

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS -IV
SUBJECT – THE WORLD AROUND US

No.	UNIT	Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
	Name			Starting	Closing						
1	OUR COMMUNITY	Chp no.1 Living Together	A Tour Around My Village Activity- 1	JULY Day 1 Day 2	JULY	The 'Human Compass' : Blindfold one student and have others give 'wrong' directions (meow for left, bark for right) to find a 'hidden treasure' in the classroom.	Experiential Learning	CG-2: Understands vocational skills and vocations in the world of work	C-2.1: Describes the contribution of vocation in the world of work.	The students will Describe the contribution of vocation in the world of work.	
			Van Mahotsav: A Festival for Planting Trees Activity- 2	Day 3 Day 4		The 'Statue Garden' : Students must freeze like trees. The teacher tries to make them laugh by 'pollinating' them with silly jokes. If they move, they become 'fallen logs'.	Learning by Doing: Hands-on activity involving physical interaction with soil, seeds, and saplings.	CG-1: Develops basic skills and allied knowledge of work	C-1.2: Approaches tasks in a planned and systematic manner.	The students will Approach tasks in a planned and systematic manner.	
			Helping Hands in the Community Activity- 3	Day 5 Day 6		The 'Slow-Mo Helper' : Act out a school bus driver or a postman delivering mail, but do it in extreme slow motion while the class guesses the job.	Group discussion on food sources and the collective effort behind a meal.	CG-3: Develops essential values/disposition while working.	C-3.1: Empathy, sensitivity, and collaboration.	The students will show Empathy, sensitivity, and collaboration.	
			Celebrating Van Mahotsav	Day 7 Day 8		"The Dancing Trees" (Musical Statues Twist): Ask students to stand and pretend they are different types of trees (e.g., a swaying coconut tree, a sturdy banyan, or a prickly cactus). Play music; while it plays, they must "grow" and dance. When the music stops, you shout a weather condition (e.g., "Thunderstorm!", "Gentle Breeze!", or	Experiential and collaborative learning and role play	CG-1: Develops sensitivity towards the natural environment and understands the interdependence of living beings.	C-1.1: Identifies the importance of trees in maintaining ecological balance and providing resources.	The students will Identify s the importance of trees in maintaining ecological balance and providing resources.	

			Sharing a Meal	Day 9 Day 10		The 'Invisible Picnic': Pass around an invisible heavy box. Each student takes out a 'hilarious' invisible food item and mimes eating it.	Group discussion on food sources and the collective effort behind a meal	CG-3: Develops essential values/disposition while working	CG-3.1: Collaboration and teamwork	The students will Develop collaboration and teamwork	
			Let us reflect Our school , our Team	Day 11 Day 12		Scout and guide clap	Discussion and Writing of Question and Answer	CG-1: Critical Thinking & Synthesis CG-2: Language Proficiency:	C-1.2: Approaches the writing task in a systematic manner—moving from oral discussion to structured sentence formation	The students will Approach the writing task in a systematic manner—moving from oral discussion to structured sentence formation	
		Chp.no. 2 Exploring Our Neighbourhood	On Our Way Back Home (Activity 1 & 2)	JULY Day 1 Day 2 Day 3	JULY	The 'Mystery Commute' Charades: Students act out weird sights on the way home (e.g., a cow in sunglasses) for others to guess.	Discussion, Experiential Learning: Using daily observation to identify surroundings and transport methods.	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures. CG-4: Develops basic skills and allied knowledge to run and contribute to the home	C-1.1: Identifies and uses tools for practice. C-1.2: Approaches tasks in a planned and systematic manner. C-1.3: Maintains and handles materials/equipment C-4.1: Applies vocational skills in a home setting	The students will Identify and use tools for practice. The students will Approach tasks in a planned and systematic manner. The students will Maintain and handle materials/equipment. The students will Apply vocational skills in a home setting	
			Interview with Elders	Day 4 Day 5		The 'Time Traveler' Talk: Students pretend to be from the year 2100 interviewing an elder about 'ancient' 2024 tools of communication.	Discussion, Collaborative Learning: Developing social inquiry	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work. CG-3: Develops essential values/disposition while working across areas.	C-2.1: Describes the contribution of vocation in the world of work. C-3.1: Develops values: Curiosity, Creativity, Empathy, and Sensitivity	The students will Describe the contribution of vocation in the world of work The students will Develop values: Curiosity, Creativity, Empathy, and Sensitivity	
			Savings for the Future (Activity 3)	Day 6 Day 7		The '100 Pebble Party': Groups decide how to 'spend' limited imaginary pebbles on needs vs. wants	Problem-Based Learning: Financial literacy and quantifying resources.	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.2: Applies skills and knowledge learned in the area. C-2.3: Evaluates and quantifies the associated products or materials.	The students will Understand the place and usefulness of vocational skills and vocations in the world of work.	

			Looking Around the Neighbourhood (Activity 4)	Day 8 Day 9 Day 10		Neighbourhood Bingo: A quick check-off of local sights seen on the way to school.	Contextual Learning: Mapping roles of community helpers (Police, Fire Station, Hospital).	CG-1: Develops basic skills and allied knowledge of work. CG-2: Understands the place and usefulness of vocational skills.	C-1.2: Approaches tasks in a planned manner. C-2.1: Describes the contribution of vocation in the world of work	The students will Approach tasks in a planned manner. The students will Describe the contribution of vocation in the world of work	
			Let us reflect (Neighbourhood Services)	Day 11 Day 12		The 'Mirror-Mirror' Reflection: In pairs, students mimic the 'work' actions of a community helper (e.g., a nurse or librarian).	Discussion and Writing of Question and Answer.	CG-3: Develops essential values/disposition while working across areas	C-3.1: Develops values: Attention to detail, Persistence, Collaboration, and Teamwork.	The students will Develop values: Attention to detail, Persistence, Collaboration, and Teamwork.	
2	LIFE AROUND US	Chp. No. 3 Nature Trail	The Adventure Begins Safety Rules	AUGUST Day 1	AUGUST		Interactive discussion and demonstration of safety protocols	CG-1: The student develops basic skills and allied knowledge of work and associated materials and procedures	C-1.1: The student approaches tasks in a planned and systematic manner.	The students will approaches tasks in a planned and systematic manner	ASSESSMENT AS LEARNING
			Activity – 1 Animals in the Forest	Day 2		'Zoo Escape': One student acts as a zookeeper trying to catch classmates who are 'escaped' animals moving in funny, specific ways.	Observation-based field inquiry and wildlife identification	CG-1: The student develops basic skills and allied knowledge of work and associated materials and procedures	C-1.3: The student identifies and uses specific tools for practice.	The students will identify and use specific tools for practice.	
			Activity - 2 Activity - 3	Day 3 Day 4		'Invisible Tracks': Students draw invisible animal tracks in the air; others must guess the animal and its mood.	Inquiry-based investigation into animal signs and environments.	CG-3: The student develops essential values and dispositions while working across various areas.	C-3.2: The student develops persistence, focus, curiosity, and creativity while engaging in work.	The students will develop persistence, focus, curiosity, and creativity while engaging in work.	
			Activity - 4: Birds Diary	Day 5		'The Opera of Owls': Students try to have a conversation using only bird whistles and chirps until everyone is laughing.	Project-based learning through systematic data logging and journaling.	CG-4: The student understands the place and usefulness of vocational skills and vocations in the world of work.	C-4.1: The student evaluates and quantifies the associated products or materials observed.	The student will evaluate and quantify the associated products or materials observed.	
			Tiny Animals Activity - 5	Day 6		'Bug's Life Interview': A student plays a famous 'celebrity' beetle being interviewed about their busy day under a leaf.	Hands-on microscopic observation and ecological documentation	CG-3: The student develops essential values and dispositions while working across various areas.	C-3.4: The student develops empathy and sensitivity toward living organisms during work.	The students will develop empathy and sensitivity toward living organisms during work.	

			Leaf Autograph (Activity 6)	Day 7		'The Tree's Signature': Students find a leaf and invent a funny 'celebrity signature' for that specific tree species	Art-integrated classification and botanical study.	CG-2: The student develops basic skills and allied knowledge to run and contribute to the home	C-2.1: The student applies the acquired vocational skills and knowledge in a home setting.	The student will apply the acquired vocational skills and knowledge in a home setting.	
			'Web of Life' Game	Day 8		'The Human Spaghetti': A group holds a tangled web of yarn; one person 'sneezes,' and everyone must wiggle without breaking the web.	game-based learning to understand interdependence.	CG-4: The student understands the place and usefulness of vocational skills and vocations in the world of work	C-4.3: The student develops values of collaboration and teamwork while engaging in work.	The students will develop values of collaboration and teamwork while engaging in work.	
			Let us Reflect	Day 9 Day 10		'The Mirror Wall': Students mirror each other's 'victory poses' to celebrate completing the adventure.	self-assessment Discussion and Writing of Question and Answer,	CG-3: The student develops essential values and dispositions while working across various areas	C-3.1: The student demonstrates a willingness to do physical work and maintain focus.	The students will demonstrate a willingness to do physical work and maintain focus.	
		Chp. No. 4 Growing UP With Nature	A Journey Through a Forest	AUGUST Day -1	AUGUST	Animal Sounds Symphony': Each student gets an animal. When the teacher points, they make the sound. Try to make a 'forest remix'.	Storytelling	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work	C-2.1: Describes the contribution of vocation in the world of work.	The students will Describe the contribution of vocation in the world of work.	
			Welcome to the Village!	Day -2		The Human Knot': Students stand in a circle and grab random hands. They must untangle without letting go to show community work.	Role Play & Field Observation	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures	C-1.1: Identifies and uses tools for practice.	The students will Identify and use tools for practice.	
			Activity- 1 Activity- 2 Activity- 3	Day -3 Day -4 Day -5		Tool Charades': Act out using a tool (like a hammer or spade) without speaking while others guess	Demonstration & Hands-on Practice	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures	C-1.2: Approaches tasks in a planned and systematic manner.	The students will Approach tasks in a planned and systematic manner. The students will Maintain and handle materials/equipment for the required activity	
			Activity- 4 Activity - 5	Day -6 Day -7		'Build a Tower': Use only paper and tape to build the tallest tower in 2 minutes. Focus on teamwork	Working in groups to solve problems and create products using vocational knowledge.	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops values/disposition while engaging in work (Persistence, focus, curiosity, collaboration).	The students will Develop values/disposition while engaging in work (Persistence, focus, curiosity, collaboration).	

			Sparkling Light, Happy Life Activity 6 Activity 6	Day -8 Day -9 Day -10		'Mirror Mirror' : In pairs, one person moves and the other mimics exactly. Represents the 'spark' and reflection of life.	Project-Based Learning: Applying technical skills (like electrical or creative work) to improve living environments.	CG-4: Develops basic skills and allied knowledge to run and contribute to the home.	C-4.1: Applies the acquired vocational skills and knowledge in a home setting.	The students will Apply the acquired vocational skills and knowledge in a home setting.	
			Let us Reflect	Day -11 Day -12		Compliment Web' : Pass a ball of yarn while giving a compliment to a peer about their work. Creates a web of connection	Discussion and Writing of Question and Answer	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops values/disposition while engaging in work (Empathy, sensitivity, and willingness to do physical work).	The students will Develop values/disposition while engaging in work (Empathy, sensitivity, and willingness to do physical work).	
3	HEALTH AND WELL- BEING	Chp. No 5 Food for Health	Introduction	SEPTEMBER Day -1	SEPTEMBER	'The World on a Plate' : Students share one dish that represents their family heritage to build connection	Interactive storytelling	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.1: The student describes the contribution of various vocations in the food industry to the world of work.	The students will describe the contribution of various vocations in the food industry to the world of work.	ASSESSMENT FOR LEARNING
			Mystery Masala	Day -2		'Spice Detectives' : Use smell, touch, and sight to identify hidden spices in opaque jars.	Discovery-based learning focusing on the properties, medicinal values, and culinary uses of spices	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures.	C-1.1: The student identifies and uses specific tools and materials required for practice in the kitchen.	The students will identify and use specific tools and materials required for practice in the kitchen.	
			A Stall of 'Super Food'	Day -3		'Healthy Shark Tank' : Groups create a 30-second advertisement for a local superfood (like Millets)	Project-based learning focusing on entrepreneurship, marketing,	CG-3: Develops essential values/ disposition while working across areas	C-3.1: The student demonstrates collaboration, teamwork, and curiosity while engaging in group work.	The students will demonstrate collaboration, teamwork, and curiosity while engaging in group work.	
			How Does Food Help Us?	Day -4		'Body Maintenance' : A matching game where students link vitamins/ minerals to specific body functions	Inquiry-led session using charts and diagrams	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.2: The student applies scientific skill and nutritional knowledge learned in the vocational area.	The students will apply scientific skill and nutritional knowledge learned in the vocational area.	

			Food Groups	Day -5		Grocery Sort' : Sorting a bag of mixed groceries into Energy, Body building, and Protective categories	Classification activities and peer-teaching	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.3: The student evaluates and quantifies the associated food products and their nutritional materials.	The students will evaluate and quantify the associated food products and their nutritional materials.	
			Say 'No' to Junk Food	Day -5				CG-3: Develops essential values/ disposition while working across areas	C-3.1: The student develops empathy and sensitivity towards their own health and community well-being	The students will develop empathy and sensitivity towards their own health and community well-being	
			Make a Food Diary Activity-1	Day -6		Memory Lane' : Students try to recall every single item they consumed in the last 24 hours.	Reflective practice and data documentation	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures.	C-1.2: The student approaches the recording task in a planned and systematic manner.	The students will approach the recording task in a planned and systematic manner.	
			A Balanced Food Plate	Day -7		'Plate Design' : Using craft materials to build a visually accurate representation of a balanced meal.	Creative hands-on activity	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures.	C-1.3: The student maintains and handleart materials and equipment for the required activity.	The students will maintain and handleart materials and equipment for the required activity.	
			Water for Health	Day -8		'Thirst Alert' : A quick quiz on the signs of dehydration and the water content of various fruits	Demonstration and discussion regarding the role of hydration in maintaining energy and focus.	CG-3: Develops essential values/ disposition while working across areas	C-3.1: The student demonstrates persistence and focus during healthrelated observations	The students will demonstrate persistence and focus during healthrelated observations	
			Methods of Cooking	Day -9		'Kitchen Charades' : Students act out cooking methods (steaming, sautéing, baking) for others to guess	Experimental learning where students observe the physical changes in food through different heat treatments.	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures.	C-1.1: The student identifies and uses specific tools for practicing various cooking methods.	The students will identify and use specific tools for practicing various cooking methods.	
			Let Us Reflect	Day -10		'The Knowledge Tree' : Students write one thing they will change at home on a paper leaf and stick it to a tree.	Discussion and Writing of Question and Answer	CG-4: Develops basic skills and allied knowledge to run and contribute to the home.	C-4.1: The student applies the acquired vocational skills and knowledge in a homsetting.	The students will apply the acquired vocational skills and knowledge in a homsetting.	ASSESSMENT OF LEARNING

		Chp. No.6 Happy and Healthy Living	Introduction (Activity - 1)	DECEMBER Day -1	DECEMBER	Drama Food Parade” Students act like different foods with funny styles: Melting ice cream ☹ Angry chilli Sleepy bread Others guess the food	experiential learning and role play	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.1: Identifies and uses tools for practice. C-1.2: Approaches tasks in a planned and systematic manner.	The students will Identify and use tools for practice. The students will Approach tasks in a planned and systematic manner.	
			Journey of the Grains (Activity - 2)	Day -2		From Seed to Roti Drama” Give roles: seed, farmer, rain, sun, flour, chapati. Students act in a funny chain (e.g., rain dancing wildly, flour sneezing	storytelling + role play	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.1: Describes the contribution of vocation in the world of work. C-3.1: Collaboration and teamwork.	The students will Describe the contribution of vocation in the world of work. The students will Collaborate and show teamwork.	
			Thank You Everyone! (Activity 3)	Day -3		. “Thank You Bomb” Pass a soft ball quickly. When teacher says “STOP!” Student must say a funny thank y	value-based learning and discussion	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Empathy and sensitivity; Collaboration and teamwork.	The students will show Empathy and sensitivity; Collaboration and teamwork.	
			Mindful Eating	Day -4		“Slow Motion Eating Challenge” Students pretend to eat food in extreme slow motion like robots Add funny reactions (too hot, too sour, too crunchy)	activity-based and reflective learning	CG-1: Develops basic skills and allied knowledge of work.	C-1.2: Systematic approach. C- 3.1: Attention to detail.	The students will show systematic approach. The students will be Attentive to detail.	
			Valuing Food (Activity - 4)	Day -5		Food Detective Game” Teacher shows imaginary wasted food. Students act like detectives: “Who wasted this pizza?!” Add funny investigation dialogues.	problem-solving and inquiry-based learning	CG-2: Understands vocational skills. CG-4: Run/ contribute to home.	C-2.3: Evaluates/quantifies materials. C-4.1: Home setting application.	The students will Evaluate /quantify materials.	
			Enjoy Sports (Activity - 5)	Day -6		“Animal Sports Race” Students move like animals in a race: Frog jump Duck walk Elephant run	learning by doing (kinesthetic approach)	CG-1: Allied knowledge of work (physical stamina).	C-1.2 Approaches tasks in a planned and systematic manner.	The students will approach task in a planned and systematic manner.	

			Sleep Well too!	Day -7		"Funny Sleeping Styles" Students act different sleeping styles: Snoring loudly Sleepwalking Falling asleep suddenly in class Others guess the type	discussion , demonstration method	CG-4: Develops skills to run and contribute to the home	C-4.1: Applies skills in a home setting.	The students will Apply skills in a home setting.	
			Feeling Safe (Activity - 7)	Day -8		"Safe or Silly?" Teacher says actions: Wearing helmet Dancing on table Students react dramatically: Safe= superhero pose Silly = funny fall act	Situational learning and role play	CG-3: Develops essential values/disposition.	C-3.1: Empathy and sensitivity; Curiosity and creativity.	The students will show Empathy and sensitivity; Curiosity and creativity.	
			Let us reflect (Writing Q/A)	Day -9		"Mirror Mimic Game" In pairs: One student does funny actions, other copies like a mirror. (Add silly faces, slow motion, robot style	Discussion and Writing of Question and Answer	CG-2: Understands vocations. CG-3: Value development.	C-2.2: Applies skills/knowledge. C-3.1: Persistence and focus.	The students will apply skills/knowledge. The students will be Persistence and focus.	
4	THINGS AROUND US	Chp. No. 7 How Things Work	Introduction Activity - 1, Activity 2, Discuss	JANUARY Day -1 Day -2	JANUARY	The 'Invisible Object' One student pretends to hold an object (heavy, light, fragile, or floating) and others must guess the weight and nature of the object by how the student handles it.	Inquiry-based learning through observation of physical properties	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures.	C-1.1: Identifies and uses tools for practice.	The students will Identify and use tools for practice	ASSESSMENT AS LEARNING
			Floating and Sinking Activity - 3, Discuss	Day -3 Day -4		The 'Density Dance' Students stand in a tight group to simulate 'Sinking' (High density) and then spread out with arms wide to simulate 'Floating' (Low density) on a command.	Experimental and Hands-on Learning (Learning by Doing)	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-1.2: Approaches tasks in a planned and systematic manner. C-2.3: Evaluates and quantifies the associated products or materials.	The students will Approach tasks in a planned and systematic manner. The students will Evaluate and quantify the associated products or materials.	
			Activity - 4, Activity - 5	Day -5 Day -6		Scout and Guide clap	Experimental and Hands-on Learning (Learning by Doing)	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-1.2: Approaches tasks in a planned and systematic manner. C-2.3: Evaluates and quantifies the associated products or materials.	The students will Approaches tasks in a planned and systematic manner. The students will Evaluate and quantify the associated products or materials.	

			Let us reflect	Day -7		The 'Sink or Float' Poll: Before testing, students jump to the left side of the room if they think an object (e.g., a Pumpkin) will sink, and to the right if it will float.	critical thinking , Discussion and Writing of Question and Answer	CG-4: Develops basic skills and allied knowledge to run and contribute to the home setting.	C-4.1: Applies the acquired vocational skills and knowledge in a home setting.	The students will Apply the acquired vocational skills and knowledge in a home setting. The students will Develop attention to detail and persistence.	
		Chp. No. 8 How Things are Made	Introduction	JANUARY Day -1	JANUARY	The Paper Whisperer: Students try to make the loudest sound possible using only a single sheet of paper (ripping, flicking, popping) to see its 'voice'.	Interactive Discussion	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.1: Describes the contribution of vocation in the world of work	The students will Describe the contribution of vocation in the world of work	
			Activity 1 Make Recycled Paper	Day -2 Day -3		The Mushy Mash: Students close their eyes and describe the texture of wet paper pulp using only funny food metaphors (e.g., 'it feels like soggy oatmeal').	Learning by Doing:	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.2: Approaches tasks in a planned and systematic manner.	The students will Approach tasks in a planned and systematic manner.	
			Activity 2 Natural Colour Experiment	Day -4		Kitchen Chemist: Guess which vegetable (beetroot, turmeric, spinach) created a specific stain on a cloth just by sniffing it	Inquiry-based Learning: Experiment learning	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops the following values/disposition while engaging in work: Curiosity and creativity.	The students will Develop the following values/disposition while engaging in work: Curiosity and creativity.	
			A Special Gift Activity 3	Day -5 Day -6		Compliment Origami: Write a funny secret talent of a classmate on a paper scrap, fold it into a plane, and fly it to them. Project-Based Learning: Creating a tangible product for a specific audience to understand the value of I	Project-Based Learning	CG-4: Develops basic skills and allied knowledge to run and contribute to the hom	C-4.1: Applies the acquired vocational skills and knowledge in a home setting.	The students will Apply the acquired vocational skills and knowledge in a home setting.	
			Different Types of Paper and their Uses - Activity 4	Day -7		Paper Runway: Students must 'wear' one type of paper (tissue, cardboard, etc.) as a hat and explain why that paper is 'fashionable' for its use.	Classification & Sorting , Discussion	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.1: Identifies and uses tools for practice.	The students will Identify and use tools for practice.	

			Making Responsible Choices- Activity 5	Day -8		The Trash Detective: one student describes a piece of 'trash' without naming it, and others guess if it can be recycled or repurposed	Critical Thinking &	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.3: Evaluates and quantifies the associated products or materials.	The students will Evaluate and quantify the associated products or materials.	
			Let Us Get Creative with Paper	Day -9		One-Handed Crane: Try to fold a simple paper shape using only one hand while the other hand is behind the back.	Case studies, discussion	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops the following values/disposition while engaging in work: Collaboration and teamwork.	The students will Develop the following values/disposition while engaging in work: Collaboration and teamwork.	
			Let us reflect	Day -10		Simple clapping exercise	Discussion and Writing of Question and Answer	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.3: Maintains and handles materials/equipment for the required activity.	The students will Maintain and handle materials/equipment for the required activity.	
5	OUR ENVIRONMENT	Chp. No. 9 Different Lands, Different Lives	Back to school from holidays Activity -1	FEBRUARY Day -1 Day -2	FEBRUARY	The Suitcase Mime": Students mime one thing they did or an object they saw during holidays; others must guess what it is.	Storytelling & Peer Discussion	CG-3: The learner develops essential values and dispositions while working across different areas	C-3.1: The student develops empathy, sensitivity, and collaboration while listening to and engaging with classmates' holiday stories.	The students will develop empathy, sensitivity, and collaboration while listening to and engaging with classmates' holiday stories.	ASSESSMENT AS LEARNING
			In the land of Agriculture with Gurpreet	Day -3		Sower vs. Reaper": A quick game of 'Simon Says' but with farming actions like sowing seeds, weeding, and harvesting	Observational Learning	CG-1: The learner develops basic skills and allied knowledge of work and associated materials/procedures.	C-1.1: The student identifies and describes the use of agricultural tools and materials used in farming practices.	The students will identify and describe the use of agricultural tools and materials used in farming practices.	
			In the land of endless sand, with Ritika	Day -4 Day -5		Water Drop Relay": Students try to pass a full cup of water through a line without spilling a drop to simulate water scarcity.	Problem-Solving	CG-2: The learner understands the place and usefulness of vocational skills and vocations in the world of work	C-2.1: The student describes the contribution of local vocations, such as camel herding or handicraft, in the desert economy.	The students will describe the contribution of local vocations, such as camel herding or handicraft, in the desert economy.	
			On the seashore, with Chandni Activity- 2 let us create	Day -6 Day -7		The Net Pull": Students sit in a circle and pretend to pull a very heavy fishing net together, counting in rhythm.	Inquiry-based Learning	CG-2: The learner understands the place and usefulness of vocational skills and vocations in the world of work	C-2.2: The student applies skills and knowledge learned in the area to understand coastal livelihoods and ecosystem management.	The students will apply skills and knowledge learned in the area to understand coastal livelihoods and ecosystem management.	

			Living with challenges	Day -8		Obstacle Navigation" : Students must guide a blindfolded partner through a simple path using only verbal cues.	Discussion	CG-3: The learner develops essential values and dispositions while working across different areas.	C-3.1: The student develops empathy and sensitivity towards individuals living with physical challenges in different geographical terrains.	The students will develop empathy and sensitivity towards individuals living with physical challenges in different geographical terrains.	
			In the Mountains with Nayan	Day -9 Day -10		Mountain Climber" : Students perform 'climbing' movements (high knees). On the word 'Avalanche!', they must freeze in a balanced pose	Visual & Demonstrative Learning	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures.	C-1.2: The student approaches tasks in a planned and systematic manner by understanding how mountain residents adapt to their environment.	The students will approach tasks in a planned and systematic manner by understanding how mountain residents adapt to their environment.	
			Life in my Landforms	Day -11		Mountain Climber" : Students perform 'climbing' movements (high knees). On the word 'Avalanche!', they must freeze in a balanced pose	Experiential & Contextual Learning:	CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.3: The student evaluates and quantifies the associated products or materials found within their own local landform.	The students will evaluate and quantify the associated products or materials found within their own local landform.	
			Let us reflect	Day -12		Simple clapping, laughing	Reflective Practice Discussion and Writing of Question and Answer	CG-3: Develops essential values/disposition while working across areas.	C-3.1: The student develops persistence, focus, and curiosity while reflecting on the various vocational activities explored.	The students will develop persistence, focus, and curiosity while reflecting on the various vocational activities explored.	
		Chp. No. 10 Our Sky	Introduction Pictures of the Sky	FEBRUARY Day -1	FEBRUARY	The 'Alien' Interview: One student pretends to be an alien visiting Earth for the first time	Inquiry-based learning	CG-3: Develops essential values/disposition while working across areas	. C-3.1: Develops curiosity and creativity while engaging in work.	The students will develop curiosity and creativity while engaging in work.	ASSESSMENT AS LEARNING
			The Shadow	Day -2		Shadow Tag: A quick game where 'it' has to step on someone's shadow instead of their body to tag them.	Visual Literacy & Observation	CG-1: Develops basic skills and allied knowledge of work..	C-1.2: Approaches tasks (measuring/observing shadows) in a planned and systematic manner	The students will Approach tasks (measuring/observing shadows) in a planned and systematic manner	
			Play with Shadow	Day -3		Shadow Puppet Theatre: Create a 'monster' or 'animal' using only your hands and a light source. The funniest puppet wins a round of applause.	Learning by Doing, Experiential Learning	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops collaboration and teamwork while performing shadow plays.	The students will Develop collaboration and teamwork while performing shadow plays.	

			Night Sky	Day -4		Connect the Dots: Students are given a 'star map' of random dots and must draw their own funny constellations (e.g., 'The Flying Pizza').	Observation, Learning by Doing	CG-2: Understands the place and usefulness of vocational skills.	C-2.3: Evaluates and quantifies the associated products or materials (counting stars/phases).	The students will Evaluate and quantify the associated products or materials (counting stars/phases).	
			India's Chandrayaan Mission	Day -5		The Moon Walk Race: Students have to race across the room while moving in slow-motion, pretending there is low gravity like the Moon.	Storytelling, Observation-based Learning	CG-2: Understands the place and usefulness of vocational skills.	C-2.1: Describes the contribution of vocation (Scientists/Engineers) in the world of work.	The students will describe the contribution of vocation (Scientists/Engineers) in the world of work.	
			Let us Reflect	Day -6 Day -7		The 'If I Lived on the Moon' Journal: Students share one funny thing they would miss about Earth if they moved to the Moon (e.g., 'I'd miss eating spicy snacks without them floating away').	Reflective Practice	CG-4: Develops basic skills and allied knowledge to run and contribute to the home..	C-4.1: Applies the acquired vocational skills and knowledge in a home setting	The students will Apply the acquired vocational skills and knowledge in a home setting	ASSESSMENT OF LEARNING