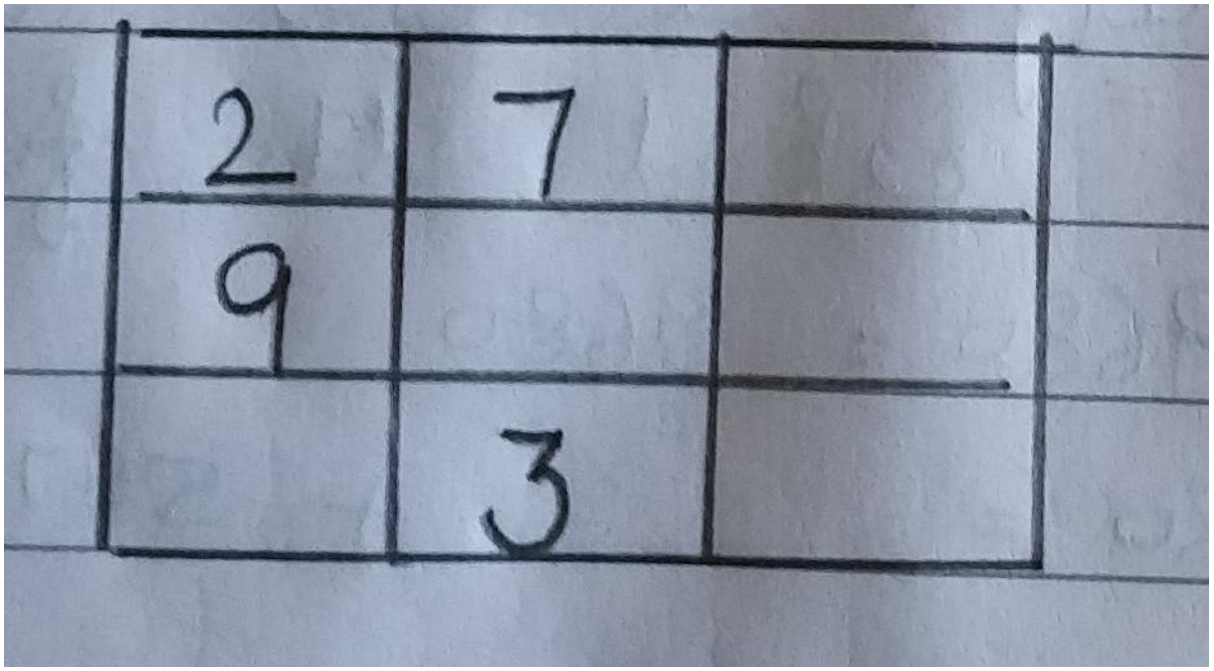
Teaching aids :- chart, chalk, duster, Smart board, videos, you tube.

Pedagogical strategies:- Teacher will explain to the students the Concept of addition and Subtraction by giving examples from their daily life.

Teacher will explain in vertical or Column addition, write the number one below the other, starting with the ones or unit place in Subtraction. Write the unit the bigger number at the top. Students will be taught properties of add. and Sub. and word problems of add and sub. by showing the module on the Smart board.

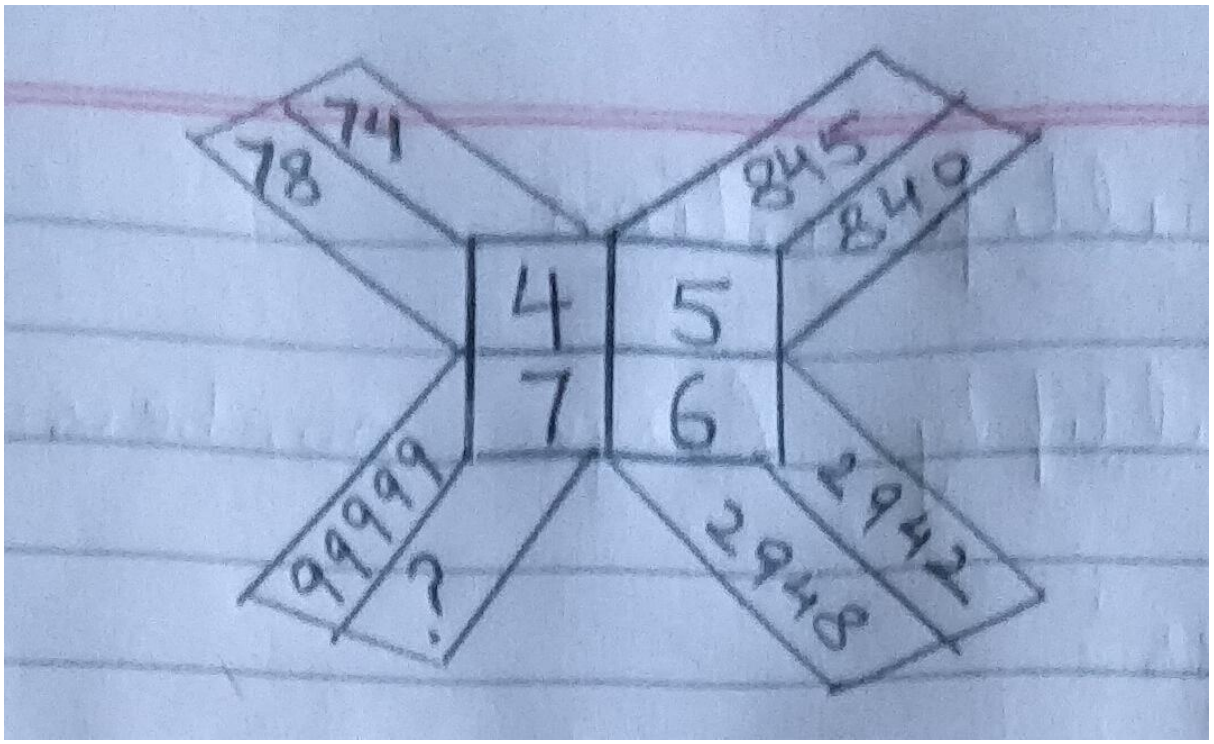
TC	C	TL	L	T Th	Th	H	T	O
(8)	(15)	(12)	(12)	(6)	(10)	(10)	(7)	(17)
~~9~~	~~6~~	~~3~~	~~2~~	~~1~~	~~X~~	~~0~~	~~8~~	~~1~~
3	6	5	8	4	2	7	1	9
5	9	7	4	2	8	3	6	8

Group activity:- Students will write numbers from 1 to 9 Such that each row, Column and diagonal add upto the Same number (Magic square)



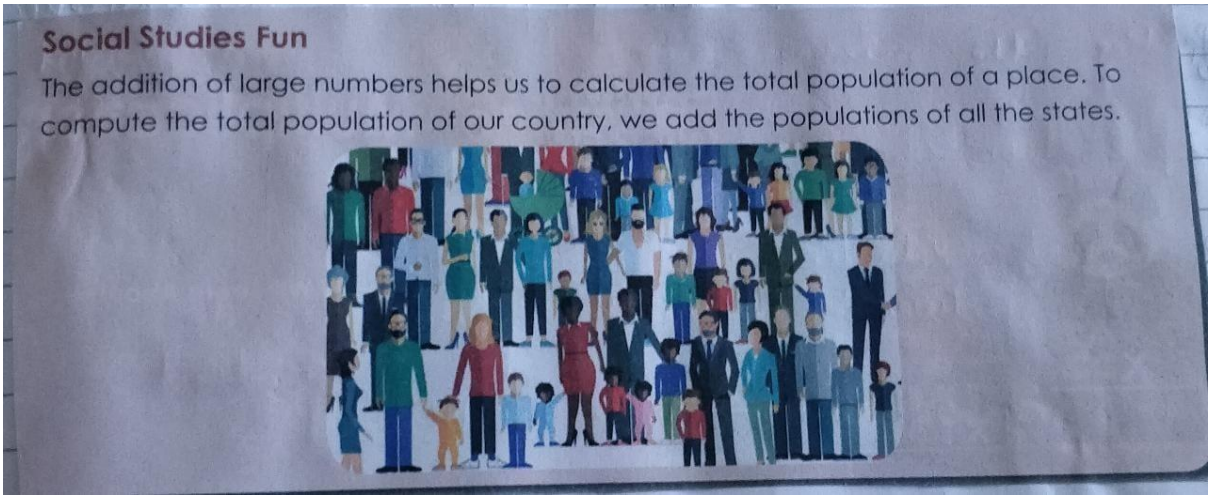
Art integration:- Art integration in Maths not only increases Curiosity, but adds in Constructing the a deeper understanding of Maths Concept. It helps children to develop creative problem solving skills.

They will find missing numbers.



Interdisciplinary linkage and infusion of life skill:-

After understanding the Concept of Addition and Subtraction, students will be able to use this knowledge to the other subjects.



Recapitulation: Recapitulation of Concept 4.1 will be done. Properties of addition and Subtraction will be revised.

Resources including ICT:- Text book, workbooks, and You Charts, model, videos. Youtube link
https://youtu.be/YFYosvorgig

Assessment items: Students will be asked to complete drill time which contain McQ, Fill-ups

Feed back and remedial teaching: Extra attention will be paid on slow learners. So that they can learn easily

MONTH MAY 2025

L-3 Multiplication and Division of Large Numbers

Concept Multiply Large numbers. Learning

out Comes:-

Knowledge objectives:- Students will able to know the meaning and purpose of multiply.

Understanding objectives:- Students will understand the properties of multiplication, finding the missing numbers in the given product.

Application objectives:- Students will be to apply multiply in real life situations.

Skill objectives:- They will be able to multiply 4 digit and 5 digit numbers by 2-digit and 3 digit numbers.

Previous knowledge testing: Students will be asked the following questions

a) 7875 x 0= ____.

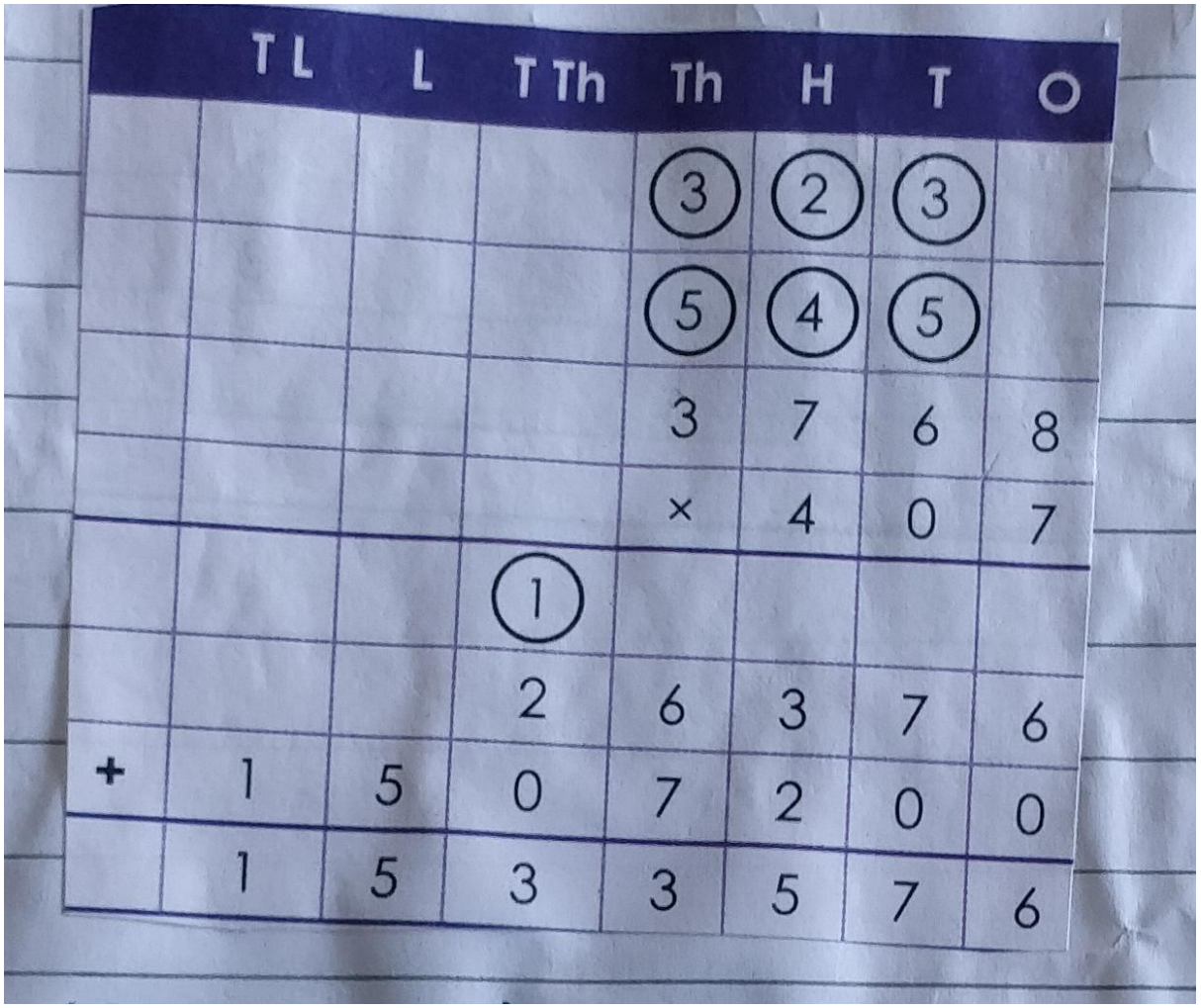
b) 285 x 142 = _____ 285

c) 6662 x ____= 6662

Teaching aids:- Blackboard, chalk, Model, Smart board, videos, you tube link

Pedagogical strategies:- Teacher will explain the students the concept of multiply by different examples from their daily life

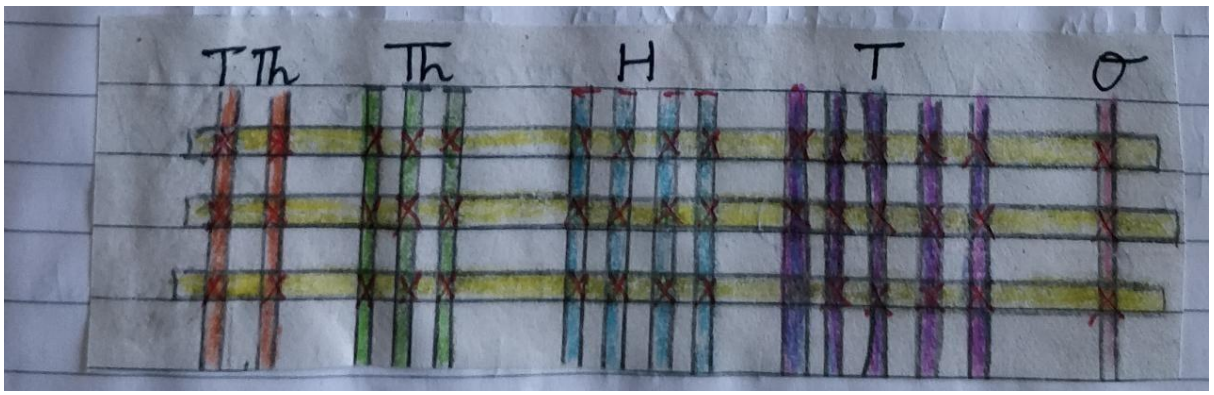
Teacher will explain the Properties of multiply like zero property, Commutative property, Associative properly and distributive property by giving examples on board. After explaining this the teacher will explain multiply 3 digit by 2 digit, 4 digit by 3, 5 digit by 4 digit and then the word problems of same topic



	TL	L	T Th	Th	H	T	O
				(3)	(2)	(3)	
				(5)	(4)	(5)	
				3	7	6	8
				×	4	0	7
			(1)				
			2	6	3	7	6
+	1	5	0	7	2	0	0
	1	5	3	3	5	7	6

Group activity:- For group activity students will be asked to multiply 5 digit by 1 digit number using Colourful tapes.

23451 X 3



= 6 x 10000 + 9 x 1000 + 12 x 100 + 15 x 10 + 3 x 1

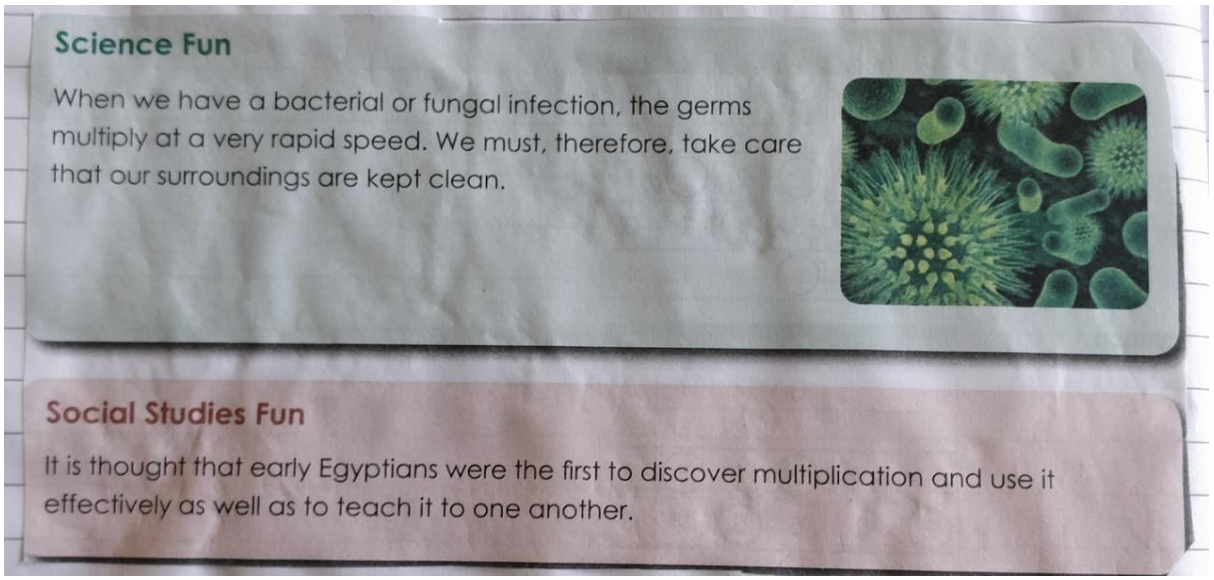
= 60000 + 9000 + 1200 + 150 + 3

= 70,353 ans

Art integration:- Art integration in Maths not only increases the curiosity but adds in Constructing a deeper understanding of Maths Concept.

Interdisciplinary Linkage and infusion of Life Skill:-

After understanding the Concept of multiply Students will be able to use this knowledge to other subjects.



Recapitulation:- Recapitulation of Concept 5.1 will be done. Properties of multiply will be revised.

Resources including ICT - Textbooks, work book videos etc.

Assessment items:- Students will be asked to Complete the back exercises in the text book and work book.

Feedback and remedial teaching:- Extra attention will be paid on slow learners by giving extra work sheets.

L-4
Factors and Multiples.
H.C.F and L.C.M

Learning outcomes:-

Knowledge objectives: Students will be able to do dividing 5 digit by 1 digit and 2 digit numbers.

Understanding objectives:- Students will be able to understand the Concept of division and its relationship with multiplication.

Application objectives: Students will be able to solve real life problems. involving division of 2 digit numbers.

Skill objectives: They can easily use divisibility rules in daily life. and Can find factors and multiples of any number.

P.K. testing: Teacher will ask some questions like

a) 3875 ÷ 3875 = ____
b) Do you know what is the full form of H.C.F and L.C.M?

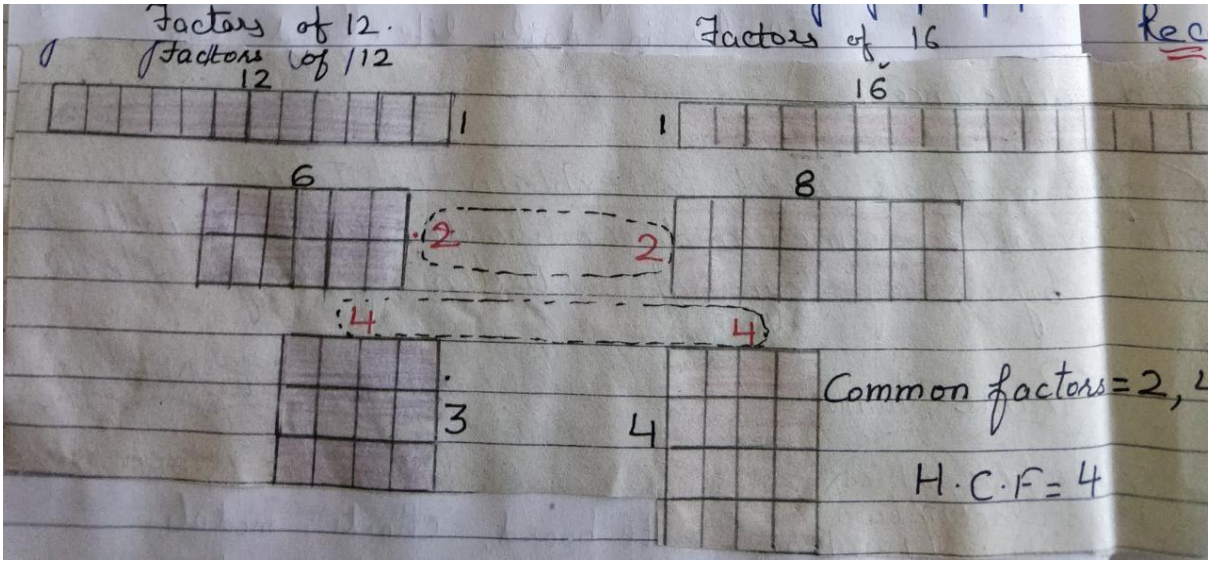
c) 697 ÷ 0 = ____

Teaching aids:- white board, charts, models, chalk, videos, Smart board.

Pedagogical strategies:- Teacher will explain the students the Concept
of division by examples from their daily life. Properties of division will be explained. After this teacher will explain division by 2 and 3 digits and word problems. of division. Divisibility rules by 2, 3, 4, 5, 6, 9 and to will be explained. and how can this rules help us. Teacher will explain Prime and Composite numbers. H. C.F will be explained. by using long division method and L.C.M will be explained by using common division method.

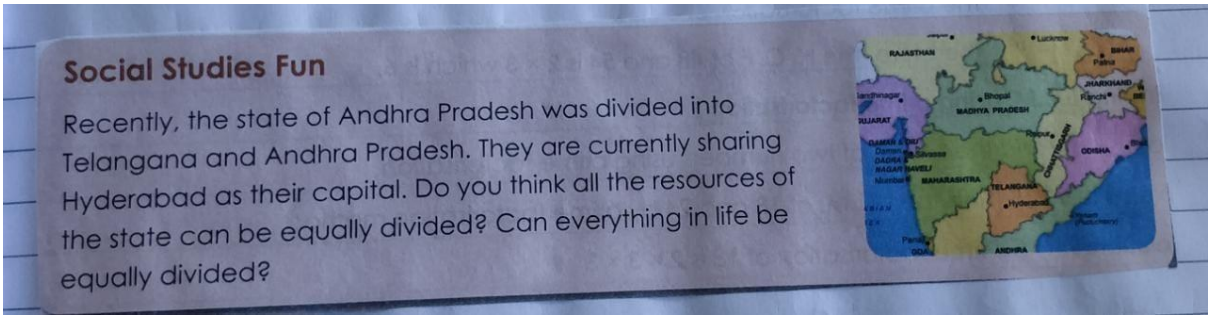
Number	Divisible by						
	2	3	4	5	6	9	10
464	✓	×	✓	×	×	×	×
390	✓	✓	×	✓	✓	×	✓
3080	✓	×	✓	✓	×	×	✓
4500	✓	✓	✓	✓	✓	✓	✓

Group activity:- Students will find the Common factors and F.C.= using graph paper.



Art integration:- Art integration into maths Can be a fun and engaging way to help students understand concept like division, HCF and LCM. Teacher can create a game where students match pairs of numbers based on their HCF. For example students can create cards with pairs of numbers and then match them up based on their HCF.

Interdisciplinary Linkage and infusion of Life skill:- After understanding the Concept of division students will be able to use their knowledge to the other subjects.



Recapitulation: Recapitulation of Concept 6.1, 6.2, 6.3 will be done. Oral Rev. of divisibility rules will also be done.

Resources including ICT : e books, charts, models,

Video links etc.

Assessment items:- Students will be given a class test

a) the largest 2 digit Prime no. is ____

b) ____is neither prime nor Composite.

c) Divisibility rules of 3 and 9.

MONTH JULY 2025
L-5 FRACTIONS

Concept Add & sub.

Multiply

Reciprocal

Equivalent fraction

Fraction in its largest terms.

Compare

Add & sub.

Learning OutComes:-

Knowledge objectives: Students will be able to understand the meaning of fraction, finding the missing numerators and denominators

Understanding objectives: Students will understand unlike fraction, Comparison, add / sub of unlike fractions.

Application objectives: Students will be able to Compare, add, sub. reciprocal of fraction in their daily life.

Skill objectives: Students will be able to Compare, multiply and reciprocal of different fractions.

Previous knowledge testing: Teacher will ask Some questions like.

a) 9/16 = 27/?
b) Put symbol 5/9 _ 8/9

c) Convert 6 whole 5/9 into improper fraction

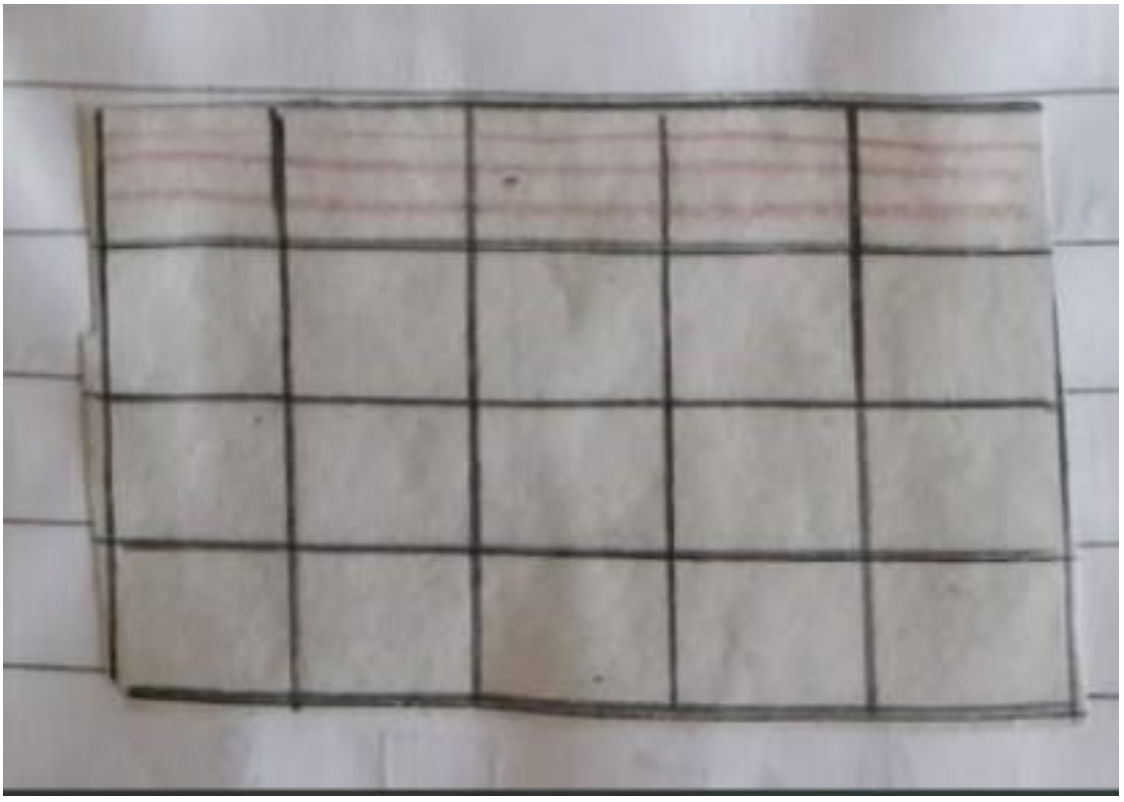
Teaching aids:- Black board, Smart board, chalk, duster, Chart, model

Pedagogical strategies: Teacher will explain equivalent fraction, cross multiplying, missing numerator and denominator. Teacher will explain add, sub, reciprocal of fraction by showing modules on Smart board. Reducing fraction into its lowest term will be explained with the help of H.C.F and Cutting method. Put symbols by cross multiplication method and Ascending / Descending order by like fraction method will be explained. Multiplication & division of fraction will be explained by the cutting method.

Group activity: Students will find product of fraction using a squared paper.

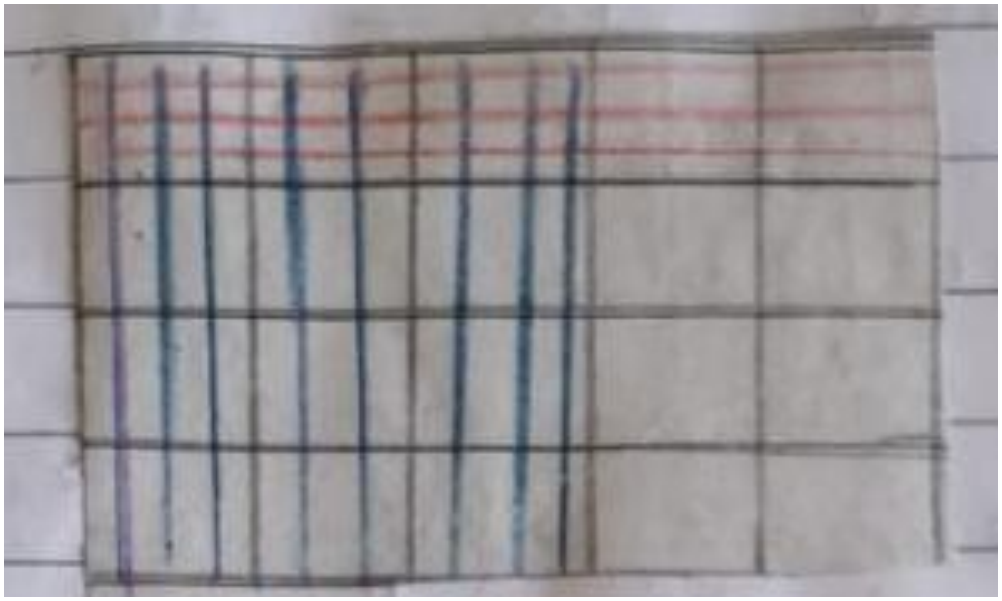
Find the product of 1/4 x 3/5

a) Take a square paper.
b) Since denominators of the given fraction are 4 2 5, cut out a 4x5 rectangle from the squared paper.
c) Now shade 1/4 of the rectangle horizontally.



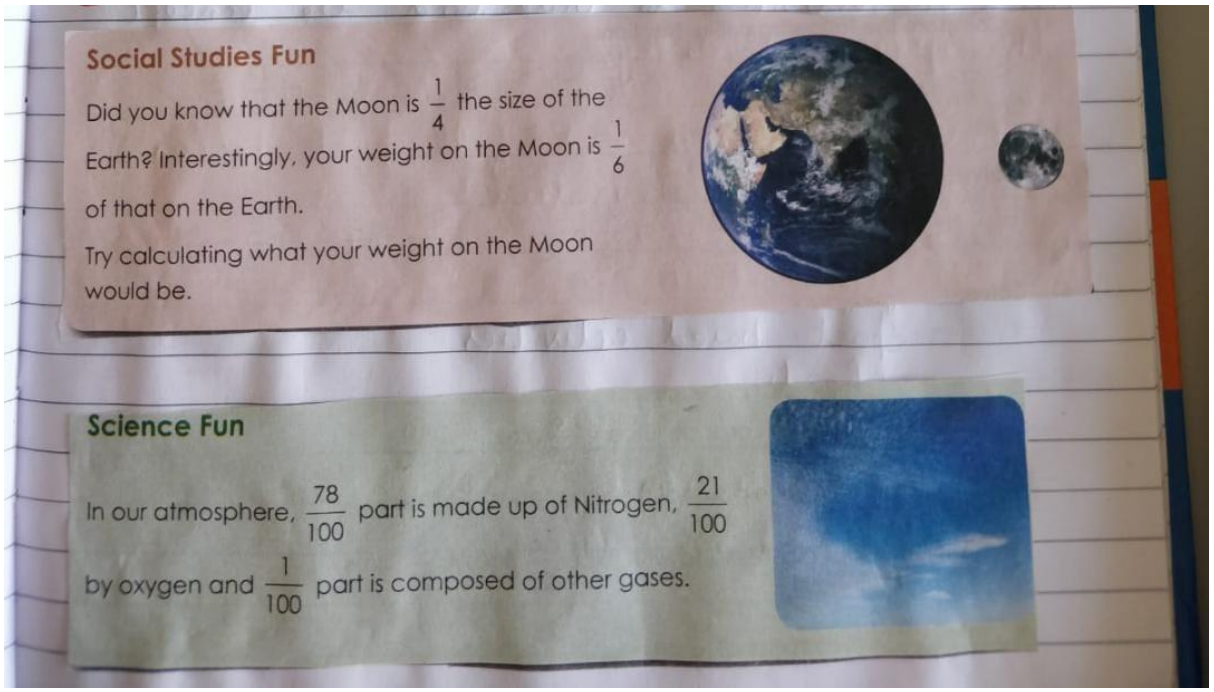
d) Again shade 3/5 of the rectangle vertically as shown
e) Fraction of the rectangle having both horizontal (red) and vertical (green) lines, 3 parts out 20 I.e 3/20.

-> 1/4 x 3/5 = 3/20



Art integration: Draw cutouts of 20 circles. Now give 1/5 of them to your friend or partner. So divide the circle into 5 equal groups and take away 1 group and give to your partner. This gives 5 groups with 4 circles in each group. So 1/5 of 20 is 4.

Interdisciplinary Linkage and infusion of Life skill:-



Recapitulation:- a) Find an equivalent fraction of 7/11 having denominator 44.

b) Multiply 12 whole 5/6 x 1 whole 5/22

c) Divide 18/7 ÷ 26/56

d) Reciprocal of 3 whole 1/2 is

Resources including ICT : Smart board, e books, electronic gadgets charts you tube link

Assessment items: Students will be given a short text including fill-ups, McQ. Short questions to check their Understanding

Feedback and remedial teaching: Extra attention will be paid towards slow writers. They will be given hands- on activities to understand the Concept thoroughly and easily.

Inclusive practices and full participation without discrimination:

→Group activities

→Sport based activities

→Charts

→books

→Collaboration

MONTH AUGUST 2025
L - 6 Decimal

Concept Like and unlike decimals
Compare
Add and Subtract
Multiply and Divide decimals
Percentage Learning

Outcomes:-

Knowledge Objectives:- Students will be able to Convert fractions to decimals and vice versa. Converting unlike decimals to like decimals.

Understanding objectives: Students will understand the concept of decimal value, chart and expanding the decimal numbers.

Application objectives: Students will be able to Convert fractions into decimals, the relationship between percentage, decimals and fractions.

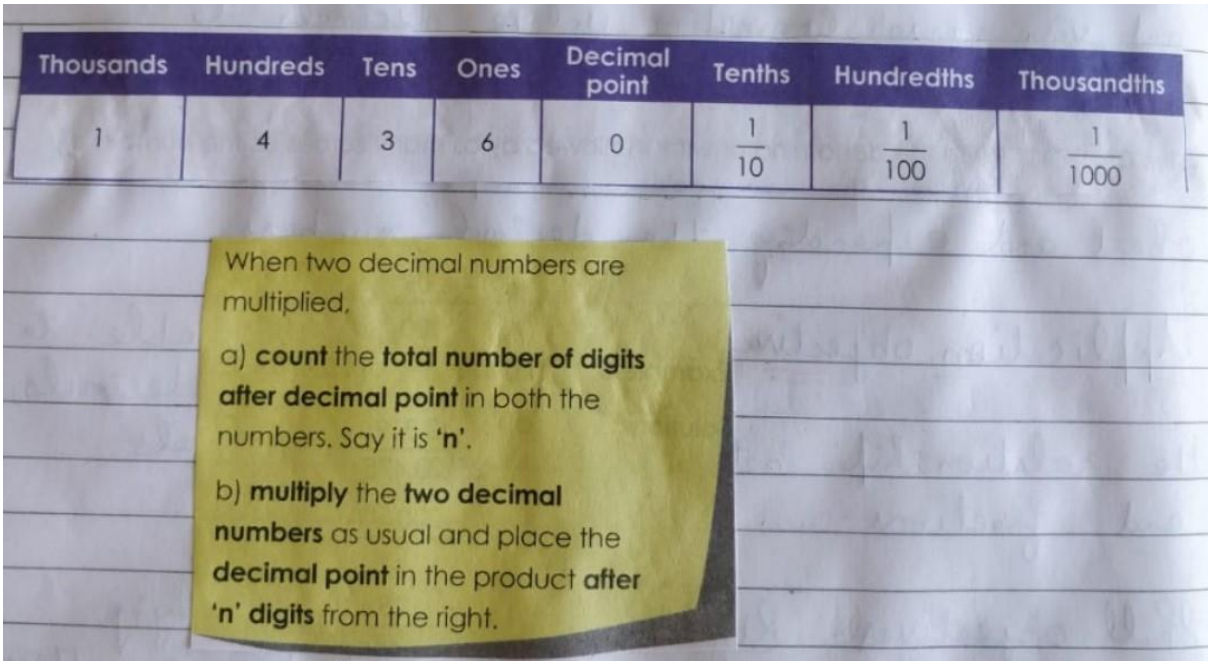
Skill objectives: Students can use multiplying decimals by 10, 100 and 1000 in their daily life problems.

P. K. testing: Simple questions related to decimals like place value / Face value will be asked.

a) write in expanded form 86.293
b) write the place/face value of underlined digit 436.2$\underline{8}$3

Teaching aids: Chalk duster, green board, Smart board, ebooks etc.

Pedagogical Strategies: Teacher will explain how to write decimals In words, Place / Face value, equivalent like and unlike decimals, add sub of decimals. multiply decimals by 10, 100 & 1000, the relationship between percentage decimals and fractions by Showing Modules to smart class. Activity method will be used to make the concept more clear to the students.



Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths
1	4	3	6	0	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

When two decimal numbers are multiplied,

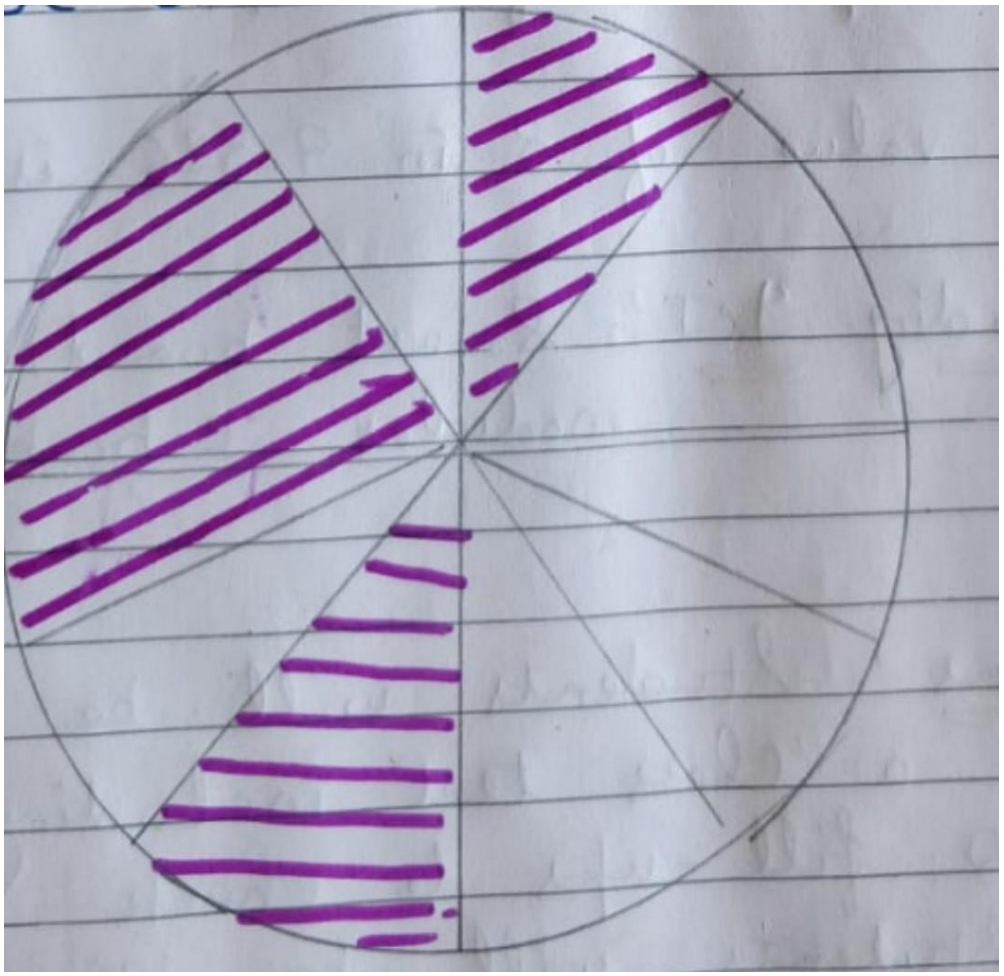
a) **count** the **total number of digits after decimal point** in both the numbers. Say it is **'n'**.

b) **multiply** the **two decimal numbers** as usual and place the **decimal point** in the product **after 'n' digits** from the right.

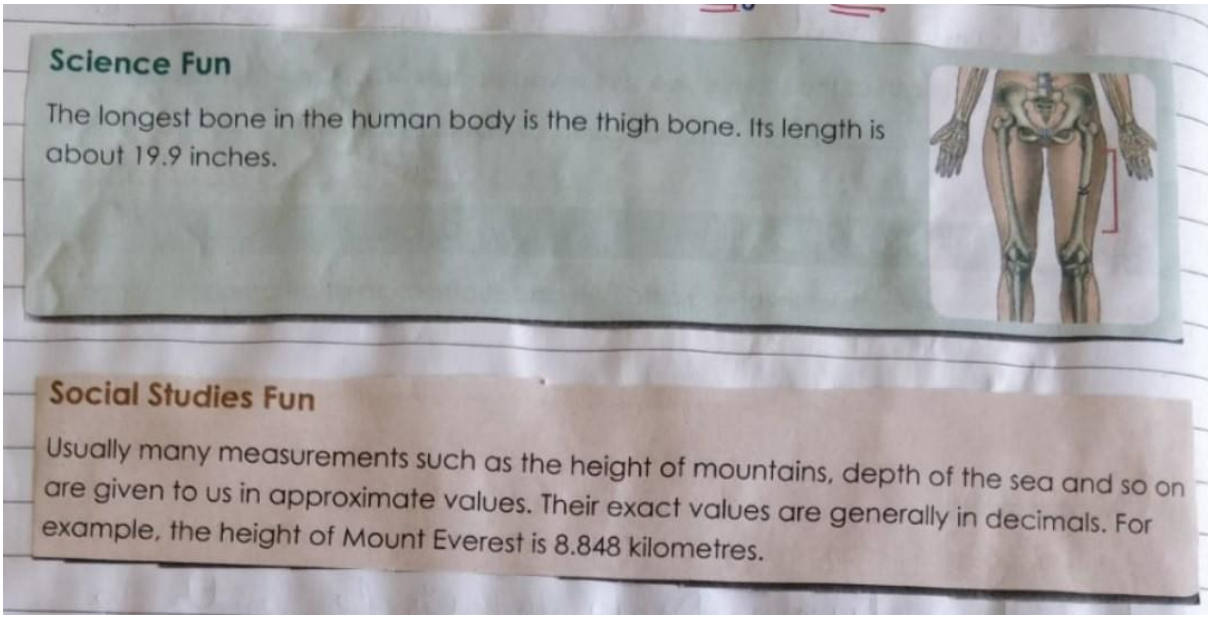
Group Activity: Students will perform a group activity in which they will show how can they convert decimal into fraction, fraction into decimals, percentage into fraction and decimals by giving the following table. One child gives answer decimal to fraction, next child gives answer how to convert fraction into percent and so on.

S.No	Decimal	Fraction	Percent
a)	1.5		
b)		$\frac{8}{10}$	
c)			26%
d)		$\frac{18}{100}$	
e)	0.65		

Art Integration: Draw a circle with 10 equal parts. Colour three fractions red and 7 parts not coloured. Now, we can write coloured portion as 3/10 or 0.3 and portion that is not coloured can be written as 7/10 or 0.7



Interdisciplinary Linkage and infusion of Life Skill:



Science Fun

The longest bone in the human body is the thigh bone. Its length is about 19.9 inches.

Social Studies Fun

Usually many measurements such as the height of mountains, depth of the sea and so on are given to us in approximate values. Their exact values are generally in decimals. For example, the height of Mount Everest is 8.848 kilometres.

Recapitulation: a) Divide 60.72 by 12

b) Arrange in ascending order

0.66, 0.6, 0.606, 0.666, 0.066

c) Write in expanded form 98.072

d) The place value of 8 in 9.386 is ____

Resources including ICT: Smart board, charts modules, ebooks, Youtube

Assessment items: Students will be given a class test including Short questions, M.C.Q, fill-ups to check their understanding. Students will be given 5 questions daily for more practice.

Feedback and remedial teaching: Extra attention will be paid towards slow learners and work students. They will be given hands- on activities to understand the concept thoroughly and easily.

Inclusive learning and full participation without discrimination:

→group activities.

→Sport based activities.

→Charts

→books

→Collaboration

Term II

OCTOBER 2025

L- 7 PERCENTAGE

CLASS	**V**
CHAPTER	**PERCENTAGE**
LEARNING OBJECTIVES	**To make them acquainted with the knowledge:-** • **Meaning and purpose of percentage.** • **Use of percentage in day to day life.** • **Converting percentage into fraction and vice versa.** • **Converting decimal into percentage.**
P.K. TESTING	**Simple question related to fraction and decimal will be asked:-** **1)8.85 x 10 = .** **2)74.6 ÷100 =. .** **3)Reduce the lowest term** **a)** $\frac{48}{72}$ **b)** $\frac{26}{91}$
VOCABULARY	• **Convert percentage into fraction and vice-versa.**

	• **Convert decimal into percentage and vice-versa.**
IMPORTANT SPELLING	• **Fraction.** • **Decimal.** • **Thousandths.** • **Hundredths.** • **Tenths.**
INNOVATIVE METHODS	• **Smart Class.** • **Students will be calculating their percentage in half yearly.**
PROCEDURE	**Students will be taught these following :-** • **Convert any number into percentage (Multiply number by 100).** • **Convert percentage into number (Divide percentage number by 100).** • **Convert into Fraction, Lowest Term and Decimal.** • **Word problems will be explained by giving some example from day to day l**
STUDENT'S PARTICIPATION	**Students will calculate percentage of Nisha who scored 312 marks out of 650 b following method.** **obtained by Nisha =** $\frac{312}{650}$ **x 100 = 48 %**
CAPITULATION	**Express 104% as a decimal.** **Convert 0.004 into a percentage.** **In a class of 40 pupils 35 % are girls. How many girls are there in the class? Ho of the pupils are boys?**
INTEGRATION WITH OTHER	**udents will be able to calculate percentage in all other subjects as follows:-**

DOMAIN	**Science** **S.ST** **English** **Hindi**
LEARNING OUTCOME	**udent will be able to understand these following points.** **aning and purpose of percentage.** **Converting percentage into fraction and vice-versa.** **Converting decimal into percentage and vice-versa.**
ASSESSMENTS	**Class test will be conducted.** **Find the value of :-** **70 % of 40 Kg** **6 % of Rs 125** **Express 135 % as a fraction in its lowest term.** **A man earns Rs 10800 per months. He spends 75 % of his income and the rest h saves. How much does he save every month?** **Convert $\frac{18}{25}$ into a percentage.**

NOVEMBER 2025

L- 8 METRIC MEASURES AND TEMPRATURE

L- 9 GEOMATRY

CLASS	**V**
CHAPTER	**MEASUREMENT OF LENGTH, MASS** **&** **CAPACITY**
LEARNING OBJECTIVES	**To make them acquainted with the knowledge:-** • **All units of length, mass and capacity.** • **Conversions of different units.** • **Use of measurement in daily life.** • **Four operations of measurement.**
P.K. TESTING	**Following question related to different units of length , mass and capacity will be asked:-** ➢ **1km= _____ m.** ➢ **1m= _____ cm.** ➢ **1kg= _____ g.** ➢ **1l= _____ ml.**
VOCABULARY	• **Conversions of length, mass and capacity.** • **Relationship between smaller and bigger units.** • **Addition.** • **Subtraction.**

<table>
<tr><td></td><td>

- **Multiplication.**
- **Division of length.**
- **Mass**
- **Capacity measures**

</td></tr>
<tr><td>IMPORTANT SPELLING</td><td>

- **Mille**
- **Centi**
- **Deci**
- **Deco**
- **Hector**
- **Kilo**
- **Metre**
- **Gram**
- **Litre**

</td></tr>
<tr><td>INNOVATIVE METHODS</td><td>

- **Smart Class.**
- **Students will be explaining by drawing the table on the board.**

<table>
<tr><td>Mm</td><td>Mg</td><td>Ml</td></tr>
<tr><td>Cm</td><td>Cg</td><td>Cl</td></tr>
<tr><td>Dm</td><td>Dg</td><td>Dl</td></tr>
<tr><td>M</td><td>G</td><td>L</td></tr>
<tr><td>Dam</td><td>Dag</td><td>Dal</td></tr>
<tr><td>Hm</td><td>Hg</td><td>Hl</td></tr>
<tr><td>Km</td><td>Kg</td><td>Kl</td></tr>
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<tr><td></td><td></td></tr>
<tr><td>PROCEDURE</td><td>The teacher will explain the units of length, mass and capacity. After this relationship between lower and higher units will be explained with the help of table :-
<table>
<tr><td>Mm</td><td>Mg</td><td>Ml</td></tr>
<tr><td>Cm</td><td>Cg</td><td>Cl</td></tr>
<tr><td>Dm</td><td>Dg</td><td>Dl</td></tr>
<tr><td>M</td><td>G</td><td>L</td></tr>
<tr><td>Dam</td><td>Dag</td><td>Dal</td></tr>
<tr><td>Hm</td><td>Hg</td><td>Hl</td></tr>
<tr><td>Km</td><td>Kg</td><td>Kl</td></tr>
</table>
After they understood the conversions four operations measurement will be explained to the students. Then word problems of measurement will be explained to the students by giving them simple example from their day to day life.</td></tr>
<tr><td>STUDENT’S PARTICIPATION</td><td>Students will find the length of their math book in cm and convert into m and cm and length of their study table in m and convert into cm.</td></tr>
<tr><td>RECAPITULATION</td><td>1) Convert
a) 4hm 5dam into m
b) 8kl 625l into kl
2) Add 89kl 125l, 31kl 84l and 79kl 10l</td></tr>
</table>

	3) **Renu bought 8l 725ml of milk and added 1l 275ml of water to it. What is the total volume of the adulterated milk?**
INTEGRATION WITH OTHER DOMAIN	**This will be helpful to students in science.**
LEARNING OUTCOME	**Student will be able to do conversion four operations of measurement. They will apply concept of measurement in their daily life.**
ASSESSMENTS	**One revision test will be conducted** 1) **Subtract** **56kg 376g from 80kg 80g** 2) **Shalini bought 8bags of salt, each weighing 2kg 975g. What is the total weight of salt bought by her?** 3) **Convert** a) **6kg 3hg 4dag 5g into g** b) **135cm into hm**

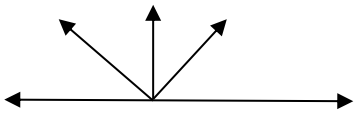
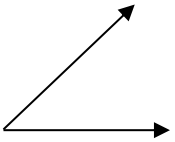
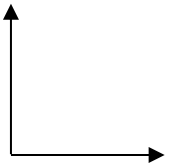
CLASS	**V**
CHAPTER	**TEMPERATURE**
LEARNING OBJECTIVES	**To make them acquainted with the knowledge:-** • **Celsius scale.** • **Fahrenheit scale.** • **Compare the Celsius and Fahrenheit scale.** • **Normal body temperature.**

P.K. TESTING	**Answer the following questions :-** **1) How do you read a thermometer for kids?** **2) What unit is used to record the temperature of boiling water?** **3) What is used to measure temperature of day?**
VOCABULARY	• **Conversion of temperature.**
IMPORTANT SPELLING	• **Celsius.** • **Fahrenheit.** • **Clinical.** • **Thermometer.** • **Degree.** • **Temperature.** • **Maximum.** • **Minimum.**
INNOVATIVE METHODS	• **Smart board.** • **Online reference material.**
PROCEDURE	• **Conversion of ^{0}C to ^{0}F** • **Conversion of ^{0}F to ^{0}C**
STUDENT'S PARTICIPATION	• **Measure the body temperature of students.** • **Measure the temperature of Hot/Cold water.** **Draw clinical thermometer integration with other domains. They will be able to measure the temperature of anything.**
RECAPITULATION	**1) Convert 68^0 F to ^{0}C.** **2) Convert 48^0 C to ^{0}F.**

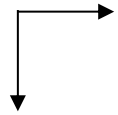
LEARNING OUTCOME	**Student will understand the concept of temperature.**
ASSESSMENTS	**Students will be given a class test:-** **1) Convert 59^0 F to ^{0}C.** **2) Convert 63^0 C to ^{0}F..** **3) Fill ups:-** • **The normal human body temperature is _____.** • **Freezing point of water is _____^{0}F.**

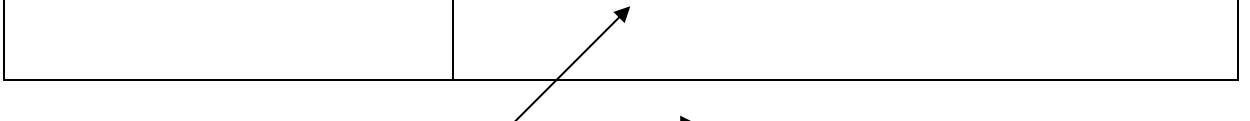
CLASS	**V**
CHAPTER	**Geomatry**
LEARNING OBJECTIVES	**To make them acquainted with the knowledge of :** • **Different types of angles** • **Pair of related angles** • **Applications of angles in daily life**
P.K. TESTING	• **A _____has one end point** • **A ray has no _____ length** • **A line has _____ points** • **Identify the following** _____ 

VOCABULARY	• **Ray** • **Arms of the angle** • **Vertex** • **Degree** • **Protector** • **Complementary angle** • **Supplementary angle** • **Interior angle** • **Exterior angle**
IMPORTANT SPELLING	• **Acute angle** • **Right angle** • **Obtuse angle** • **Straight angle** • **Complete angle** • **Reflex angle** • **Zero angle**
INNOVATIVE METHODS	• **Smart class** • **Online reference material**
PROCEDUERES	• **Acute angle** • **Right angle**

	• **Obtuse angle** • **Straight angle** • **Complete angle** • **Reflex angle** • **Zero angle** • **Complementary angle** • **Supplementary angle**
STUDENT PARTICIPATION	**Students will be solve the below diagram** 
RECAPTITUALTION	**a) Draw and define acute angle.** **b) Draw an angle of 45^0 using protractor** **c) Draw an angle of 120^0 using compass** **d) Identify the following angle**  

LEARNING OUTCOME	**Students will be able identify and draw different types of angles**
ASSESSMENT	**Student will be given worksheet on angles**

CLASS	**V**
CHAPTER	**Geomatry (Triangles)**
LEARNING OBJECTIVES	**To make them acquainted with the knowledge of :** • **Different types of triangles** • **Properties of triangles** • **Importance of triangles in daily life**
P.K. TESTING	**1) What is an acute angle?** **2) Define a right angle?** **3) Identify the types of angle** 



VOCABULARY	• **Collinear** • **Non-collinear** • **Triangle** • **Vertices** • **Sides** • **Angles** • **Classification**
IMPORTANT SPELLING	• **Acute angled Triangle** • **Right angled Triangle** • **Obtuse angled Triangle** • **Equilateral Triangle** • **Isosceles Triangle** • **Scalene Triangle**
INNOVATIVE METHODS	• **Smart class** • **Online reference material**
PROCEDUERES	• **Equilateral Triangle**

	• **Isosceles Triangle** • **Scalene Triangle** • **Acute angled Triangle** • **Right angled Triangle** • **Obtuse angled Triangle**
STUDENT PARTICIPATION	• **Can a triangle have two right angle** • **Two angles of a triangle are 40^0 and 25^0 respectively. Find the third angle?**
RECAPTITUALTION	• **In right angled triangle one angle measure 35^0.find each of the remaining two angles** • **If each of the two angle of an isosceles triangle if the third angle is 80^0**
LEARNING OUTCOME	**Students will be able identify and draw different types of triangles**
ASSESSMENT	**Student will be given worksheet on triangles**

MONTH DECEMBER 2025

L – 10 PERIMETER, AREA AND VOLUME

Learning outcomes:-

Knowledge objectives: Students will be able to know the Perimeter of a rectangle and a square, Volume of Cube and Cuboid.

Understanding objectives: Students will be able to understand all units of length, and Difference between area, perimeter and volume.

Application objectives: Students will be able to apply their knowledge to real world problems.

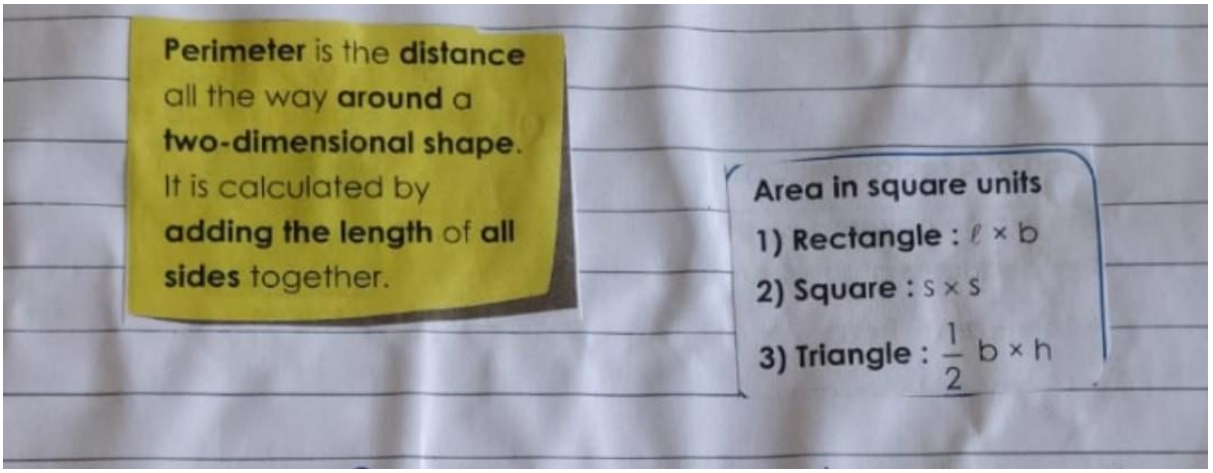
Skill objectives: Students will be able to define and Calculate the Perimeter, area and volume of 2D and 3D shapes.

P. R. testing: Following questions will be asked

a) what is a rectilinear figure?
b) what is Perimeter?
c) 4+4+4+4 = 4x4

Teaching aids: white board, Grid paper, measuring tape, cut out shapes (square, rectangle, Triangle, cube, cuboid), chart, etc.

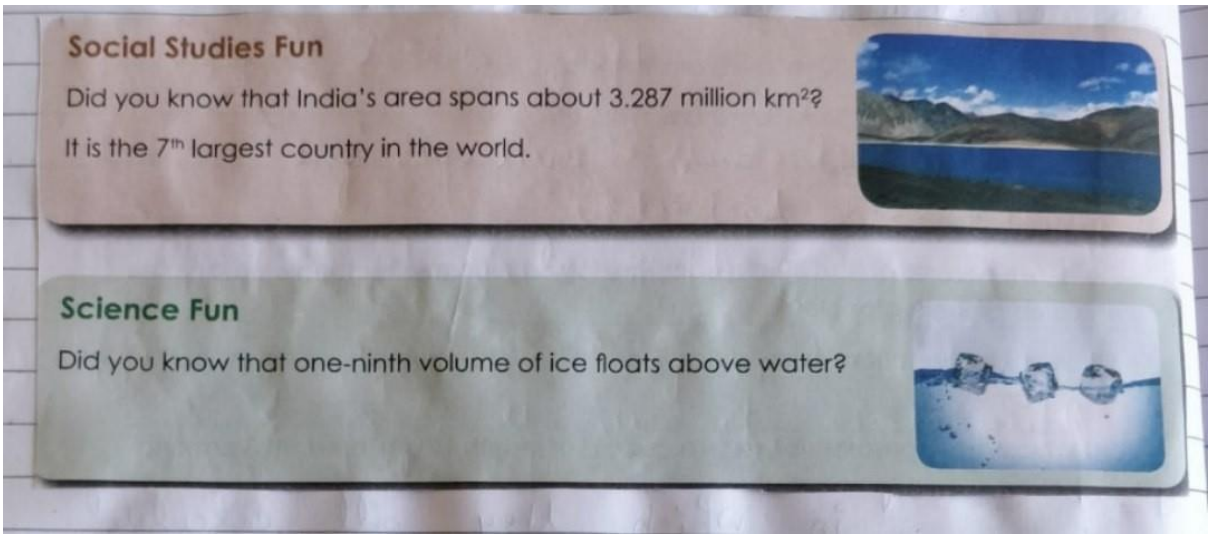
Pedagogical Strategies: Teacher will explain how to find Perimeter, area and volume by showing modules In Smart Class. Activity method will be used to make the Concept more clear to the students. It will also help them develop their spatial awareness and problem solving skill. Formulas to find Perimeter, area and volume will be explained.



Group activity: Students will do an activity in which they will calculate the area of a leaf using 1 cm x 1 cm square grid. Students will Count the no of complete squares with (✓) and the more than half square by (X). To calculate the approximate area, we add the no. of Complete and more than half squares occupied by the object on the grid. Note that half and less than half squares are discarded.

Art integration: Art integration can be a great way to engage students in Learning Concepts like area, Perimeter and Volume. Students can create geometric art by using shapes to make patterns and designs. This can reinforce their understanding of area and Perimeter as they calculate the measurements of the shapes they use. Students can develop a deeper understanding of these concepts while also having fun and exploring their creative sides.

Interdisciplinary Linkage and infusion of Life Skill:



Recapitulation:- a) Find the volume of a Cube where each edge measures 8 cm.

b) Find the perimeter of a square each of whose sides measure 16cm.

c) How many blocks each 25cm long and 12cm wide will be required to lay a path 12.5cm long and 4.8 cm wide ?

Resources including ICT: Smart board, black board videos, charts, modules. You tube etc.

Assessment Items: Students will be given a class test including short questions, Fill-ups. M.c.Q, True False to check will be their understanding. Daily 5-6 Sund given for more practice.

Feedback and remedial teaching: Extra attention will be paid towards slow learners or weak students. They will be given hard activities to Understand the concept thoroughly and easily.

Inclusive learning and full participation without discrimination:

→ group activities

→ charts

→ books

→ Collaboration

→sports based activities.

L -11 SYMMETRY

Learning Outcomes

Knowledge objectives

students will be able to learn about patterns in lines and shapes line and axis of symmetry symmetrical patterns.

Understanding objectives

Students will understand about into brand kinds of patterns , natural patterns and manmade (artificial) patterns

Application objectives

Students will be able to apply the knowledge of patterns in their day to day life.

Skill objective

Students will develop the skill to create different types of patterns using lines or shapes and numbers.

Previous knowledge testing

Students will be asked about

- **Different types of lines (vertical, horizontal etc)**
- **Lines of symmetry**
- **No. of symmetry in square, rectangle etc.**
- **How symmetry and patterns are interlinked.**

Teaching Aids

Chalk, duster, board , pics of butterfly and tiles, surrounding etc.

Pedagogical strategies

Teacher will explain to the students that symmetry is very closely related to the pattern different symmetrical figures will be explained and shown to the students. After that teachers will explain that the arrangement of shapes , figures and designs in a certain way is called a pattern. Next different kind of patterns and methods to create pattern will be explained to the student by taking examples from their day to day life like window grill. Butterflies, wall papers etc. palindromes will also be explained by giving examples.

Group activity

Students will be divided into group and asked to make different types of pattern.

Eg. 1 x 1 = 2

11 x 11 = 121

111 x 111 = 12321

1111 x1111 = 1234321 etc

Art integration

Students will be ask to cut and shapes like square, circle, triangle from a colourful sheet told it to divide it into turn or more equal parts the line of symmetry may be horizontal a vertical or both.

Interdisciplinary linkage and infusion of life skill

Students will understand that there are many shapes and figures which have some pattern and many do not follow any pattern they will start observing the things carefully and hence develop attentiveness, creativeness and logical thinking.

Recapitulation

Observe the patterns and fill in the blanks

A1- 8, 13, 18, 23, , ,

B1- 6, 12, 24, 48, , ,

Resources including ICT

E-books, online reference material

https://youtube.be/xirby

Accessment items

Students will be given a class list is which fill ups, MCQ will be given.

Feedback and remedial teaching

Enter attention will be paid on students with less I.Qor slow writers. Regular practice of tables will be given side by side.

Inclusive practices and full participation without discrimination

- **Group activity**
- **Mange classroom behavior**
- **Work as a team**
- **Showing videos**
- **Creative writing**
- **Reading books.**

JANUARY 2026

L-12 TIME AND SPEED

L-13 MONEY

CLASS	**V**
CHAPTER	**Time**
LEARNING OBJECTIVES	**To make them acquainted with the knowledge of:** • **12hs clock time** • **24hs clock time** • **Conversion of time** • **Addition of time** • **Subtraction of time** • **Duration of an activity** • **To enhance the mental ability and sharpen the skills**
P.K. TESTING	**Answer the following questions** **1) How many numbers on the face of clock and write times in minutes** 

	2) Asha goes to school at 7:30 in the morning. Write A:M or P:M? **3) The short hand of a clock measures** **4) Look at the clock & write the time in hours** 
VOCABULARY	• **Conversions of time** • **Addition of time** • **Subtraction of time** • **Duration of an activity**

IMPORTANT SPELLING	• **12 clock time** • **24 clock time** • **Years** • **Days** • **Hours** • **Seconds** • **Minutes** • **Months** • **Total** • **Duration** • **Working hours**
INNOVATIVE METHODS	• **Smart board** • **Example from daily life** • **Model of clock**
PROCEDURE	**Teacher will explain the units of time by showing the model of clock** **1) 12 midnight to 12 noon is a:m** **2) 12 noon to 12 midnight is p:m** **3) Conversion** • **Days into hours and vice-versa** • **Hours into mins and vice-versa** • **Mins into secs and vice-versa**

<table>
<tr><td></td><td>

- **Weeks into days and vice-versa**

4) **Addition of time**

5) **Subtraction of time**

6) **Duration of an activity**
</td></tr>
<tr><td>STUDENT'S PARTICIPATION</td><td>

Complete the following table:

<table>
<tr><th></th><th>12 hours clock</th><th>24 hours clock</th></tr>
<tr><td>a)</td><td>6:22 p:m</td><td></td></tr>
<tr><td>b)</td><td>1:10 p:m</td><td></td></tr>
<tr><td>c)</td><td>7:05 a:m</td><td></td></tr>
<tr><td>d)</td><td></td><td>2125 hours</td></tr>
<tr><td>e)</td><td></td><td>1818 hours</td></tr>
</table>

Make model of a clock

Integration with other domains: they will be able to understand the timeline of freedom movement. They will be able to operate stop watch for various experiments of science
</td></tr>
<tr><td>RECAPITULATION</td><td>

4) **Convert 9:15 p: m in 24 hours clock time.**

5) **A dance show began at 6:35 p: m and it lasted for 35 minutes. At what time did the dance shows end?**

6) **Add 8 mins 28 secs and 16 mins 58 secs**
</td></tr>
<tr><td>LEARNING OUTCOME</td><td>Student will understand the concept of conversions, addition/subtraction, duration of an activity</td></tr>
</table>

ASSESSMENTS	**Students will be given a class test** **1) 1 century = years** **2) If 1st March is Friday then the number of Sunday in the month of March of that year is** **a) 3 b) 4 c) 5 d) 6** **3) How many seconds are there in a year?**

CLASS	**V**
CHAPTER	**SPEED**
LEARNING OBJECTIVES	**To make them acquainted with the knowledge:-** • **Speed.** • **Distance.** • **Solve simple problems of distance and speed.** • **To enhance the mental ability and sharpen the skills.**
P.K. TESTING	**Answer the following questions :-** **4) How many metres are there in one kilometer?** **5) What do you mean by per hour?**
VOCABULARY	• **Km per hour.** • **Metre per second.**

IMPORTANT SPELLING	• **Speed.** • **Distance.** • **Kilometer.** • **Per.** • **Metres.**
INNOVATIVE METHODS	• **Smart board.** • **Online reference material.** • **Example from daily life**
PROCEDURE	**Teacher will explain the formulas to find:-** • **Speed.** • **Distance.** • **Time.** • **Conversion of units of speed.** • **Km/hr to m/sec** • **M/sec to Km/hour**
STUDENT'S PARTICIPATION	• **Time taken by the students from home to school and school to home.** • **Integration with other domain.** • **They will be able to understand the relationship between temperature and latitude.**
RECAPITULATION	**3) The speed of a truck is 45km per hour. What distance does it cover in 5 hours?** **4) A bus covers the distance of 250km between two cities in 5hours. What is speed of the bus?**

LEARNING OUTCOME	**Student will understand the concept of speed.**
ASSESSMENTS	**Students will be given a class test:-** **4) To convert km/hr, we multiply by_____.** **5) If d = 500m, t = 25sec, S =?** **6) The distance travelled by a car moving at a speed of 40km/hr in 2hrs is _____.**

CLASS	**V**
CHAPTER	**Money**
LEARNING OBJECTIVES	• **Students will be taught the monetary values of coins and how those coins can be used to make hundred** • **Students will be taught to use money in real life** • **They will be taught addition, subtraction, multiplication and division**
P.K. TESTING	**Following question will be asked from the students** **a) Rs 1= ____ P** **b) To convert rupees into paise, we _____ by 100** **c) 8365p = Rs _____**
VOCABULARY	• **Addition of money** • **Subtraction of money** • **Multiplication of money**

	• **Division of money** • **Conversions**
IMPORTANT SPELLING	• **Total amount paid** • **Amount left** • **Cost of 1 thing is given** **&** • **Find for many** • **Cost of many things is given** **&** • **Find for 1**
INNOVATIVE METHODS	• **Smart board** • **Example from daily life** • **Online reference material**
PROCEDURE	**Teacher will explain** • **Conversion of Rupees into paise** • **Conversion of Paise into rupees** • **Addition of money**

	• **Subtraction of money** • **Multiplication of money** • **Division of money**
STUDENT'S PARTICIPATION	• **Student will perform a group activity in which they will buy a pencil, notebook and eraser etc by using artificial currency.** • **Integration with other domain** • **Students will be able to purchase all types of items required for other subjects like maps, colors, notebooks and scale.**
RECAPITULATION	**7) Convert $19\frac{1}{4}$ into paise.** **8) The cost of 1 chair is 247.60.Find the cost of 15 such chairs.** **9) Sajal bought oranges for 132.80, apples for 87.95 and guavas for 73.40.What is the total amount paid by Sajal?**
LEARNING OUTCOME	**Student will learn to use money in real life.** **Student will learn following :** • **Addition** • **Subtraction** • **Multiplication** • **Division of money**
ASSESSMENTS	**Students will be given a class test in which fill ups, sums and word problem will be given**

	Fill ups **1) 8.56= P** **2) 104p =** **3) Subtract 321.87 from 601.05** **4) The cost of 14kg tomatoes is Rs 231.00.Find the cost of 1kg tomatoes**

FEBRUARY 2026

L - 14 Data Handling

Concept 14.1 Circle Graphs (Inquiry based)

Learning outcomes:-

Knowledge objectives:- To make them acquainted with the knowledge of the term 'Circle graph

Understanding objectives: Students will Understand the meaning and purpose of circle graph

Application objectives: They will understand the use of circle graph in their daily life.

Skill objectives: They will develop the skill to read and interpret and Construct circle graphs.

P. K. testing: 1) Have they seen circle graph ?

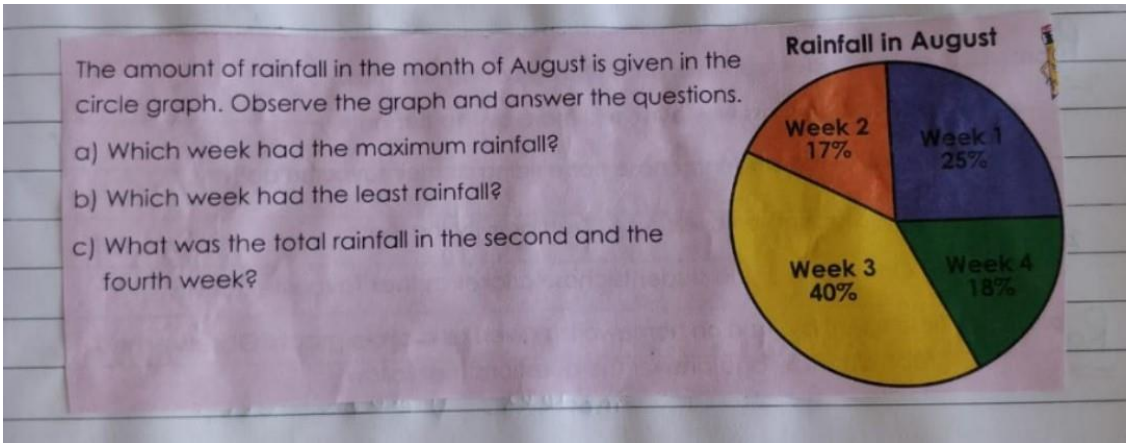
2) Do you know the meaning of circle graph

3) What is the other name of circle graph?

Teaching aids: Pencils, white board, circle graph handouts, Colourful Construction paper, scissors, glue.

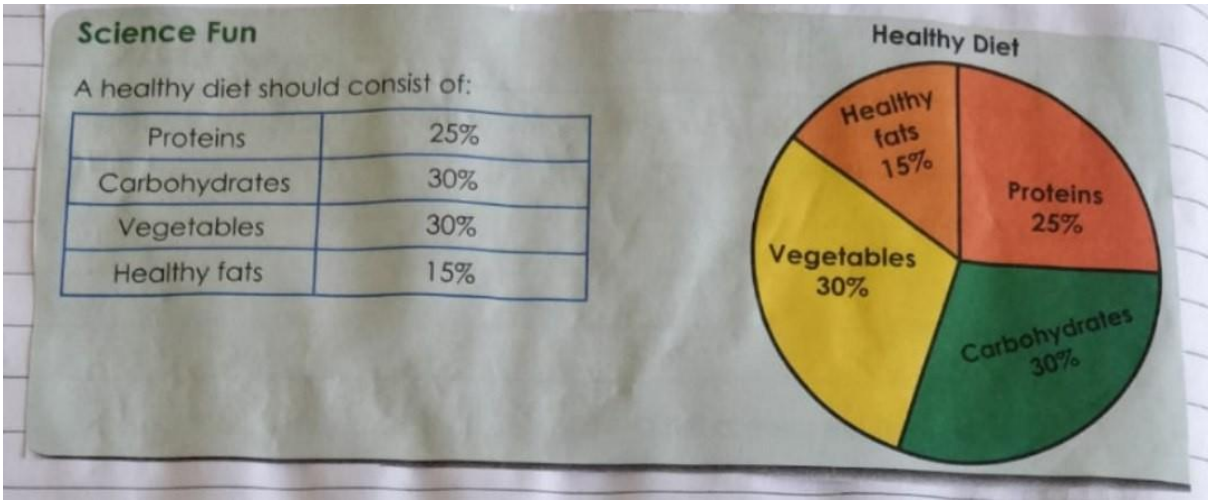
Pedagogical Strategies: Teacher will explain the meaning of a circle graph. The teacher will explain that a circle graph is a type of graph that shows information as parts of a circle.Teacher will explain this topic by showing by Smart board and doing acts as in the classroom or in Maths Lab.

Group activity: Students will perform a group activity in which they will be asked to find the the amount of rainfall in the month of August and answer the questions



Art integration: Circle graph can be Integrated into art in a Variety of ways. Students can create collage using circle graph, Can use graphs to represent data in a painting instead of using traditional bar graphs or live graphs into a painting to represent data. They can make a Sculpture using circle graphs. Use wire or other materials to create a 3-D circle graph sculpture.

Interdisciplinary Linkage and infusion of Life Skill:



Recapitulation: For checking their Concept Understanding teacher will ask some questions.

1) What is a circle graph?
2) Is bar graph and circle graph the same?

Resources including ICT: Smart boards, charts, models, videos etc.

Assessment: Students will be given one circle graph to check their Understanding.

Inclusive learning and full participation without discrimination:

→ Charts

→ Modules

→ Videos
→ hand on activities.