KIDS WORLD SCHOOL
SESSION - 2024 -25
ANNUAL CURRICULUM PLANNER
SUBJECT - MATHS
CLASS - IV

MONTH	NAME OF THE LESSON	METHODOLOGY	LEARNING OBJECTIVES		LEARNING OUTCOMES	MODE OF ASSESSMENT + ACTIVITY
			KNOWLEDGE / CONTENT BASED	APPLICATION BASED		
JULY 01/07/2024 – 18/07/2024	Ch.1 Place Value Of Greater Numbers	• Explanation using abacus • Demonstration • Discussion • Problem solving • Critical thinking • Comparison	• Building 5 and 6 Digit Numbers • Indian and International Systems • Comparing and Ordering Numbers • Rounding off Numbers • Roman Numerals	**Maths lab activity** Activity using dice and paper strips. (Students are divided into groups of 4. Each student rolls the dice once and notes down the number. Player 1 forms a 4 digit number using all the four digits. Students are supposed to answer the questions based on the four digit number)	• Students understand and identify the place value of 5 and 6 digit numbers. • Students understand how to write numbers according to the Indian and international place value systems. • Round of numbers to the nearest 10, 100 and 1000.	**ASSESSMENT AS LEARNING** **MULTIDISCIPLINARY** **(MATHS + SST + SPORTS)** **Maths-** **Comparison of Rain fall in Sikkim Region** **Maths-** **Find out the ordering numbers in a queue with the help of game.**
19/07/2024-31/07/2024	Ch .2 Addition and Subtraction (WRITTEN)	• Explanation • Demonstration • Discussion • Problem solving • Comparison • Counting • Making connections • Computing • Recognizing • Representation	• Additional subtraction of 4 and 5 digit numbers with regrouping. • Estimation of Sums and differences. • Story sums based on addition and subtraction	**Maths lab activity** Activity using a pack of playing cards. (One student will select five cards and form a 5 digit number from it further activity will be continued using this five digit number	•Students understand how to add and subtract 4 and 5 digit numbers based on their properties. •Students understand how to check subtraction using addition. •Students understand how to solve story sums based on addition and subtraction	**ASSESSMENT OF LEARNING** **Types of questions** • **MCQs** • **Fill in the blanks** • **Find the sum.** • **Find the difference** • **Estimating sums and differences** • **Solve the following story sums.** • **Lab activity**

AUGUST 01/08/2024 – 14/08/2024	Ch.3 Multiplication (WRITTEN)	• Memorizing tables. • Explanation • Discussion • Solving sums on blackboard. • Creative thinking • Critical thinking	• Multiplication of 4 digit numbers. • Multiplication properties. • Multiplication of money. • Story sums based on multiplication	**Maths lab activity** Activity to reiterate the concept of multiplication.(Divide the students into groups of 4.Each group will pick four cards and form of 4-digit number this will be the multiplicand. Again each group will pick any two cards and form a two digit number, this will be the multiplier. Further the activity will be carried out using the selected multiplicand and the multiplier.)	• Students understand how to multiply numbers by tens, hundreds and thousands. • Students understand how to solve multiplication sums based on money. • Students understand how to solve the number patterns in multiplication. • Students learned to solve story sums based multiplication.	**ASSESSMENT OF LEARNING** **Types of questions** • **Multiplication of 4 digit numbers.** • **Multiplication properties.** • **Multiplication of money.** • **Story sums based on multiplication.**
16/08/2024- 31/08/2024	Ch. 4 Division (WRITTEN)	• Explanation • Discussion • Counting • Making connection • Creative thinking • Critical thinking • Solving problems based on division on blackboard.	•Division of greater numbers. •Estimating quotients. •Properties of division. •Division with money. •Story sums based on Division	**Maths lab activity** Activity to reiterate the concept of division of 4 digit numbers using abacus and playing cards. (Students will be divided into groups of 4. Each of the 4 students picks a card and form of 4-digit number, this will be the dividend. One of the students will pick one more card, this will be the divisor. Further the activity will be carried out using abacus.)	•Students understand to solve the sums using division facts and properties. •Students understand how to divide 4 digit numbers with a single digit and two digit divisors. •Students understand to estimate questions by rounding of the dividend and the divisor	**ASSESSMENT OF LEARNING** **Types of questions** • **Division of greater numbers.** • **Estimating quotients.** • **Properties of division.** • **Division with money.** • **Story sums based on Division.**

SEPTEMBER 02/09/2024 – 14/09/2024	Ch. 5 Factors (SEA)	• Explanation of what are factors. • Explanation using video presentation. • Demonstration. • Making • connections • Comparison • Recognizing	• Factors of a number. • Prime and composite numbers. • Common factors of two or more numbers	**Maths lab activity** Activity to understand the concept of factors using number tokens from 10 to 25. (Divide the students into groups of 4. Each group is given number tokens from 10 to 25. Each member of the group picks a number and finds all the factors of that number. Then student will count how many factors the number has, this will be equal to the number of points student gets. The game continues for 4 such around with students picking a new number each time. The student with maximum points will be the winner.)	• Students understand the concept of factors. •Students understand prime and composite numbers and find factors of a number. •Students learned to find the prime and common factors of given numbers using the factor tree and the short division method	**ASSESSMENT FOR LEARNING** **Types of questions** • **Find the Factors of the number.** • **Find the Prime and composite numbers.** • **Find the Common factors of two or more numbers.**
16/09/2024-30/09/2024	Ch. 6 Multiples (Quiz/ Competition)	• Explanation using video presentation. • Discussion • Demonstration.	• Multiples of a number. . • Common multiples. • Different methods to find common multiples. • Test of divisibility	**Maths lab activity** Activity to understand the concept of multiples using counters and dice. (Divide students into pairs A and Each student will roll the dice and note the number in notebook. They will take counters of number equal to their dice but of different colors. The goal of the game is to have equal number of counters on both rows. Student with lesser number of counters will add more counters; each student can add as many counters as they got on the dice at the	•Students understand the concept of multiples. •Students learned to identify the multiples of a number. •Students understand how to find common multiples of given numbers. •Students learned to solve sums mentally and identify and correct errors related to multiples	**ASSESSMENT FOR LEARNING** **Types of questions** • **Write the first five multiples.** • **Find the first three common multiples.**

				beginning. Suppose student A adds 4 counters three times to make 12 counters. So 12 is third multiple of 4.Student B adds 6 counter twice to make 12 counters. So 12 is second multiple of 6.)		
OCTOBER	REVISION OF EVALUATION -I EXAMINATION					
NOVEMBER 01/11/2024 – 06/11/2024	Ch 9 Decimals (WRITTEN)	• Explaining decimals on number line. • Explanation using number blocks. • Explanation by giving examples • Recognizing • Comparison • Counting	•Introducing decimals. •Expressing decimals in words. •Converting fractions to decimals. •Converting decimals to fractions	**Maths lab activity** Activity to reiterate the concept of conversion of fractions to decimals and vice versa. (Each student will have a checkered sheet of square paper and color pencils. Students will first box 10×10 squares in a column with dotted line and then color appropriate squares to represent the decimal or fraction and write it both as decimal and fraction. The student will then represent the same on a number line.)	• Students understand the concept of decimals. • Students understand to write decimals in words and figures. Read a number line and identify the decimal numbers on it. • Students understand to convert decimal numbers to fractions and vice-versa.	**ASSESSMENT OF LEARNING Types of questions** • Write decimals in words. • Convert fractions to decimals. • Convert decimals to fractions.
07/11/2024- 18/11/2024	Ch 7. Shapes and Patterns **(Quiz / Competition)**	• Explanation. • Demonstration using 3D shapes to explain edges, faces and corners. • Demonstration with the help of craft paper. • Video presentation	• Open and closed curves. • Simple closed curves and polygons. • Identification of 3 and 4 sided polygons. • Relationship between radius and diameter.	**Maths lab activity** Activity to make a symmetrical figure(Divide the students in pairs. Give a square sheet of paper to each student. Student A will fold the square sheet in half and crease it well to get the impression of the fold. Student B will draw a half flower on the left side of	• Students understand the concept of polygons. • Students learned to identify open and closed figures. Students learned to make reflection symmetry.	**ASSESSMENT FOR LEARNING Types of questions** • **MCQ** • **Find the radii.** • **Find the diameter.**

			• Symmetry and reflection	the fold and paint it with watercolor. While the color is still wet, student A will fold the paper along the crease and pat it gently. They will open the sheet of paper and find an identical image of flower formed. The flower so formed is symmetrical. The activity continues for one more round with students switching roles.)		• **Find the radius.**
19/11/2024-30/11/2024	Ch 13 Data Handling. Graph work.	•Explanation •Demonstration with help of pictures and graphs	•Understanding a bar graph and its elements. •Scaling in a bar graph. •Drawing circle charts and inferring from them	**Graph work.**	• Students learned to read a bar graph and draw conclusions. •Students understand how to study ,identify and correct errors related to bar graphs.	**ASSESSMENT FOR LEARNING** • **Read the bar graph and circle charts** • **Answer the following questions. (based on bar graph an circle charts)**
DECEMBER 2/12/2024-31/12/2024 **(SEA)**	Ch 8 Fractions	• Explanation. • Demonstration with the help of objects • Solving sums based on fraction on blackboard. • Clearing concept of fraction by story sums.	• Different types of fractions. • Equivalent fractions. • Comparing adding and subtracting like fractions. • Fraction of a whole number. • Story sums based on fraction.	**Maths lab activity** Activity using 10×10 cm sheet of paper and color pencils. (Each student will fold the sheet of paper vertically into two equal half, then color half of it and write the fraction of the colored half in a separate sheet. Further the activity will be carried out by folding coloring and noting down the fraction.)	• Students understand the concept of equivalent, like and unlike fractions. • Students learned to identify and find equivalent fractions of a given fraction. • Students learned to add and subtract like fractions	**ASSESSMENT FOR LEARNING Types of questions** • **MCQ** • **Find the sum.** • **Find the difference.** • **Reduce the fractions.** • **Convert the improper fractions into mixed fractions.** • **Story sums.**

JANUARY 03/01/2025 – 15/01/2025	Ch. 10 Measurement (WRITTEN)	• Explanation. • Discussion • Comparison • Problem solving • Visualization and representation	• Expressing length, mass and capacity in smaller and bigger units. • Using a ruler as an instrument to measure and draw line segments • Converting units of measurement.	**Maths lab activity** To reiterate the concept of mass length and capacity. (Divide the student into groups of 4or5. The students in a group will help each other measure heights and weights and record their observations in their notebooks, the help of measuring jar the student will find out how much water there water bottle can carry and how much they have consumed till then. They must draw the inferences the tallest member, the shortest member, the lightest member, the heaviest member, quantity of water carried from home quantity consumed till that moment.)	• Students learned to convert different units of measurement. • Students learned to solve sums based on measurement of length, weight and capacity. • Students understand how to solve sums mentally and identify and correct errors related to measurement.	**ASSESSMENT OF LEARNING Types of questions** • **Convert as directed.** • **Draw line segments.** • **Story sums.**
16/01/2025- 31/01/2025	Ch.12 Time	• Explanation by drawing clock on black board. • Discussion. • Assignment or activity	• Reading time to the exact minute. • Understanding the use of a.m. and p.m. • Drawing a timeline. • Calculating the duration of time elapsed. • Finding the finishing time of an activity.	Activity to reiterate the concept of elapse time using a handmade clock.(Students will make a handmade clock using a paper plate one small and one big ice cream stick movable clips and color crayons. Students will rotate the sticks to show the starting time of the period. When the period ends the student will show time again and note it down. Student will then find the duration of the period.)	• Students understand how to read time to the exact minute. • Students understand how to read and show time in 12 hours and 24 hours clock and understand timeline. • Students understand to calculate the finishing time of an activity.	**ASSESSMENT AS LEARNING** **MULTDISCIPLINSARY** **(MATHS + COMPUTER +ENGLISH)** **Find out the Time Elapsed using MS Word.**

FEBRUARY 01/02/2025 – 28/02/2025	Ch.11 Perimeter and Area (WRITTEN)	• Explanation by giving examples. • Demonstration with the help of picture on black board. • Discussion	• Perimeter of simple polygons and irregular shapes. • Area of simple polygons and irregular shapes.	**Maths lab activity** Activity to reinforce the concepts of area and perimeter. (Divide the students into groups of 4.each student will be given 15×15 grid to work on to make a design of the school ground. One member will make the announcement corner of given area and perimeter. 2nd member will make the VIP enclosure of given area and perimeter. 3rd member will make refreshment stalls of given area and perimeter. 4th student will make a parents and closure in the remaining area. The group who has drawn the best design will be the winner)	• Students understand the concepts of perimeter and area. • Students learned to find perimeter and area of regular and irregular polygons. • Students learned to solve sums mentally and identify and correct errors related to area and perimeter.	**ASSESSMENT OF LEARNING Types of questions** • **MCQ** • **Find the Perimeter.** • **Find the Area.** • **Story sums.**
MARCH	**REVISION OF EVALUATION –II EXAMINATION**					