**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 |
|  | 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 |
|  | 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 |
| **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 |
| **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 |
|  | 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 * . |
|  | 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 |
| **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   . |
|  | 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. |
|  | 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 |