

Fun of learning

Syllabus/Curriculum

(Domains of Development)

- *Sensory Development* (sight, hearing, touch, taste, smell, control, location, relationship)
Book (G.K., Computer, Social Science)
- *Language Development* (listening, communication, conversation, read, write, print, sentence, recognition, differentiate sounds)
Book (English Literature/Reader/Grammar)
(Hindi Reader/Grammar)
- *Academics Development*
(*Mathematics/Science*) (know, change, look, feel, objects, events, people classification, space, quantity, length, counting, observing, reasoning, problem solving, explore physical, natural, predictions, generalization)
Book (Mathematics, Science, Reasoning, Computer)
- *Creative Development* (objects, events, ideas, in the form of drawing/music/dance)
Book (Drawing/Art and Craft/Music)
- *Personal (social and emotional)*
Development (Self concept, self control, self help, initiative, curiosity, independence, behaviour, attention span, friendship with peers, cooperation, empathy)
Book (Social Science/Values/Computer)
- *Physical, Health and Motor*
Development (muscles, strength, body parts, nutrition , sound, health, hygiene, safety)
Book (Physical Education/Games/Exercise)

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. Suraj School will respect and ensure the rights of the child.

Dignity and Expression

- I have the right to know about my Rights
- I have rights being a child and no matter who I am where I live, what my parents do, what language I speak, what religion I follow, whether I am a boy or a girl, what culture I belong to, whether I am disabled, whether I am rich or poor. I should not be treated unfairly on any basis. Everyone has the responsibility to know this.
- I have the Right to express my views freely which should be taken seriously, and everyone has the Responsibility to listen to others.
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes.
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences.

Development

- I have the Right to a good education, and everyone has the Responsibility to encourage all children to go to school.
- I have the Right to good health care and everyone has the Responsibility to help others get basic health care and safe water.
- I have the Right to be well fed and everyone has the Responsibility to prevent people starving.
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it.
- I have the Right to play and rest.

Care & Protection

- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others.
- I have the Right to a family and a safe and comfortable home and everyone has the Responsibility to make sure all children have a family and home.
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others.
- I have the Right to live without violence and corporal punishment (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others.
- I have the Right to be protected from economic exploitation and sexual and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment.
- I have the Right to protection from any kind of exploitation and everyone has the Responsibility to ensure that I am not being subjected to be taken advantage in any manner.

IN ALL ACTION CONCERNING CHILDREN THE BEST INTERESTS OF THE CHILD SHALL BE A PRIMARY CONSIDERATION.

My Name

My Father's Name

My Mother's Name.

My School Name.....

Admission No. Class/Section

Contact No. (Father)

Contact No. (Mother)

Contact No. (Home)

Photo



I Pledge

I am proud to be a student of SURAJ SCHOOL. The great heritage and culture of my school always influence and give me direction.

*I will not tolerate any type of **abusive activities** that occur anywhere against me as well as against other children who are my sisters and brothers.*

*I will always be in the forefront to report any such instances to the **parents and authorities** of school. This is my duty and **responsibility**. Since an abuse and **exploitation free childhood** and world is necessary for my future.*

"I solemnly affirm that I will always stand for the same."

Signature of Student

MATHEMATICS

1. To know about Hindu Arabic and Roman Numerals.
2. To know the concept of large numbers.
3. To know about Indian place value chart.
4. To know about addition identity (zero).
5. To know the concept of subtraction.
6. To review the concept of Multiplication.
7. To know the properties of multiplication
8. To know the properties of division.
9. To know about Multiples and Factors.
10. To know the concept of Factor Tree.
11. To understand Fraction of a collection
12. To learn addition and subtracting of fraction.
13. Comparing and ordering decimal numbers.
14. Some examples of Unitary Method from daily life.
15. To know about patterns.
16. To get an idea of volume and capacity.
17. To get an idea of a circle.
18. To know the concept of symmetry.
19. To get an idea of area.
20. To know the various methods of data handling

SOCIAL STUDIES

1. Neighbouring countries of India. (Show on A4 size sheet)
2. Union territories of India. (On scrap book)
3. The Himalayas and its three parallel ranges. (On map)
4. India divided into five physical divisions. (List them in scrapbook)
5. The coastal plains and its types. (On map)
6. The western desert or Thar Desert. (Write few lines)
7. The Islands and its group. (Write five lines of each type)
8. Seasons in India and three main seasons. (In Scrapbook)
9. Types of soil and soil formation. (Chart paper)
10. Horticulture / agriculture. Explain.
11. Transport and their types. (Paste picture)
12. Communication and their types. (Draw or paste picture)
13. Resources and their types. (Paste picture and write uses)
14. Sources of water. (Draw picture)
15. Minerals and its types. (Paste picture on chart paper)
16. Instruments used by the sailors. (make list)
17. Festivals celebrated in India and its types.(Write few lines about each)
18. Fundamental Rights and its types. (List them in scrapbook)
19. Local self- government and their works.
20. Fundamental duties. (List them in scrapbook)

SCIENCE

1. Draw the picture of leaf and label parts of a leaf. Explain it.
2. Explain the food chain with diagram.
3. Draw the picture of emergent ,floating and underwater plants and label it.
4. Draw the diagram structure of an egg and explain it.
5. Explain life cycle of a butterfly with picture or model. (Group)
6. Paste or draw the picture of aquatic mammals and write few lines about them in (scrap book).
7. Collect picture of various animals from old news paper and magazines, group them according to their habitat as terrestrial , aquatic, amphibians, aerial and arboreal animals and paste these picture in a scrap book.
8. Draw on chart the human excretory system and circulatory system and label it.
9. Every person has a different blood type called blood group. Find out about the different types of blood group that are found in human beings. Make list of the different blood group.(Project report / group activity)
10. Explain the balanced diet with picture or model.
11. Tell about posture and explain how can we have correct posture. Draw the picture of correct standing and sitting posture.
12. Make types of teeth with clay and label it. (Use thermacol sheet)
13. Explain structure of teeth with diagram.
14. Draw the different types of microbes and write uses and causes.
15. Explain digestive system and label each organ in the diagram.

ENGLISH

1. Give description of everyone in your family by telling their names and what they do.
2. Paste a newspaper cutting and circle the conjunction in it.
3. Write how many kinds of adverb are there. Write one-two example with each of its kind.
4. Write twenty words .Circle the common Noun and underline the proper Noun among them.
5. You are given some words, read the words aloud with your teacher, note the sounds.ir- bird, dirt, firm, girl, shirt, skirt. Ur- curve, burn, curt, hurt, nurse, purse
6. Write ten sentences, circle the subject and underline the predicate.
7. Listen to the children as they tell about their favourite game and with whom they play these games. Now make two column describing game & players.
8. Write the definition of noun and show the types of noun with the help of pictures.
9. Match similar sounding words from the columns and check their meanings.
10. What comes to your mind when you think of the word detective? Fill in chart paper.
11. Write about the types of gender with two -two examples.(Paste picture also)
12. What do you mean by possessive case. Write 10 sentences showing possessiveness.
13. What do you mean by adjectives? Write how many degree of comparison are there in adjectives.
14. Write the definition of article and distribute the articles on the basic of their types.
15. What do you mean by tense? Write down the types of tense with four examples with each of its types. (On chart paper)
16. Write a paragraph and underline Noun and Pronoun with different colours.
17. Collect the pictures of some countable and uncountable things and paste it.
18. Paste or draw the picture of your daily routine to school and give it number according to your schedule.
19. Write about five similarities and five dis-similarities between robots and humans
20. Find out ten new vocabulary words and make one sentence for each.

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ACTIVITY PLANNER

Sr.	Activities	Remarks
1	Orientation of new students	
2	Baisakhi Celebration	
3	Clay Modelling	
4	Green Colour Day (NLU)	
5	Earth Day Celebration	Tree Plantation by Students
6	Mother's Day	Kurta Painting activity
7	Card Making	With ice cream spoon
8	Talk Show	
9	Labour Day Celebration	
10	Fruits and Vegetable Day	Fruit chat and salad decoration
11	Tearing and Pasting Competition	
<u>AFTER SUMMER BREAK</u>		
12	Holiday Homework Exhibition	
13	Yellow Colour Day (NLU)	
14	Young Chef activity	NimbuPani
15	Colouring Competition	
16	Nature Walk	
17	Sowing of seeds	How a baby plant grows
18	Hindi recitation competition	
19	Show and Tell Competition	
20	Collage Making Competition	
21	Eid Celebration	
22	Healthy Tiffin	
23	Kite Making Competition	
24	Raksha Bandhan Special Assembly	
25	Rakhi Making activity	
26	Janamashtami Celebration	
27	Mukut Decoration Competition	
28	Paper Plate activity	
29	Literacy Day Celebration	
30	Short Course of Dinning Manners	
31	Drawing Competition	
32	Thumb Printing activity	
33	Wild Animal's Week Competition	
34	Letter Drafting	
35	Visit to Post Office	
36	Orange Colour Day Competition	
37	Gandhi Jayanti Competition	
38	English Recitation Competition	
39	Matchsticks activity	
40	Dussehra Celebration	
41	Hindi Calligraphy Competition	
42	Sports Meet	Yoga, Drill & PT

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Sr.	Activities	Remarks
43	Diya Making activity	
44	Rangoli Making Competition	
45	Spray Printing	
46	Garden of Five senses	
47	English Calligraphy Competition	
48	Shlok Recitation Competition	
49	Santa Claus Cap Making activity	
50	X-Mas related activities	
51	Vegetable Printing	
52	Origami activity	Paper folding
53	Book Mark Making activity	
54	Paper Bag Activity	Say NO to Polybags
55	Pista Shell Activity	
56	Pencil Peel activity	
57	Red and White Colour Day	
58	Table Mat Making activity	
59	Cut and Paste activity	
60	Spell Well Competition	
61	Fancy Dress Competition	
62	Basant Panchami Competition	
63	What I want to be – Extempore	
64	Blue Colour Day activity (NLU)	
65	Story Telling Competition	
66	The 1st Whirlpool - Inter School Skating Championship	
EXCURSIONS		
67	Visit to Temple	
68	Visit to Aquarium	
69	Visit to Gurudwara	
70	Visit Air Force Station	
71	Mcdonalds Visit	
72	Church visit	
73	Visit to Hotel	
OTHER CELEBRATION		
74	Grandparent's Day Celebration	
75	Sports Day	
76	Making of First Aid Box	

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Sr.	Activities	Remarks
77	Class Decoration Competition (1-5)	
78	Inter house dance competition	
79	Inter house Kabaddi match (4-5)	
80	1 st inter house wall magazine contest (1-5)	
81	Inter house group song competition (1-8)	
82	Spin a yarn story telling competition (1-3)	
83	Inter house skating competition (1-5)	
84	Mental math quiz (1-5)	
85	Cyber quiz competition (4-8)	
86	2 nd wall magazine competition (6-8)	
87	Independence Day celebration (1-5)	
88	Investiture ceremony	
89	Special assembly on Janamashtmi (1-5)	
90	Character enactment competition (1-3)	
91	Calligraphy competition (1-8)	
92	Handwriting competition (1-3)	
93	Spell- bee competition (1-3)	
94	Mask making competition (4-5)	
95	Paragraph reading competition (1-3)	
96	Newspaper reading (1-8)	
97	One act play class activity (4-5)	
98	Christmas tree decoration (1-5)	
99	Republic day competition	
100	Nukkad Natak on Swacch Bharat Abhiyan (9-12)	
101	Activity on save mother earth (1-3)	
102	Mother day celebration(1-3)	
103	Summer camp(1-5)	
104	Graduation day(kinder garden)	
105	Picnic(1-3) (Under 50 K.M. Radius)	
106	English Debate for classes IX-X	
107	Inter house skating	
108	Inter –house patriotic song competition	
109	Special Assembly on Independence	
110	Teachers day celebration	
111	Special assembly on Gandhi Jayanti	
112	Japanese poetry & snacks	
113	Poster making	
114	Hindi Extempore	
115	Workshop on staff development	
116	One act play	
117	Special assembly on Guru Nanak Jayanti	
118	English carol singing	
119	Special assembly on Republic Day	

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Sr.	Activities	Remarks
120	CBSE Quiz	
121	Guinness world Record	
122	Science Competition	
123	Children's Day Celebration	
124	Workshop on waste material management	
125	Annual Athletics Meet	
126	Inter active Session of class X students.	
127	Painting competition	
128	Inter school cricket	
129	Mathematics Quiz and Science Quiz	
130	Visit to adopted Village	
131	Quizzes(CBSE Heritage India Quiz, Pearson Quiz, Britannica Quiz by Bournvita Quiz)	
132	Brochure Making	
133	Participation in National Level CBSE Science Exhibition	
134	Designing of Greeting Cards	
135	Finding of area and perimeter of tiles and other things outside the classroom – A mathematical Activity	
136	Workshop for teachers	
137	Wall Painting	
138	Bharat Vikas Parishad (School Level)	
139	Annual Alumni Meet	
140	Graduation Ceremony	

प्रकाशमय कल के लिए

Mathematics 4



Keeping in mind the reality of the number of hours that teaching actually takes place in the school, we have kept a thumb rule of 140 periods, of 30-40 minutes each, per year for mathematics. Within this the number of periods allotted to each area is given in the syllabus. However, this is just to give an **approximate idea** of the weightage to be given to a particular topic by writers and others who are transacting the syllabus.

Mathematics is about a certain way of thinking and reasoning. This should be reflected in the way the materials are written and other activities and exercises created.

1. The sequencing of the concepts should not be linear, but spiral.
2. The points that may influence this include the language, the nature of descriptions and examples, inclusion or lack of illustrations, inclusion of comic strips or cartoons to illustrate a point, inclusion of stories and other interesting texts for children.
3. While dealing with problems, the text books should have several situations with multiple correct solutions. Make the children aware that there can be several strategies for teaching a problem.
4. The material regarding patterns should be created in a way that would allow the child to observe patterns to generalize them, and to develop her own patterns.
5. The purpose is not that the children would learn known definitions and therefore never should we begin by definitions and explanations. Concepts and ideas generally should be arrived at from observing patterns, exploring them and then trying to define them in their own words. There should be no overt emphasis on remembering definitions in known standard forms in exactly the same words.
6. Problem posing is an important part of doing Maths. Exercises that require children to formulate and create a variety of problems for their peers and others should be built in.

Geometry (16 hrs.) SHAPES & SPATIAL UNDERSTANDING

- Draws a circle free hand or with compass.
- Identify centre, radius and diameter of a circle.
- Uses Tangrams to create different shapes.
- Tiles geometrical shapes: using one or two shapes.
- Chooses a tile among a given number of tiles that can tile a given region both intuitively and experimentally.
- Explores intuitively the area and perimeter of simple shapes.
- Makes 4-faced, 5-faced and 6- faced cubes from given nets especially designed for the same.
- Explores intuitively the reflections through inkblots, paper cutting and paper folding.
- Reads and draws 3-D objects, making use of the familiarity with the conventions used in this.
- Draws intuitively the plan, elevation and side view of simple objects.

Numbers (40 hrs.) NUMBERS AND OPERATIONS

- Writes multiplication facts.
- Writes tables upto 10×10 .
- Multiplies two and three digit numbers using lattice algorithm and the standard (column) algorithm.
- Divides a given number by another number in various ways such as:
 - by drawing dots.
 - by grouping.
 - by using multiplication facts.
 - by repeated subtraction.
- Applies the four operations to life situations.
- Frames word problems.
- Estimates sums, differences and products of given numbers.

MENTAL ARITHMETIC

- Adds and subtracts multiples of 10 and 100, mentally.
- Completes multiplication facts by adding partial products, mentally (e.g. $7 \times 6 = 5 \times 6 + 2 \times 6$).

FRACTIONAL NUMBERS

- Identifies half, one fourth and three- fourths of a whole.

$$\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$$

- Explains the meaning of $\frac{1}{2}$ and $\frac{3}{4}$

- Appreciates equivalence of $\frac{2}{4}$ and $\frac{1}{2}$; and of $\frac{2}{3}, \frac{3}{4}$ and 1.

Money (5 hrs.) MONEY

- Converts Rupees to Paise.
- Adds and subtracts amounts using column addition and subtraction with regrouping.
- Uses operations to find totals, change, multiple costs and unit cost.
- Estimates roughly the totals and total cost.

Measurement (21 hrs.) LENGTH

- Relates metre with centimetre;
- Converts metre into centimetres and vice versa.
- Solves problems involving length and distances.
- Estimates length of an object and distance between two given locations.

WEIGHT

- Weighs objects using a balance and standard units.
- Determines sums and differences of weights.
- Estimates the weight of an object and verifies using a balance.

VOLUME

- Measures volumes of given liquid using containers marked with standard units.
- Determines sums and differences of volumes.
- Estimates the volume of a liquid contained in a vessel and verifies by measuring.

TIME

- Computes the number of weeks in a year.
- Correlates the number of days in a year with the number of days in each month.
- Justifies the reason for the need of a leap year.
- Reads clock time to the nearest hours and minutes.
- Expresses time, using the terms, 'a.m.' and 'p.m.'
- Estimates the duration of familiar events.
- Finds approximate time elapsed by (to the nearest hour) forward counting.
- Computes the number of days between two dates.

Data Handling (6 hrs.)

- Collects data and represents in the form of bar graphs;
- Draws Inferences by discussing with the teacher.

Patterns (6 hrs.)

- Identifies patterns in multiplication and division: multiples of 9,
- Casts out nines from a given number to check if it is a multiple of nine.

Objectives

The general objectives at Level -II are:

- to provide print-rich environment to relate oracy with literacy.
- to build on learners' readiness for reading and writing.
- to promote learners' conceptualisation of printed texts in terms of headings, paragraphs and horizontal lines.
- to enrich learners' vocabulary mainly through telling, retelling and reading aloud of stories/folktales in English.
- to use appropriate spoken and written language in meaningful contexts/situations.
- to give them an opportunity to listen to sounds/sound techniques and appreciate the rhythm and music of rhymes/sounds.
- to enable them to relate words (mainly in poems) with appropriate actions and thereby provide understanding of the language.
- to familiarize learners with the basic process of writing.

At the end of this stage learners will be able to do the following:

- narrate his/her experiences and incidents
- exchange his/her ideas with the peers
- carry out a brief conversation involving seeking/giving information
- enjoy reading a story, poem, a short write-up, a notice, poster etc
- take dictation of simple sentences and to practise copy writing from the blackboard and textbook and to use common punctuation marks
- write a short description of a person, thing or place – prepare a notice, or write a message for someone
- write a short composition based on pictures
- take part in group activity, role play and dramatisation

Language Items

At the primary level, knowledge of grammar is to be seen mainly as a process of discovering uses and functions of items through exposure to spoken and written inputs. However, for material writers, teachers and evaluators, the following items may provide a framework of reference.

- nouns, pronouns, adjectives, adverbs
- is, am, are, has, have
- tense forms (simple present and present continuous, simple past and past continuous)
- expressing future (will and be going to)
- articles
- this, that, these, those (as determiners and empty subjects)
- question words
- an, or, but
- punctuation marks (full stop, comma, question mark and inverted commas)
- possessive adjectives
- prepositions

Methods and Techniques

(At level I, there will be a shift of emphasis from learning of limited input (textbook) to providing exposure to a wide range of inputs.)

- an oral-aural approach to be followed (with limited focus on reading and writing depending on the level)
- learner-centred activity-based approach including bilingual approach
- integration of key environmental, social and arithmetical concepts
- pictures, illustrations, cartoons, and toys to be used to arouse the interest of children
- focus on discussions, project works, activities that promote reading with comprehension depending on the level

तीसरी कक्षा तक आते-आते बच्चे स्कूल से परिचित हो जाते हैं और वहाँ के वातावरण में घुलमिल जाते हैं। स्कूल का वातावरण और दूसरे बच्चों का साथ उन्हें हिंदी भाषा में निहित स्थानीय, ऐतिहासिक, सांस्कृतिक विविधताओं से परिचित कराता है। इसके अतिरिक्त वे अन्यभाषाओं के प्रति संवेदनशील भी हो जाते हैं। इस स्तर पर बच्चों की भाषा से जुड़े कौशलों की प्रकृति में गुणात्मक बदलाव आएगा। उनमें स्वतंत्र रूप से पढ़ने की आदत विकसित होगी। पढ़ी हुई सामग्री से वे संज्ञानात्मक और भावनात्मक स्तर पर जुड़ेंगे और उसके बारे में स्वतंत्र और मौलिक विचार व्यक्त कर सकेंगे। यहाँ तक आते-आते लिखना एक प्रक्रिया के रूप में प्रारंभ हो जाता है, और वह अपने विचारों को व्यवस्थित ढंग से लिखने लगते हैं।

उद्देश्य

1. बच्चों में पुस्तकों के प्रति रुचि जागृत करना –
 - पाठ्यपुस्तक की विधाओं से परिचित होना और उससे प्रेरित हो कर उन विधाओं की अन्य पुस्तकें पढ़ना।
 - मुख्य बिंदु/विचार को ढूँढ़ने के लिए विषय-सामग्री की बारीकी से जाँच करना।
 - विषय सामग्री के माध्यम से नए शब्दों का अर्थ जानने की कोशिश करना।
2. पूर्व अर्जित भाषायी कौशलों का उत्तरोत्तर विकास करना
 - दूसरे के विचारों को सुनकर समझना और अपनी प्रतिक्रिया व्यक्त कर सकना।
 - दूसरों के विचारों को पढ़कर समझने की योग्यता का विकास करना।
 - पठन के द्वारा ज्ञानार्जन एवं आनंद प्राप्ति में समर्थ बनाना।
 - अध्ययन की कुशलता का विकास करना।
 - स्वतंत्रता और आत्मविश्वास के साथ लिख पाना।
 - मनपसंद विषय का चुनाव कर लिख सकना।
 - विषयवस्तु और विचारों के प्रस्तुतीकरण में लेखन की तकनीक का विकास करना।
 - दूसरों की अभिव्यक्ति को सुनकर उचित गति से शब्दों एवं वाक्यों को लिख सकना।
3. भाषा को अपने परिवेश और अपने अनुभवों को समझने का माध्यम मानना और उसका सार्थक उपयोग कर सकना।
 - कक्षा में बच्चों को बहुभाषिक और बहुसांस्कृतिक संदर्भों से जोड़ना।
 - बच्चों की कल्पनाशीलता और सृजनात्मकता को विकसित करना।
 - भाषा के सौंदर्य की सराहना करने की योग्यता का विकास करना।

शिक्षण युक्तियाँ

कक्षा एक और दो के लिए सुझाई गई युक्तियों के साथ ही निम्नलिखित क्रियाकलापों का आयोजन भाषा शिक्षण के लिए किया जा सकता है –

- बच्चों की रुचि के अनुसार परिचित विषय या प्रसंग पर चर्चा।
- कहानी, वर्णन, विवरण आदि पर प्रश्न पूछने और उत्तर देने को प्रोत्साहित करें।
- भाषण, वाद-विवाद, कविता पाठ, अभिनय आदि का आयोजन कराया जाए।
- कहानी, नाटक के पात्रों का अभिनय कराया जाए।
- अनौपचारिक एवं औपचारिक परिस्थितियों में परिचित एवं पाठ्यपुस्तक के अतिरिक्त पुस्तकों से कहानी, कविता ढूँढ़ने तथा सुनाकर पढ़ने के लिए कहना।
- उचित गति एवं प्रवाह के साथ पढ़ने पर बल दें।
- दूसरों की हस्तलिखित सामग्री, पत्र आदि पढ़वाए जा सकते हैं।
- सरल एवं परिचित विषयों पर वाक्य, अनुच्छेद लेखन।
- अनुभव पर आधारित घटना का विवरण लेखन।
- अनौपचारिक एवं औपचारिक पत्र लेखन।
- वर्ग-पहेली भरवाना।
- चित्र दिखाकर उस पर आधारित कविता, कहानी लेखन।
- संदर्भ पुस्तकों को पढ़ने तथा कठिन शब्दों को शब्दकोश में से देखकर उनके अर्थ समझने का अवसर दिया जाए।
- अधूरी कहानी को पूरी कर सुनाने तथा लिखने को कहा जा सकता है।
- पुस्तकालय समृद्ध करने हेतु प्रयास

Syllabus Distribution _ 2021-22 (Class 4th)

SUBJECTS		October 1 – 25	November 1 – 25	December 1 – 25
ENGLISH	B	L-8 – The Cheery Tree (Part-1)	L-9 – How the leaves came down L-10 – The cherry tree (Part 2)	L-11 – The Praying hands L- 12 – The Potter
	G	L-11 L-12 L-13 L-14	L-15 Simple Future tense L-16 Subject-verb Agreement\ L-17 Can, May, Will, Would, Could L- 26 Writing Descriptions	L-18 Adverbs L-19 prepositions L-20 Sentences L-21 Conjunctions L-30 Writing Stories
HINDI	B	पार्ठ 12 पार्ठ 13 पार्ठ 14 पार्ठ 15 पार्ठ 16	पार्ठ 17 पार्ठ 18	पार्ठ 19 पार्ठ 20
	G	पार्ठ 10 पार्ठ 11 पार्ठ 12	पार्ठ 13 पार्ठ 14	पार्ठ 15 पार्ठ 16 पार्ठ 18
MATHS		L- 8 – Basic Geometry L- 9 – Pattern & Nets L-10 – Measurement	L- 11 – Perimeter & Area L- 12 – Time	L-13 – Money L- 14 – Data Handling
Junior Science		L-11 – Weather, Seasons & Climate L-12 – The Sun & its Family	L- 13 – Light L-14 – Force & Work	L- 15 – Energy L- 16 – How Things Works
Junior World (Social Science)		L-12- How our towns are run L-13- How our country is run L- 14- Some leaders we remember	L-15 – Caring for public properly L-16 – Development of transport L-17 – History of communication L-18 – Alexander the great	L-19 – Fireworks, Silk and the Great Wall L- 20 - The Buddha L- 21 – Ashok the Great L-22 – The Rajas of Thanjavur
Computer (Touchpad)		L-4 – Shapes, Graphics & Pictures in Word 2016	L-5 – Introduction to PowerPoint 2016 L-6 – More on PowerPoint 2016	L-7 – More Blocks in Scratch L-8 – More About Internet
Drawing (Visual Art)		Page – 42 – 57 – Marigold, Butterfly, Paper cat, Photo frame, Mother's Day card, Wool Painting, Elephant, Dog, Rabbit Face, Paper Collage , Balloon mask, Quelled animal	Page – 58 – 72 – Crayon Resist, Peacock, Cup & saucer Decorative cushion, mosaic painting, bat mask, knife painting, leaf, science cover	Page- 73 – 88C – Rakhi, Tree, Gold fish, circle stitch, landscape, dinosaur, face of man, woman, foam project, 3 d picture, pull, fold & paste.

Important Dates

Monthly Evaluation Test	26 th to 30 th of Every Month
First Term Exams	1 st September onwards
Second Term Exams	26 th November onwards

Syllabus Distribution _ 2021-22 (Class 4th)

SUBJECTS		January 1 – 25	February 1-25	March
ENGLISH	B	L- 13 – Liza & The Lost Letter	Revision	Revision
	G	L-8 Degrees of comparison L-9 Articles Test Paper L-10 Verbs L-25 Reading Comprehension	Revision : L- 1 to 10	L-11 Simple Present tense L-12 State verbs- Simple Present Tense L-13 Present continuous tense L-14 Simple Past Tense
HINDI	B	Revision	Revision	Revision
	G	पाठ 18	Revision	Revision
MATHS		Revision Unit 1-7	Revision Unit 8 – 14	Revision
Junior Science		Test – 3 Test – 4 Revision L- 1-6	Revision L- 7 - 16	Revision
Junior World		Review 2 Review 3 Review 4 Revision L- 1 – 8	Revision – 9-22	Revision
Computer		Revision – L-1 – L-4	Revision – L- 5 – L- 8	Revision
Drawing		Revision Page – 5-50	Revision Page – 52 – 88C	Revision

Important Dates

<u>Monthly Evaluation Test</u>	<u>26th to 30th of Every Month</u>
<u>First Term Exams</u>	<u>1st September onwards</u>
<u>Second Term Exams</u>	<u>26th November onwards</u>

Math Toolkit - 4

Skill and Concept Development Hand-Eye Co-ordination, Early Number Sense, Pattern Recognition

S.No.	Area	Components
1.	Comparison	Comparison of objects on both qualitative and quantitative basis. It deals with concepts such as the most - the least, bigger-smaller, longer-shorter, and so on.
2.	Classification	Grouping of objects in class and sub-class on the basis of some particular criteria. Whether children are able to classify with respect to presence or absence of specific characteristics.
3.	Correspondence	Compare on the basis of one to one correspondence. E.g. are there as many children as there are dots and so on.
4.	Seriation	Making a rank order of objects on the basis of any specific criteria from more to less. High to low, thin to thick and so on.
5.	Using counting words	Learning to count objects with synchronization and without skipping or double counting.
6.	Cardinality	Understanding the meaning of the last counted number.
7.	Numerical Recognition	Understanding the quantitative meaning of the written numerals.
8.	Hand-Eye Co-ordination and Small Motor Development	Developing dexterity in the use of fingers with visual support.
9.	Visualisation and Imagination	Learning to represent the everyday objects and objects of imagination.
10.	Spatial Sense	Spatial orientation – near/far, above/below, in-between Developing a sense of what fits with what and relative sizes.
11.	Colour Recognition	Matching and classifying based on colour differences.
12.	Pattern Recognition	Making repeating patterns, extending given patterns.

Teaching Learning Material	Topics / Concept
Fraction Kit	Fractional Numbers <ul style="list-style-type: none"> Identification of half, one fourth and three-fourths of a whole, Meaning of unit fractions and recognition of their symbols ,Understanding meaning of denominator, Comparison of unit fractions, Equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ and of $\frac{2}{2}$, $\frac{3}{3}$, $\frac{4}{4}$ and 1, Addition and subtraction of like fractions
Fraction Dice (Big) (for whole class use with fraction kit to be used with fraction kit)	Fractional Numbers- Comparison of fractions, Estimating the degree of closeness of a fraction to known fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, Developing fraction language
Fraction Poster (to introduce context for fractions to be used with fraction kit)	Fractional Numbers- Understanding meaning of denominator within a context, Understanding unit fractions, Understanding non-unit fractions
Jodo Straws	2-D And 3-D Shapes- Understanding angles, Comparing angles, Right angles, Polygons –triangles, quadrangles, square and rectangles,Polyhedrons –cube and cuboids,Faces, vertices and sides of polyhedrons
Maan Cards (6 digits)	Place Value And Mental Addition- Indicates expanded notation of a number, Numberless of large numbers, Developing a quantity for numbers, Number Patterns
Juggling Numbers	Mental Arithmetic- Adding and subtracting two digit numbers mentally, Adding and Subtracting based on patterns in numbers, Doubling two digit numbers mentally, Identifying patterns and solving problems in addition and subtraction
Jodo Blocks	Area, Perimeter And Distributive Property <ul style="list-style-type: none"> Understanding the difference between area and perimeter and that objects with same area can have different perimeters 2-digit by 2-digit multiplication based on distributive property Understanding square numbers and cube numbers Factors and Multiples, LCM and HCF
Ganitmala - 200 and Number Catchers up to 15	Consolidating Multiplication And Number Sense - Understanding Distributive property, Ability to break numbers conveniently and find product, Understanding 2-digit by 2-digit multiplication, Factors and Multiples, LCM and HCF
Digit Cards	Place Value & Number Operations- Organizing numbers on the basis of ascending and descending order, Comparing numbers, Forming greatest and smallest numbers using given digits , Mental addition, subtraction and multiplication
Balance (brass balance and weights)	Weight And Number Equations- Understanding of standard units – gram/ Weighing objects using a balance and standard units, Determining sums and differences of weights, Estimating the weight of an object and verifying using a balance , Balancing number sentences
Tangram	Shapes & Area- Exploring similar triangles, Area relationships between different types of shapes/ Relationship between different 2-D shapes
Tessellation kit	Spatial Understanding- Tiling a given region using a tile of a given shape, Distinguishing between shapes that tile and that do not tile such as pentagons
Geoboard	Shapes & Spatial Understanding- Pairs of lines, Types of triangles and quadrilaterals , Properties of polygons and circles, Understanding angles , Identifying right angles , Comparison of angles
Solid Shapes	3-D Geometry- Faces, vertices and edges of 3-D objects, Classifying 3-D objects on the basis of flat and curved surfaces, Tracing 2-D shapes from 3-D objects
Currency	Money- Converting Rupees to paise, Finding totals, change, multiple costs and unit cost

Multiplication Table - 25x25

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120	126	132	138	144	150
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140	147	154	161	168	175
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160	168	176	184	192	200
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180	189	198	207	216	225
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220	231	242	253	264	275
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240	252	264	276	288	300
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260	273	286	299	312	325
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280	294	308	322	336	350
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300	315	330	345	360	375
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320	336	352	368	384	400
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340	357	374	391	408	425
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360	378	396	414	432	450
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380	399	418	437	456	475
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400	420	440	460	480	500
21	21	42	63	84	105	126	147	168	189	210	231	252	273	294	315	336	357	378	399	420	441	462	483	504	525
22	22	44	66	88	110	132	154	176	198	220	242	264	286	308	330	352	374	396	418	440	462	484	506	528	550
23	23	46	69	92	115	138	161	184	207	230	253	276	299	322	345	368	391	414	437	460	483	506	529	552	575
24	24	48	72	96	120	144	168	192	216	240	264	288	312	336	360	384	408	432	456	480	504	528	552	576	600
25	25	50	75	100	125	150	175	200	225	250	275	300	325	350	375	400	425	450	475	500	525	550	575	600	625

बच्चों के अधिकार

एक बच्चा 18 वर्ष से कम आयु के सभी व्यक्ति हैं। बच्चे के पालन-पोषण और विकास के लिए माता-पिता की प्राथमिक जिम्मेदारी है। सूरज स्कूल बच्चे के अधिकारों का सम्मान करेगा।

गौरव और अभिव्यक्ति

- मुझे अपने अधिकारों के बारे में जानने का अधिकार है।
- मेरे पास बच्चे होने के अधिकार हैं और कोई फर्क नहीं पड़ता कि मैं कौन हूँ, मैं कहाँ हूँ, मेरे माता-पिता क्या करते हैं, मैं किस भाषा बोलता हूँ, मैं किस धर्म का अनुसरण करता हूँ, चाहे मैं लड़का या लड़की हूँ, मैं किस संस्कृति का हूँ, चाहे मैं विकलांग, चाहे मैं अमीर हो या गरीब मुझे किसी भी आधार पर गलत तरीके से इलाज नहीं करना चाहिए। यह जानने के लिए हर किसी की जिम्मेदारी है।
- मुझे अपने विचारों को स्वतंत्र रूप से व्यक्त करने का अधिकार है, जिसे गंभीरता से लिया जाना चाहिए, और दूसरों की सुनने के लिए सभी की जिम्मेदारी है।
- मेरे पास गलती करने का अधिकार है, और सभी को स्वीकार करने की जिम्मेदारी है कि हम अपनी गलतियों से सीख सकते हैं।
- मेरे पास जो कुछ भी मेरी क्षमताओं को शामिल करने का अधिकार है और अपने मतभेदों के लिए दूसरों का सम्मान करने की जिम्मेदारी सभी के पास है।

विकास

- मेरे पास एक अच्छी शिक्षा का अधिकार है, और हर किसी के पास सभी बच्चों को स्कूल जाने के लिए प्रोत्साहित करने की जिम्मेदारी है।
- मेरे पास अच्छे स्वास्थ्य देखभाल का अधिकार है और हर किसी के पास बुनियादी स्वास्थ्य देखभाल और सुरक्षित पानी पाने में मदद करने की जिम्मेदारी है।
- मुझे अच्छी तरह से खिलाया जाने का अधिकार है और सभी लोगों को भूख से मरने से रोकने के लिए उत्तरदायित्व है।
- मेरे पास स्वच्छ वातावरण का अधिकार है, और हर किसी की जिम्मेदारी है कि इसे प्रदूषित न करें।
- मेरे पास खेलने का अधिकार है, और आराम करने का अधिकार है।

देखभाल और संरक्षण

- मेरे पास प्यार और हानि और दुर्व्यवहार से सुरक्षित होने का अधिकार है, और हर किसी के पास प्यार और दूसरों की देखभाल करने की जिम्मेदारी है।
- मेरे पास एक परिवार का अधिकार है और एक सुरक्षित और आरामदायक घर है और सभी के पास यह सुनिश्चित करने के लिए उत्तरदायित्व है कि सभी बच्चों के पास परिवार और घर हो।
- मेरे पास मेरी विरासत और विश्वासों पर गर्व करने का अधिकार है और सभी के पास दूसरों की संस्कृति का सम्मान करने के लिए उत्तरदायित्व है।
- मेरे पास हिंसा और शारीरिक सजा (मौखिक, शारीरिक, भावनात्मक) के बिना रहने का अधिकार है, और हर किसी की जिम्मेदारी दूसरों के लिए हिंसक नहीं है।
- मुझे आर्थिक शोषण और यौन से संरक्षित करने का अधिकार है और यह सुनिश्चित करने के लिए जिम्मेदारी है कि कोई भी बच्चा काम करने के लिए मजबूर नहीं है और उसे एक निःशुल्क और सुरक्षित वातावरण दिया गया है।
- मेरे पास किसी प्रकार के शोषण से सुरक्षा का अधिकार है और हर किसी की जिम्मेदारी यह सुनिश्चित करने के लिए है कि किसी भी तरीके से मुझे लाभ नहीं लिया जा रहा है।

बच्चों के प्रति ध्यान में रखते हुए सभी कायवाही में बच्चे के सर्वश्रेष्ठ रुचिकर एक प्राथमिक विचार होंगे।

My Teacher!
you are god



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