**BHAVDIYA PUBLIC SCHOOL**

**CURRICULUM PLAN FOR 2023-24**

**CLASS IV**

**SUBJECT – EVS**

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| **Months** | **Units**  | **Chapter name** | **No. Of periods taken** | **Innovative****Pedagogy** | **Learning Outcomes** | **Assessment tools** |
| **April** | 1 | Going to school | 8  | * Book activities
* Group discussion
* storytelling
* Types of bridges and flyovers through pictures or visual aids.
* Direction of states and their capital in map.
* Drawing of different types of transport, bridges and flyover.
 | The students be will able to develop * Reading, writing skills, vocabulary,will know the types of transport used in states and within school.
* Understanding the school’s ecosystem, roles and its significance.
* Know about the ways by which children from different parts of the country go to school and problems faced by them.
* Exploring and analysing objects and activities of past and present in order to differentiate between them.
* Identify different modes of transport used in different regions. Relate the mode of transport to different land forms viz. rocky path, dense forests, snow, mountain etc.
* Reinforce the message of no punishment in school.
* Be self-disciplined
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment

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|  | 2 | Ear to Ear | 5 | * Book activities
* Group discussion
* Storytelling
* Drawing of types of animals.
* Origami making of animals.
* Visual aid.
* Audio for identify the sound of animals
 | The students will able to develop* Reading, enhance vocabulary.
* Observes and explores the immediate surroundings, i.e., home, school and neighborhood for different animals /birds and identifies different features of birds and animals.
* Identify animals by the patterns of their skin. Groups the animals, birds, for observable features
* Identify and differentiate between animals that lay eggs or give birth to young ones (Mammals).
* Be sensitized to the extinction of animals from our surroundings.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
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|  | 3 | A Day with Nandu | 5 | * Book activities
* Storytelling with role play.
* Draw and paint animal pictures.
* Visual aid for groups of different animals.
 | The students will able too..* Reading, writing, enhances vocabulary.
* Define a herd and give examples of animals that live in herds.
* Know important characteristic behavior of animals/elephant living in a herd.
* Explains the herd /group behavior in animals, birds and changes in family.
* Give examples of Book activities
* Storytelling with role play.
* animals that can be used for riding or carrying loads.
* Relate to feelings of caged animals. Develop love and sensitivity towards animals.
* Participates in taking care of a plant(s), feed birds /animals, in order to demonstrate initiatives of care, share empathy, leadership by working together in groups.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
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| **May** | 4 | The story of Amrita | 9 | * Book activities
* Storytelling with role play.
* Drawing of Khejadi tree
* Poster making to save trees
* Slogan on save tree
 | The students will develop the skills of* Reading, writing, enhancing vocabulary.
* Be sensitized regarding trees / forests particularly in Rajasthan.
* Observing and exploring the immediate surroundings, i.e., home, neighborhood for different objects /flowers / plants, and will identify simple features of objects, flowers, roots and fruits in immediate surroundings .
* Realize the importance of forest (plants) and animals.
* Rules and regulation acts by the government.
* Movement to save forest.
* Adopt practices to protect plants and animals.
* Develop a concern of care for plants and animals.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
|  | 5 | Anita and the honey bees | 9 | * Book activities
* Drawing of Body parts of Bees and types of bees.
* Wrapper or honey bottle activities.
* Purity or impurity of honey.
* Slogan on right to education and child labour
 | The students will able to develop* Reading, writing, enhancing vocabulary.
* Realize the importance of education and equal opportunity to all
* Know about Right to Education- RTE Act (2009)
* Know about insects that live in groups and division of labor amongst them
* Gain knowledge about bees and their behavior.
* Become familiar with steps in bee keeping.
* Appreciate the value of being independent and taking responsibility.
* Describes different skilled work (farming, their skills, tools used by them and training (role of institution) in daily life.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
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| **June + July**  | 6 | Omana’s Diary  | 5 | * Book activities
* Storytelling with role play.
* Mapping
* Writing of diary
* Sorting things required for journey.
* Booking tickets
 | The students will be able to do……* Reading, writing, work on vocabulary.
* Comprehend the story of train journey from Gandhi Dham to Kerala from description.
* Know about various persons like ticket checker, guard, coolie, driver etc. and their roles.
* Recall a platform scene.
* Become familiar with steps in booking of a railway ticket.
* Map / atlas reading skill developed. Read map and get an idea about distance between places.
* Use of maps and identifying signs, location of objects /places and guides for the directions w.r.t a landmark in school /neighborhood etc.
* Know the importance of Diary writing skills.
* Types of dishes from different states.
* Full form of TTE and their duties.
* Know the Current railway minister.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
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|  | 7 | From the window | 5 | * Book activities
* Storytelling with role play.
* Mapping of south Indian states language and capital
 | The students will be able to develop the skills of.* Reading, writing, working with vocabulary.
* Relate the outside scenes while on a train journey to the climatic conditions of the region.
* Realize the importance of building bridges and tunnels en-route train journey
* State reasons for high smoke and loud noise at level crossings.
* Become aware of safety precautions at level crossing.
* Various culture Become familiar with diversity in languages, clothes, food and landforms of different states of India.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
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|  | 8 | Reaching Grandmother’s house | 5 | * Book activities
* Storytelling with role play.
* Mapping of starting journey to end
* Ticket reading activity
* Drawing of Mode of transport that Omana used.
 | The students will be able to do……..* Reading, writing, enhances vocabulary
* Know about different modes of transport and their uses
* Read a train-ticket and find out train number, date of journey, tax, birth and coach numbers distance etc.
* Know the use of railway time table, Can read timetable and calculate distance and travel time between places.
* Developed culture diversity.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
|  | 9 | Changing Families  | 10 | * Book activities
* Storytelling with role play.
* Making family tree.
* Debate between joint family and nuclear family (which is better)
 | The students will be able to……..* Reading, writing, enhances vocabulary.
* Know the different types of family.
* Accept that changes are a part of life.
* Give reasons for change in family viz. birth of a new baby, transfer of a working member, a wedding in the family etc.
* Relate to changes / adjustments as a consequence of these changes and adapt to them.
* Become familiar with special food, clothes, songs and dances performed during wedding in different families.
* Identify changes in their own family as a result of education and use of technology.
* Empathize with the children who drop out of school for various reasons
* Relates age of marriage as per Law on Child Marriage.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
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| **August** | 10 | Hu Tu Tu, Hu Tu Tu | 6 | * Book activities
* Paste your favorite’s sports person and write about it.
* Paste pictures of Outdoor games and indoor games.
* Kabaddi match in play ground And make a rule by their own.
 | The students will able too..* Reading, writing, enhances vocabulary
* Develop sportsmanship
* Know the rules of the game kabaddi
* Know different names of kabaddi in different parts of India
* Playing together Recognize the need to follow the rules of the game.
* Name other games in which one has to touch a person, thing or colour.
* Participates in different indoor /outdoor /local /contemporary activities and games, carries out projects for taking care of things share empathy, leadership by working together in groups.
* Recognize discrimination in games, on the basis of gender, caste and class.
* Advocate and observe equal opportunity in all in sports.
* Name some sportspersons who won medals in Olympic Games.
* Sport s minister of Indian.
* Recognition and awards by government.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
|  | 11 | The Valley Of Flowers | 10 | * Book activities
* Map reading skill Locate Uttarakhand, Uttar Pradesh, Maharashtra and Kerala on the map of India.
* Book mark from dry flower.
* Making rose water.
* Collage from dry flower.
* Card making from flowers
 | The students will be able to do……. * Reading, writing, vocabulary work
* Observe and explore the immediate surroundings, i.e., home, school and neighborhood for different flowers / plants, and identifies simple features of , parts of flowers, roots and fruits in immediate surroundings.
* Appreciate the beauty and importance of flowers.
* Become aware in variety in colors shape, hues, shapes, size aroma of flowers and group them accordingly.
* Recognize Madhubani as folk art form of Bihar.
* Identify and understand the parts of a flowers which on trees bushes, water creepers.
* Identify flowers by their scents.
* Differentiate between a bud and flowers.
* Recognize the different uses of flower.
* Creates collage, designs, models, rangolis, posters, albums, simple maps, flow diagrams, etc. using available material or local /waste material.
* Name flowers which are used for making medicine.
* List scents/perfumes. List flowers used on special occasions and festivals.
* Name flowers which are used for making colors. List the different ways flowers are sold.
* Map reading skill Locate Uttarakhand, U.P. Maharashtra and Kerala on the map of India, the places famous for flowers
* Know the technique to dry flowers and use it to make pretty cards.
* Become familiar with flowers associated with songs/poems that are sung on different occasions.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
| **September** | 12 | Changing Times | 8 | * Book activities
* Storytelling with role play.
* Making different types of house.
* Find out the cost and area of the house.
 | The students will able too..* Reading, writing, enhances vocabulary
* Relate to freedom struggle partition of India and displacement of persons.
* Identify the different types of houses and materials used of constructing them with charging time
* Enlist the difference in the nature of toilets instructed in the past and present.
* Sensitize them to concerns of people who clean toilets.
* Recognize the differences in Kitchen construction in the past and present.
* Imagine future houses and materials used for their construction.
* Construction of houses Name the persons and tools used by them for construction of a house.
* Become aware of the approximate cost of construction materials.
* Make model of houses using different waste materials
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
|  | 13 | A River’s Tale | 6 | * Book activities
* Storytelling with role play.
* Experiment on cleaning of water through alum
* Soluble and insolvent things.
* Water cycle process.
* Slogans on save water and clean river.
* Nukkad Natak/street play on save river
* Auto-

 Biography on Journey of river. | The students will able too..* Reading, writing, enhances vocabulary
* Trace the journey of a river from mountain to sea
* Recognize colour changes and other changes in water through picture reading.
* Become aware of plants, trees animals and birds found in and around water bodies
* Locate reasons responsible of making water dirty.
* Demonstrate extent of solubility of different substances in water
* Suggest ways to keep rivers clean. Predict the effect of seasons on water bodies.
* Establishes relation between cause and effect. (e.g., evaporation, condensation, dissolution, absorption, Demonstrate extent of solubility of different etc
* Predict the effect of seasons on water bodies.
* Gain knowledge of the methods of making water safe for drinking.
* Uses different senses as per their abilities to observe /smell /taste /feel /hear while performing simple activities and experiments.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
|  | 14 | Basva’s Farm | 8 | * Book activities
* Storytelling with role play.
* Drawing of different types of agricultural tools.
* Drama on Journey of Onion Plant.
* Seedling seeds or germination of seeds.
* Use Bala for phase of germination of seeds
 | The students will be able to do……..* Reading, writing, vocabulary work
* Recognize the variety in nature of crops grown in different regions/areas.
* Describe different steps in cultivating a crop
* Recognize the importance of removing weeds. Reason out the need for involvement of all farming members at various steps during cultivation.
* State measures to ensure good yield and return for the farmer.
* Agriculture tools Identify different agricultural tools, their local names and purposes
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
| **October** | 15 | From Market to Home | 8 | * Book activities
* Storytelling with role play.
* Drawing of different types of vegetables
* Experiment on spoiling of food/bread
* Wrapper activity
 | The students will able too..* Reading, writing, enhances vocabulary
* Narrate the daily routine of vegetable sellers.
* Relate the importance of starting the day early and working long hours.
* Appreciate the importance of all family members in sorting of fruits and vegetables.
* Ways of keeping vegetables fresh .Enlist different ways to keep vegetables and fruits fresh for a longer time.
* Identification of fruits and vegetables on the basis of season, colour, size, shape, texture, seeds, smell etc.
* Way to know Process of preservation of food.
* Identify fruits and vegetable that spoil quickly and those that can stay for some days.
* Know the measures used for selling vegetables and fruits like dozen, kilograms etc.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment

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|  | 16 | A Busy Month | 6 | * Book activities
* Storytelling with role play.
* Paste different types of migrated birds.
* Draw the body parts

of bird.* How to save Endangered birds
 | The students will able too..* Reading, writing, enhances vocabulary.
* Identify animals that live on land, in water and on trees.
* Become familiar with variety of nests and materials used in their making.
* Know the reasons for making of nests by the birds.
* Becomes acquainted with the how and what mother birds feed to their young ones.
* Name the enemies of birds and bird’s eggs.
* Identify the nature of different kinds of bird’s feet and their purpose.
* Identify variety in beaks and relate nature of beak to the kind of food they eat.
* Recognize variety in nature of teeth in different animals and relate to the kind of food consumed by them. Become familiar with the different kinds of human teeth
* Draw birds, bird’s nests, animals, birds beak etc.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
|  | 17 | Nandita in Mumbai | 8 | * Book activities
* Storytelling with role play.
* Making water purifier or dispenser.
* Field trip of slum area and their lifestyle report.
 | The students will able too..* Reading, writing, enhances vocabulary
* Differentiate between ways of living in rural and urban areas.
* Compare the size and nature of houses in rural, and urban areas (both slums and high rise building)
* Make a comparative list of facilities available in rural and urban areas.
* Water and sanitation Compare water and toilet facilities in rural slum and high-rise buildings.
* Check the availability of electricity in different kinds of homes.
* Identify the problems of people living in slums like shortage of water.
* Diseases from dirty water.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
| **November** | 18 | Too Much Water Too Little Water | 9 | * Book activities
* Storytelling with role play.
* Street play on dirty water diseases and their effects
* Purification methods of water.
 | The students will able too..* Reading, writing, enhances vocabulary.
* Relate the harmful effects of drinking dirty unclean water.
* Name some water based diseases and their symptoms.
* Become sensitized to uneven distribution of water and consequent water shortage.
* Gain knowledge of methods of purification of water.
* Know the process of producing and procuring daily needs (e.g., water) i.e., from source to home.
* Conduct a water survey and find out ways to stop wastage of water
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
|  | 19 | Abdul in the Garden | 10 | * Book activities
* Storytelling with role play.
* Field trip of garden or near agricultural fields.
* Drawing and paste picture of Tap roots, Fibrous roots, Arial roots plants and trees.
* Grow seeds and record their observations
* Drawing of oak trees.
 | The students will able too..* Reading, writing, enhances vocabulary.
* Recognize different kinds of roots like tap, fibrous and Arial roots etc.
* Recognize the importance of water for plants
* Postulate the ways plants get water if nobody waters them.
* Recognize unusual roots and their functions.
* Become aware of laws against cutting trees.
* Make a list of other things that grow including human beings.
* Know the tree ages by their calculating rings.
 | * Book activities
* Storytelling with role play.
* Field trip of garden or near agricultural fields.
* Drawing and paste picture of Tap roots, Fibrous roots, Arial roots plants and trees.
* Grow seeds and record their observations
* Drawing of oak trees.
 |
|  | 20 | Eating Together | 7 | * Book activities
* Storytelling with role play.
* Mapping of harvest festivals of India.
* Etiquettes and manners of eating.
* Children and teachers sit together for lunch and sharing their food.
 | The students will able too..* Reading, writing, enhances vocabulary.
* Harvesting festivals celebrating in India.
* the value of sharing and doing things together.
* Bihu -Festival of Assam Explore the narrative to find out - Special food prepared - Special dresses worn - Temporary shed for feasting together - Bhela Ghar
* Mid-Day Meal by government of India.
* Collect necessary information regarding MidDay Mean Scheme and their right to complain, if unhappy with the quality of food or other
 | * Book activities
* Storytelling with role play.
* Mapping of harvest festivals of India.
* Etiquettes and manners of eating.
* Children and teachers sit together for lunch and sharing their food.
 |
| **December** | 21 | Food and Fun | 6 | * Book activities
* Storytelling with role play.
* Drawing of Utensils and tools.
 | The students will able too..* Reading, writing, enhances vocabulary.
* Relate the importance of Langar in a Gurudwara .
* Know various tasks and appreciate the participation of different members in community in various ways.
* Discover the facts about life in boarding schools
* Get acquainted with food prepared and served regularly on festive occasions.
* Helping with each other.
 | * Book activities
* Storytelling with role play.
* Drawing of Utensils and tools.
 |
|  | 22 | The World in My Home | 10 | * Book activities
* Storytelling with role play.
* Awareness about good touch with visual film
* like Komal in Diksha app.
* Councilor interaction with children.

  | The students will able too..* Reading, writing, enhances vocabulary.
* Relate the importance of caring and concern for different interests of family members.
* Know about various decisions taken in a family and persons who take them.
* Become sensitized to gender discriminatory practices in a family.
* Appreciate the importance of values exhibited by elders in the family and acquire them.
* Become sensitized to discriminatory practices on the basis of caste and religion in families.
* Become sensitized to good and bad touch and other abuses.
* Know the Children helpline numbers and other emergency numbers.

  | * Book activities
* Storytelling with role play.
* Awareness about good touch with visual film like Komal in Diksha app.
* Councilor interaction with children.

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|  | 23 | Pochampalli | 5 | * Book activities
* Storytelling with role play.
* Flow chart making of thread to saree.
* Field trip of cloth manufacturing units.
* Drawing of life cycle of silk moth.
 | The students will able too..* Reading, writing, enhances vocabulary.
* Know about traditional art of weaving Pochampalli sarees and carpet weaving in different parts of India
* Become sensitized about reasons for extinction of traditional handicrafts.
* Know the steps involved in weaving- From thread to cloth
* Appreciate and realize the role of all members of the family in the process Traditional occupation
* Recognize various traditional occupations and jobs are learnt from elders in a family
* Expensive sarees in market.
* Types of silk Sarees
* About sericulture
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
| **January** | 24 | Home and Abroad | 6 | * Book activities
* Storytelling with role play.
* Collect old coins.
* Pasting different of currencies
 | The students will able too..* Reading, writing, enhances vocabulary.
* Know about Kerala and Abu Dhabi’s climate, houses, trees and plants, food, clothes people, language and currency.
* Children know the salient features of the two travel destinations : people ,culture, food habits ,weather conditions and currencies of Abu Dhabi (UAE)and Kerala (India)
* Currency of different country.
* Currency value in market.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
|  | 25 | Spicy Riddles | 5 | * Book activities
* Storytelling with role

play.* Drawing of spices uses in home.
* Chart making of English name and regional name of spices.
* Sensorial activity of spices.
* Riddles book
 | The students will able too..* Reading, writing, enhances vocabulary.
* Identify various spices by touch and smell
* Recognize the importance of spices in food and cooking.
* Know the medicinal value of various species
* Name the places in India where maximum spices are grown
* Understand that spices add flavor to food and also have medicinal value Garam masala
* Enlist spices for making garam masala
* Prepare some simple dishes like chat.
* Children make riddles by own.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
| **February** | 26 | Defense Officer : Wahida | 5 | * Book activities
* Storytelling with role play.
 | The students will able too..* Reading, writing, enhances vocabulary.
* Recognize difficulties faced by girls to get education in Indian Villages
* Inspire children to dream big and develop a resolve to become an achiever.
* State various jobs and ranks in defense service
* Appreciate women achievers and their contribution in today’s world
* Describes different skilled work defense services their skills and training (role of institutions) in daily life.
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |
|  | 27 | Chuskit Goes to School | 9 | * Book activities
* Storytelling with role play.
 | The students will be able to do…...* Reading, writing, vocabulary work.
* Relate to the problems faced by special people in the hilly areas
* Get motivation to help others and work in a group
* Develop sensitivity to the needs of differently abled people.
* Recognize the importance of equipment and special facilities like wheelchair and ramp for special people at
 | * Weekly worksheet
* MCQs related to the concept
* Observation writing
* Give reasons
* Summative assessment
* Diagnostic assessment
 |