

KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS -V

THE WORLD AROUND US

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1	Life Around Us	Chp.No.1 Water— The Essence of Life	Introduction Activity 1: Sources of Water	JULY DAY – 1 DAY - 2	JULY	Students act out where they get water from (tap, rain, well) without speaking.	Inquiry-based learning: Discussing daily water usage	CG-1: Develops basic skills and allied knowledge of work.	C-1.1: Identifies and uses tools for practice	The students will Identify and use tools for practice	
			Water has different forms Activity 2	DAY - 3		The Shape Shifter Let students think- a piece of ice and ask them to predict its shape in 5 minutes.	Experiential Learning: Observing physical changes of water (Solid, Liquid, Gas)	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 task in a planned and systematic manner	
			Water Cycle Activity 3	DAY – 4 DAY - 5		One student is the 'Sun', one is 'Cloud', and others are 'Raindrops' moving in a circle.	Visual-Spatial Learning	CG-3: Develops essential values while working.	C-3.1: Persistence and focus;	The students will show Persistence and focus	
			Groundwater Activity 4 Activity 5	DAY – 6 DAY - 7		Make your hand wave like waves	Demonstration & Simulation	CG-1: Develops Allied knowledge of work and materials.	C-1.3: Maintains and handles materials/equipment for the required activity	The students will Maintain and handle materials/equipment for the required activity	
			Surface water Activity 6	DAY - 8 DAY - 9		Simple scout and guide clap	Group projects to identify local lakes, ponds	CG-2: Understands the place and usefulness of vocational skills.	C-2.3: Evaluates and quantifies the associated products or materials.	The students will Evaluate and quantify the associated products or materials.	

			Our Life lines - Rivers in India Activity 7	DAY – 10 DAY - 11		Each student represents a city along the Ganga; they must pass a 'blue ribbon' through the line.	Storytelling & Map Work	CG-2: Understands the contribution of vocation 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	
			Life in water Activity 8 Activity 9 Activity 10	DAY - 12 DAY - 13		Students move like different aquatic animals while others guess their habitat	Project-Based Learning	CG-1 Develops basic skills CG-3: Develops the essential value	C-1.1: Identifies tools for practice. C-3.1: Collaboration and teamwork	The students will Identify tools for practice. The students will Collaborate and show teamwork	
			Types of plants in water	DAY - 14		A quick-fire game guessing which plants stay on top of water.	Observation-based Learning	CG-1: Knowledge of associated materials	C-1.2: Approaches tasks in a planned manner	The students will approach tasks in a planned manner	
			Let us reflect	DAY - 15 DAY - 16		The Water Pledge: Students create a 'water drop' paper with one way they will save water at home	Reflective Practice, Writing of Question and Answer	CG-4: Develops skills 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	

		Chp no.2 Journey of a River	Where I Begin, Where I Flow	JULY DAY - 1	JULY	The 'Source to Sea' : Students mimic the sound of a trickle (snapping fingers) growing into a roar (clapping) as they move through a classroom obstacle course.	Inquiry-based learning	CG-1: Develops basic skills and allied knowledge of work	C-1.2: Approaches tasks in a planned and systematic manner by mapping flow paths.	The students will Approach tasks in a planned and systematic manner by mapping flow paths.	
			The Life I Hold The Many Ways I Support Lives	DAY - 2		'Thirsty Town' Roleplay: A drama where villagers must negotiate how to share one bucket of water..	Experiential learning	CG-3: Develops essential values/disposition while working across areas. CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-3.1: Develops values/disposition like curiosity and creativity while engaging in work. C-2.1: Describes the contribution of vocation in the world of work.	The students will Develop values/disposition like curiosity and creativity while engaging in work. The students will Describe the contribution of vocation in the world of work.	
			Activity 1 Dams—Storing My Water, Changing My Flow	DAY – 4 DAY - 5		The Human Dam: Students lock arms to stop a 'flow' of balls, seeing how pressure builds up. stuck behind and the floor ahead.	Project-based learning	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.	

			What Pollutes Me and Why it Matters	DAY - 6		The 'Clean Water' Challenge: A bucket of water is 'polluted' with glitter/vinegar; students must brainstorm (not execute) tools needed to undo it.	Case-study analysis of polluted rivers	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops values/disposition like empathy and sensitivity while engaging in work.	The students will Develop values/disposition like empathy and sensitivity while engaging in work.	
			Activity 2 Activity 3 Activity 4	DAY – 7 DAY - 8		Water Filter Challenge: Groups race to build a filter using socks, stones, and sand.	Collaborative learning and design	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 handles materials/equipment for the required activity.	
			When a River Floods	DAY - 9		The Floor is Lava (Flood Version): Navigating the room using only 'safe' high zones and identifying 'emergency' exit routes.	Simulation-based learning	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	The students will Apply skills and knowledge learned in the area	
			Activity 5 Activity 6 Activity 7	DAY – 10 DAY - 11		The Great Levee Build: Using play-dough to protect a cardboard village from a watering can	Simulation games and community	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.	

			When a River Runs Dry!	DAY - 12		The Last Drop: A single cup of water is shared to show how scarcity changes our 'value' of resources.	Discovery learning	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 reflect	DAY - 13		Clapping Activity	Reflective practice Writing of Question and Answer	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops values/disposition like persistence and focus while engaging in work.	The students will Develop values/disposition like persistence and focus while engaging in work.	
2	Health and Well-being	Chp.3 The Mystery of Food	Food Spoilage (The Forgotten Tiffin Box!) Mystery #1: What made my uttapam spoil? Mystery #2: Why do some foods spoil faster?	AUGUST DAY – 1 DAY - 2 DAY - 3	AUGUST	The Rotten Detective’: Students close their eyes and try to identify 'mystery smells' (vinegar, fresh fruit, vs. slightly overripe banana) to detect spoilage.	Inquiry-based learning, Problem-solving	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures. C-3.1 Develops the following values/disposition while engaging in work	C-1.2: Approaches tasks in a planned and systematic manner. C-3.1: Persistence and focus.	The students will Approaches tasks in a planned and systematic manner. The students will be Persistence and focus.	ASSESSMENT AS LEARNING
			Food Preservation Mystery #3: How do we save our food from spoilage? Activity 1 Activity 2	DAY – 4 DAY – 5 DAY – 6 DAY - 7		Save the Sandwich’: A rapid-fire game where students shout 'Freeze it!', 'Salt it!', or 'Dry it!' for different food items shown on cards.	Demonstration of simple drying techniques	CG-2: Understands the place and usefulness of vocational skills. CG-4: Develops basic skills and allied knowledge to run and contribute to the home	C-2.2: Applies skills and knowledge learned in the area. C-4.1: Applies vocational skills in a home setting.	The students will Apply skills and knowledge learned in the area The students will Apply the acquired vocational skills in a home setting.	

			Let us observe Pickling and Oiling Activity-3	DAY – 8 DAY - 9		The Pickle Pose’: A variation of 'Statue' where kids freeze when the teacher says 'Refrigerator' and melt when they say 'Sun-drying'	Hands-on Demonstration, Experimental learning	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures. C-3.1 Develops the following values/disposition while engaging in work	C-1.1: Identifies and uses tools for practice. C-1.3: Maintains and handles materials for the activity. C-3.1: Attention to detail	The students will Identify and use tools for practice. The students will Maintain and handle materials for the activity. The students will be Attentive to detail	
			My Food, My Pride (Markets & Seasons)	DAY - 10		The Seasonal Runway’: Students act out a fruit or vegetable, and others must guess which season they belong to.	Field Visit and Community Engagement	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-2.3: Evaluates and quantifies associated products. C-3.1: Empathy and sensitivity	The students will Describe the contribution of vocation in the world of work. The students will Evaluate and quantify associated products. The students will show Empathy and sensitivity	

			<p>Chew Right! Investigation: What happens to food inside your mouth?</p> <p>Activity 5</p>	<p>DAY – 11</p> <p>DAY - 12</p>		<p>The Cracker Race’: Students see how long they can hold a plain cracker in their mouth without chewing until it tastes sweet.</p>	<p>Experiential Learning</p>	<p>CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.</p> <p>CG-3 Develops essential values/ disposition while working across areas</p>	<p>C-1.2: Approaches tasks in a planned and systematic manner.</p> <p>C-3.1: Persistence and focus.</p>	<p>The students will Approach tasks in a planned and systematic manner.</p> <p>The students will be Persistence and focus.</p>	
			<p>Teeth and Chewing</p>	<p>DAY - 13</p>		<p>Chomp, Tear, Grind’: Using different hand gestures to mimic Incisors, Canines, and Molars during a song.</p>	<p>Skill Practice</p>	<p>CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.</p> <p>CG-4: Develops basic skills and allied knowledge to run and contribute to the home</p>	<p>C-1.1: Identifies and uses tools for practice.</p> <p>C-4.1: Applies the acquired vocational skills in a home setting.</p>	<p>The students will Identify and use tools for practice.</p> <p>The students will Apply the acquired vocational skills in a home setting.</p>	

			Oral Hygiene The Danger of Choking	DAY - 14		Skill Practice, Safety Education	CG-3 Develops essential values/ disposition while working across areas. CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-3.1: Empathy and sensitivity. C-1.2: Approaches tasks in a planned and systematic manner	The students will show Empathy and sensitivity. The students will Approache tasks in a planned and systematic manner		
			Food in Our Body Final Discovery	DAY - 15		The Human Tunnel’: Students stand in two rows forming a 'digestive tract' and pass a ball (food) through with different actions.	Visualization/Mapping: Creating a flow chart of the journey of food from the mouth to the stomach 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-2.2: Applies skills and knowledge learned in the area C-3.1: Willingness to do physical work; Collaboration and teamwork.	The students will Apply skills and knowledge learned in the area The students will show Willingness to do physical work; Collaboration and teamwork.		
			Let us reflect	DAY – 16 DAY - 17		The Thankful Tiffin’: Students share one thing they learned that will change how they eat or pack their lunch	Writing/Drawing the most important 'Mystery' solved during the unit. Writing of Question and Answer	CG-3 Develops essential values/ disposition while working across areas. CG-4: Develops basic skills and allied knowledge to run and contribute to the home	C-3.1: Attention to detail; Empathy and sensitivity. C-4.1: Applies acquired knowledge in a home setting.	The students will show Attention to detail; Empathy and sensitivity. The students will Apply acquired knowledge in a home setting.	

		Chp.no.4 Our School— A Happy Place	Green School Activity 1	AUGUST DAY - 1	AUGUST	Nature Scavenger Hunt': Students find one green thing in the classroom and describe why it's special.	Experiential Learning: Using direct observation to understand environmental sustainability within the school premises.	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops curiosity and sensitivity towards the environment.	The students will Develop curiosity and sensitivity towards the environment.	
			Be a School Explorer!	DAY - 2		I Spy My School' - A quick game of I Spy focusing on school facilities and hidden corners	Inquiry-Based Learning	CG-1: Develops basic skills and allied knowledge of work.	C-1.2: Approaches the exploration task in a planned and systematic manner.	The students will Approach the exploration task in a planned and systematic manner.	
			Waste Management Activity 2- Segregation Game	DAY – 3 DAY - 4		'The Sorting Race' - Teams race to put flashcards of 'trash' into the correct (imaginary) colored bins	Discussion and explanation	CG-1: Develops basic skills and allied knowledge of work.	C-1.1: Identifies and uses the correct bins (tools) for waste segregation practice	The students will Identify and use the correct bins (tools) for waste segregation practice	
			Let Us be Cool! Activity 3	DAY - 5		'The Breeze Dance' - Students mimic trees swaying in the wind to feel the concept of 'cooling'.	Interactive Discussion Learnig by doing	CG-4: Develops basic skills to contribute to the home.	C-4.1: Applies knowledge of temperature regulation and ventilation in a home or school setting.	The students will Apply knowledge of temperature regulation and ventilation in a home or school setting.	
			Dripping Water Activity 4	DAY - 6		The Silent Drop' - Everyone stays quiet to see if they can hear a tap dripping, then mimics the sound.	Problem-Solving: Identifying leaks and understanding the mechanics of water conservation tools.	CG-1: Develops basic skills and allied knowledge of work.	C-1.3: Maintains and handles plumbing fixtures or water materials with care.	The students will Maintain and handle plumbing fixtures or water materials with care.	

			Greenery Around Us Activity 5	DAY - 7		'Plant a Hug' - Students 'hug' the air or a nearby plant to show appreciation for greenery.	Collaborative Learning	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops collaboration, teamwork, and a willingness to do physical gardening	The students will Develop collaboration, teamwork, and a willingness to do physical gardening	
			Traffic Signs	DAY - 8		'Red Light, Green Light' - A classic game to introduce the meaning of signals.	Visual Literacy	CG-2: Understands the usefulness of vocational skills in the world of work.	C-2.2: Applies knowledge of safety signs to navigate the school and world safely.	The students will Apply knowledge of safety signs to navigate the school and world safely.	
			Fire Safety	DAY - 9		Stop, Drop, and Roll' Practice - A physical drill turned into a rhythmic exercise.	Demonstration & Practice, Hands-on training for emergency procedures and safety equipment.	CG-1: Develops basic skills and allied knowledge of work.	C-1.1: Identifies and understands how to use fire safety tools.	The students will Identify and understands how to use fire safety tools.	
			What We do Matters! Activity 6	DAY – 10 DAY - 11		'The Ripple Effect' - Students do a 'Mexican Wave' to show how one action affects everyone.	Reflective Learning	CG-2: Understands the place and usefulness of vocational skills.	C-2.1: Describes how their daily actions (vocations) contribute to a better school environment.	The students will Describe how their daily actions (vocations) contribute to a better school environment.	
			Let us reflect	DAY - 12		Mirror Mimic' - Pairs mirror each other's expressions to represent reflection.	Self-Assessment: Reviewing learned concepts and personal growth throughout the chapter. Writing of Question and Answer	CG-2: Understands the world of work.	C-2.3: Evaluates and quantifies the impact of their environmental activities.	The students will Evaluate and quantify the impact of their environmental activities.	

Unit 3	Incredible India	Chp. No.5 Our Vibrant Country	A Special Day in School	SEPTEMBER DAY -	SEPTEMBER	The 'Guess the State' Charades: Students act out a famous landmark or food from an Indian state without speaking.	Experiential Learning & Storytelling:	CG-3: Develops essential values/ disposition while working across areas.	C-3.1: Develops values like curiosity, creativity, and empathy while engaging in school activities	The students will Develop values like curiosity, creativity, and empathy while engaging in school activities	ASSESSMENT FOR LEARNING
			Republic Day Celebration at Delhi	DAY - 2		The 'Statue Parade: Play patriotic music; when it stops, students must freeze in a pose representing a soldier, dancer, or pilot.	Visual-Aids & Discussion: Using videos of the Rajpath parade to discuss national pride and coordination.	CG-1: Develops basic skills and allied knowledge of work and associated procedures.	C-1.2: Approaches tasks in a planned and systematic manner by understanding the sequence of a national event	The students will Approach tasks in a planned and systematic manner by understanding the sequence of a national event	
			Activity 1 Activity 2	DAY – 3 DAY - 4		The Paper Chain Race: Teams compete to make the longest tri-color paper chain in 2 minutes	Collaborative Learning, Learning by doing	CG-1: Develops basic skills and allied knowledge of work. CG-3: Develops essential values/ disposition while working across areas	C-1.3: Maintains and handles materials/equipment for the required activity C-3.1: Collaboration and teamwork.	The students will Maintain and handle materials/equipment for the required activity The students will show Collaboration and teamwork.	
			Finding India in Currency Activity 3 Activity 4	DAY – 5 DAY - 6		Magnifying Glass Hunt: Give students play money and ask them to find the hidden 'RBI' micro-text or the number of languages.	Discussion , observation, learning by doing	CG-2: Understands the place and usefulness of vocational skills in the world of work.	C-2.3: Evaluates and quantifies the associated products or materials (understanding denomination and security features).	The students will Evaluate and quantify the associated products or materials (understanding denomination and security features).	

			Symbols that Speak	DAY - 7		National Symbols Edition. Draw the Tiger, Lotus, or Banyan tree while others guess.	Symbolic Representation with Discussion	CG-3: Develops essential values/ disposition while working across areas.	C-3.1: Develops attention to detail and curiosity regarding national heritage.	The students will Develop attention to detail and curiosity regarding national heritage.	
			Our Vibrant Culture Activity 5	DAY - 8		The 'Spice Smell' Challenge: Blindfolded students smell common Indian spices (cumin, cardamom) and name them.	Multisensory Learning: Exploring culture through taste, smell, and traditional crafts.	CG-2: Understands the place and usefulness of vocational skills	C-2.1: Describes the contribution of vocation (like traditional artisans/ cooks) in the world of work.	The students will Describe the contribution of vocation (like traditional artisans/ cooks) in the world of work.	
			Diversity Everywhere	DAY - 9		Hello in Many Tongues: Students try to say 'Hello' in as many Indian languages as possible in 30 seconds.	Inclusive learning with discussion	CG-3: Develops essential values/ disposition while working across areas.	C-3.1: Develops empathy and sensitivity towards diverse cultural backgrounds.	The students will Develop empathy and sensitivity towards diverse cultural backgrounds.	
			Activity 6 Activity 7	DAY – 10 DAY - 11		The Knot Challenge: Learning to tie a simple decorative knot or fold a traditional 'cap' from newspaper.	Skill-Based Learning, Discussion	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.	

			Spirit of Togetherness	DAY - 12		The Human Knot: Students stand in a circle, grab random hands, and must untangle themselves without letting go.	Reflective Discussion	CG-3: Develops essential values/ disposition while working across areas.	C-3.1: Focuses on collaboration, teamwork, and persistence	The students will Focus on collaboration, teamwork, and persistence	
			Let us reflect	DAY – 13 DAY - 14		The 'Future Me' Postcard: Write one thing you will do for your country and 'mail' it to a classmate.	Self Reflection, Self-assessment of what has been learned. Writing of Question and Answer	CG-2: Understands the place and usefulness of vocational skills	C-2.2: Applies skills and knowledge learned in the area to personal life goals.	The students will Apply skills and knowledge learned in the area to personal life goals.	
		Chp.no.6 Some Unique Places	Introduction	SEPTEMBER Day 1	SEPTEMBER	The 'Mystery Box': Reach into a box filled with items like a shell, a piece of moss, or a tea leaf. Guess the place it comes from.	Discovery-based learning	CG-3: Develops essential values while working across areas.	C-3.1: Develops curiosity and creativity by speculating on origin of artifacts.	The students will Develop curiosity and creativity by speculating on origin of artifacts.	
			Islands of India Activity 1	Day 2 Day 3		Island Hop: Lay out 'islands' (hoops) on the floor. When the music stops, students must find an island to stand on.	Kinesthetic learning, learning by doing	CG-1: Develops basic skills and allied knowledge of work. CG-3 Develops essential values/ disposition while working across areas.	C-1.1: Identifies and uses maps/globes as tools to locate Lakshadweep. C-1.3: Maintains and handles map materials carefully. C-3.1: Practices collaboration and teamwork to share 'island' space.	The students will Identify and use maps/globes as tools to locate Lakshadweep. The students will Maintain and handle map materials carefully. The students will Practice collaboration and teamwork to share 'island' space	

			Sundarbans: Home of the Mangroves	Day 4 Day 5		Stilt-Walk Race: Students try to walk with wide steps like mangrove roots to avoid sinking into the 'swamp	Discussion and interaction	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 role of conservationists and forest guards. C-2.2: Applies skills learned in the area of nature preservation. C-3.1: Develops empathy and sensitivity for wildlife	The students will Describe the role of conservationists and forest guards. The students will Apply skills learned in the area of nature preservation. The students will Develop empathy and sensitivity for wildlife	
			Northeast India: Green Hills and Great Traditions	Day 6 Day 7		The Bamboo Dance: A simplified rhythm game where students tap pens on desks to mimic the beat of bamboo sticks.	Discussion and Cultural learning	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work.	C-1.3: Maintains and handles instruments/materials for the activity. C-2.2: Applies knowledge of local craft traditions.	The students will Maintain and handle instruments/materials for the activity. The students will Apply knowledge of local craft traditions.	

			Activity 2 Activity 3	Day 8 Day 9		Bird Call Bingo: Listen to different bird sounds and try to copy.	learning by doing with discussion	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work.	C-1.2: Plans the observation task systematically. C-2.3: Evaluates and quantifies the number of species identified.	The students will Plan the observation task systematically. The students will Evaluate and quantify the number of species identified.	
			Western Ghats Activity 4	Day 10 Day 11		Rainmaker: The class creates a 'rainstorm' sound effect by snapping fingers, clapping, and stomping in sequence.	Environmental Stewardship: Mapping the journey of a water droplet through the Ghats.	CG-4 Develops basic skills and allied knowledge to run and contribute to the home. CG-3 Develops essential values/ disposition while working across areas	C-4.1: Applies vocational knowledge of water conservation in a home setting. C-3.1: Develops attention to detail when documenting mountain flora..	The students will Apply vocational knowledge of water conservation in a home setting. The students will Develop attention to detail when documenting mountain flora..	

			Let us reflect	Day 12 Day 13		Postcard to the Future: Draw a picture of one unique place you will protect when you grow up.	Self Reflection, Self-assessment of what has been learned. Writing of Question and Answer	CG-3 Develops essential values/ disposition while working across areas CG-4 Develops basic skills and allied knowledge to run and contribute to the home.	C-3.1: Demonstrates persistence and focus during final reflection. C-4.1: Discusses how to share learned values with family.	The students will Demonstrate persistence and focus during final reflection. The students will Discuss how to share learned values with family.	ASSESSMENT OF LEARNING
Unit 4	Things Around Us	Chp.no.7 Energy – How Things Work	What is Energy? Activity 1	DECEMBER Day 1 Day 2	DECEMBER	Musical Statues : Students dance vigorously (high energy) and freeze instantly when music stops .	Conceptual scaffolding	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures. CG-3 Develops essential values/ disposition while working across areas	C-1.1: Identifies the 'body' as a tool for work. C-3.1: Develops curiosity about the physical sensations of energy. C-3.1: Collaboration and teamwork during the group activity.	The students will Identify the 'body' as a tool for work. The students will Develop curiosity about the physical sensations of energy. The students will show Collaboration and teamwork during the group activity.	

			Activity 2 Rubber Band Guitar	Day 3		<p>Air Guitar Solo: Students perform a 30-second silent air guitar solo before building the real one.</p>	Hands-on Making with discussion	<p>CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.</p> <p>CG-3 Develops essential values/ disposition while working across areas.</p> <p>CG-4 Develops basic skills and allied knowledge to run and contribute to the home.</p>	<p>C-1.1: Identifies and uses scissors and rubber bands.</p> <p>C-1.3: Maintains and handles equipment carefully.</p> <p>C-3.1: Attention to detail in tuning.</p> <p>C-4.1: Applies musical concepts at home.</p>	<p>The students will Identify and use scissors and rubber bands.</p> <p>The students will Maintain and handle equipment carefully.</p> <p>The students will be Attentive to detail in tuning.</p> <p>The students will Apply musical concepts at home.</p>	
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			Activity 3 Sun-powered Water Warmer	Day 4		Solar Absorption Mime: Students pretend to be 'ice cubes' melting slowly as the 'sun' (teacher) gets closer.	Experimental learning	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures. 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-1.2: Approaches the setup in a planned and systematic manner. C-2.1: Describes the work of solar engineers. C-3.1: Persistence and focus while recording data hourly.	The students will Approach the setup in a planned and systematic manner. The students will Describe the work of solar engineers. The students will show Persistence and focus while recording data hourly.	
			Sources of Energy	Day 5		Energy Source Sort: Run to different corners of the room labeled 'Sun', 'Wind', 'Coal', 'Gas' based on teacher's prompts.	Discussion and explanation	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 roles in the fuel industry. C-2.2: Applies knowledge of nonrenewable sources. C-3.1: Empathy and sensitivity toward environmental impact of fuels.	The students will Describe roles in the fuel industry. The students will Apply knowledge of nonrenewable sources. The students will Empathy and sensitivity toward environmental impact of fuels.	

			Energy from Fuel	Day 6		Engine Rev-up: Students make funny engine noises (lawnmower, rocket, scooter) to demonstrate different 'output' levels.	Discussion and explanation	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 roles in the fuel industry C-2.2: Applies knowledge of non- renewable sources. C-3.1: Empathy and sensitivity toward environmental impact of fuels.	The students will Describe roles in the fuel industry. The students will Apply knowledge of non -renewable sources. The students will show Empathy and sensitivity toward environmental impact of fuels.	
			Activity 4 Understanding How Fuel Works	Day 7		Engine Rev-up: Students make funny engine noises (lawnmower, rocket, scooter) to demonstrate different 'output' levels.	Demonstration & Observation	CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures. CG-3 Develops essential values/ disposition while working across areas. CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work	C-1.2: Follows safety procedures systematically. C-3.1: Curiosity about combustion. C-2.3: Evaluates the rate of fuel consumption during the activity.	The students will Follow safety procedures systematically. The students will Curiosity about combustion. The students will Evaluate the rate of fuel consumption during the activity.	

			Electricity Activity 5	Day 8 Day 9		The Static Balloon: Rub balloons on hair to make it stand up, creating 'funny' hairstyles while learning about charges .	Interactive learning with discussion	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 CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work	C-1.3: Handles wires and batteries safely. C-4.1: Identifies electricity-saving opportunities at home. C-2.1: Understands the work of electricians	The students will Handle wires and batteries safely. The students will Identify electricity-saving opportunities at home. The students will Understand the work of electricians	
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			<p>Generating Energy from the Sun, Wind and Water</p> <p>Activity 6 Pinwheel</p>	<p>Day 10</p> <p>Day 11</p>		<p>Simple clapping exercise</p>	<p>Design Thinking: Iterating on pinwheel blade shapes to maximize rotation speed.</p>	<p>CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.</p> <p>CG-3 Develops essential values/ disposition while working across areas.</p> <p>CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work.</p>	<p>C-1.1: Uses craft tools for construction.</p> <p>C-3.1: Willingness to do physical work (assembly).</p> <p>C-2.2: Applies skills learned to improve the pinwheel's efficiency.</p>	<p>The students will Use craft tools for construction.</p> <p>The students will show Willingness to do physical work (assembly).</p> <p>The students will Apply skills learned to improve the pinwheel's efficiency</p>	
			<p>Activity 7 Sunlight in Focus</p>	<p>Day 12</p>		<p>Magnifying Glass Detective: Using a lens to find 'micro-details' on their own hands before looking at light rays.</p>	<p>Interactive learning with discussion</p>	<p>CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.</p> <p>CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work</p>	<p>C-1.2: Plans the water wheel construction systematically.</p> <p>C-2.3: Quantifies the number of rotations per minute.</p>	<p>The students will Plans the water wheel construction systematically.</p> <p>The students will Quantify the number of rotations per minute.</p>	

			Activity 8 Water Wheel	Day 13		he Energy Relay: Passing a 'spark' (a bright ball) through an obstacle course representing energy transfer.	Problem-Based Learning: Designing a water wheel that can lift a small weight using kinetic energy.	CG-3 Develops essential values/ disposition while working across areas	C-3.1: Collaboration and teamwork in building the model.	The students will show Collaboration and teamwork in building the model.	
			Write	Day 14		Simple scout and guide camp	Activity based learning	CG-4 Develops basic skills and allied knowledge to run and contribute to the home	C-4.1: Identifies electricity-saving opportunities at home.	The students will Identify electricity-saving opportunities at home.	
			Activity 9 Energy Flow Game	Day 15		The Energy 'Thank You': Each student thanks a specific energy source (e.g., 'Thank you, Wind, for cooling me down').	System Thinking: Visualizing the transformation of energy from the sun to plants to animals.	CG-3 Develops essential values/ disposition while working across areas. CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures..	C-3.1: Attention to detail in representing each step of the flow. C-3.1: Curiosity about how energy changes form. C-1.2: Executes the game rules systematically.	The students will show Attention to detail in representing each step of the flow. The students will show Curiosity about how energy changes form. The students will Execute the game rules systematically.	

			Let us reflect	Day 16 Day 17		Teacher names an object (any) students point it out and say it aloud	Self Reflection, Self-assessment of what has been learned. Writing of Question and Answer	CG-4 Develops basic skills and allied knowledge to run and contribute to the home	C-4.1: Identifies electricity-saving opportunities at home.	The students will Identify electricity-saving opportunities at home.	
		Chp.no.8 Clothes — How Things are Made	Patterns with Threads Activity 1	JANUARY Day 1 Day 2	JANUARY	'The Human Loom': Students stand in a circle and pass a ball of yarn to someone across from them while holding onto their piece, creating a giant physical web.	Discussion and Experiential Learning	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures. CG-3: Develops essential values/ disposition while working across areas	C-1.1: Identifies and uses tools for practice; C-3.1: Develops curiosity and creativity.	The students will Identify and use tools for practice The students will Develop curiosity and creativity.	ASSESSMENT AS LEARNING
			Activity 2 Traditions of Weaving	Day 3 Day 4		Texture Blindfold': Blindfolded students feel different woven fabrics (jute, silk, wool) and try to guess what they are using funny adjectives.	Inquiry-Based Learning and discussion	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: Empathy and sensitivity	The students will Describe the contribution of vocation in the world of work The students will show Empathy and sensitivity	

			Thread (Natural fibres and Synthetic fibres) Activity 3 Activity 4	Day 5 Day 6 Day 7		Simple clapping and making happy face	Scientific Observation with discussion	CG-1: Develops basic skills and allied knowledge of work and associated materials/ procedures. CG-3: Develops essential values/ disposition while working across areas	C-1.3: Maintains and handles materials/equipment for the required activity; C-3.1: Curiosity and focus.	The students will Maintain and handle materials/equipment for the required activity The students will show Curiosity and focus.	
			Crafting with Needle and Thread Activity 5	Day 8 Day 9		Thread the Giant Needle': act Racing to thread a piece of thick rope through a hula hoop while spinning in a circle.	Skill-Based Demonstration: Step- bystep instruction on handling sharp tools safely.	CG-1: Develops basic skills and allied knowledge of work. CG-3: Develops essential values/ disposition while working across areas	C-1.2: Approaches tasks in a planned and systematic manner; C-3.1: Attention to detail.	The students will Approach tasks in a planned and systematic manner The students will show Attention to detail.	
			Activity 6 fixing a tear or sew a button	Day 10		Paper Shirt Puzzles: draw or fold the paper	Problem-Solving: Real- world application of repair skills to extend the life of products	CG-4: Develops basic skills and allied knowledge to run and contribute to the home. CG-3: Develops essential values/ disposition while working across areas	C-4.1: Applies the acquired vocational skills and knowledge in a home setting; C-3.1: Persistence.	The students will Apply the acquired vocational skills and knowledge in a home setting; The students will show Persistence.	
			Activity 7 learning a basic running stitch	Day 11		Students act to 'sew' a running stitch	Kinesthetic Learning	CG-1: Develops basic skills and allied knowledge of work. CG-3: Develops essential values/ disposition while working across areas	C-1.1: Identifies and uses tools for practice; C-3.1: Focus and persistence.	The students will Identify and use tools for practice The students will be Focus and persistence.	

			Activity 8 Stitching Clothes Together	Day 12		A 2-minute challenge on a paper to turn an old t-shirt into a cape, a bag, or a turban without using scissors.	Collaborative Project: Working in pairs to assemble a simple garment structure.	CG-3: Develops essential values while working across areas. CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-3.1: Collaboration and teamwork; C-1.2: Planned and systematic approach	The students will show Collaboration and teamwork Planned and systematic approach	
			Stitch and Decorate	Day 13		Doodle Stitching' : Drawing a funny monster on scrap fabric and deciding which parts to 'glitter' with thread.	Art Integration with discussion	CG-1: Develops basic skills and allied knowledge of work.	C-1.3: Handles materials for the activity.	The students will Handle materials for the activity.	
			Recycle of clothes	Day 14		Scout and guide clap	Sustainable Education with discussion Thinking critically about waste and circular economy	CG-2: Understands the place and usefulness of vocational skills CG-3: Develops essential values/ disposition while working across areas	C-2.2: Applies skills and knowledge learned in the area C-3.1: Empathy and sensitivity.	The students will Apply skills and knowledge learned in the area Empathy and sensitivity.	
			Exhibition	Day 15		The Invisible Runway' : A fashion show where students walk the ramp showing off their 'invisible' designer creations	Assessment for Learning: Displaying work to build confidence and peer review skills.	CG-2: Understands the place and usefulness of vocational skills CG-3: Develops essential values/ disposition while working across areas	C-2.3: Evaluates and quantifies the associated products; C-3.1: Collaboration.	The students will Evaluate and quantify the associated products The students will show Collaboration.	

			Let us reflect	Day 16 Day 17		The Yarn Ball of Thoughts': Tossing a ball of yarn; whoever catches it shares one thing they learned and one thing they broke	Self Reflection, Self-assessment of what has been learned. Writing of Question and Answer	CG-3: Develops essential values while working across areas. CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work.	C-3.1: Curiosity and empathy; C-2.1: Describes the contribution of vocation	The students will show Curiosity and empathy The students will Describe the contribution of vocation	
Unit 5	Our Amazing Planet	Chp. No. 9 Rhythms of Nature	Introduction	JANUARY Day 1	JANUARY	The 'Nature Mimic' Game: Students act out a natural phenomenon (rain, a blooming flower, wind) while others guess.	Inquiry-based learning. Use open-ended questions about what students observe in nature daily to pique interest.	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops the following values/disposition while engaging in work	The students will Develop the following values/disposition while engaging in work	ASSESSMENT AS LEARNING
			Changes Around Us in a Day (Day and Night)	Day 2 Day 3		Morning/Night Shout: When the teacher says 'Sun!', students stretch and yawn loudly. When 'Moon!', they pretend to snore	Observational learning	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.	The students will Apply skills and knowledge learned in the area.	
			Activity 1 Demonstration — Day and Night	Day 4		Human Earth: One student is the 'Sun' (holding a torch) and another is 'Earth' spinning slowly with a funny hat.	Experiential Learning through demonstration.	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures.	C-1.1: Identifies and uses tools for practice. C-1.3: Maintains and handles materials/equipment for the required activity.	The students will Identify and use tools for practice. The students will Maintain and handle materials/equipment for the required activity.	

			Changes Around Us in a Year (Seasons)	Day 5		The Season Wardrobe: Students pretend they are putting on clothes for a specific season (shivering for winter, fanning for summer) and others guess.	Visual learning using pictures and videos of seasonal changes in flora and fauna.	CG-3: Develops essential values/disposition while working across areas	C-3.1: Develops the following values/disposition while engaging in work.	The students will Develop the following values/disposition while engaging in work.	
			Classroom Activity — Seasons' Chart	Day 6 Day 7		Sticker Race: Pretend to place as fruit/flower on the 'Correct Season' poster	Collaborative learning with discussion	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures. CG-3: Develops essential values/disposition while working across areas.	C-1.2: Approaches tasks in a planned and systematic manner C-3.1: Collaboration and teamwork.	The students will Approach tasks in a planned and systematic manner The students will show Collaboration and teamwork	
			Celebrating Seasons	Day 8 Day 9		Festival Freeze Dance: Play music associated with different seasonal festivals; students dance and freeze when the music stops.	Social and Cultural Pedagogy	CG-4: Develops basic skills and allied knowledge to run and contribute to the home.. CG-3: Develops essential values/disposition while working across areas.	C-4.1: Applies the acquired vocational skills and knowledge in a home setting C-3.1: Empathy and sensitivity.	The students will Apply the acquired vocational skills and knowledge in a home setting The students will show Empathy and sensitivity.	

			Let us reflect	Day 10		The 'Echo' Reflection: One student says a word they learned, and the class repeats it in different funny voices.	Reflective practice Writing of Question and Answer	CG-3: Develops essential values/disposition while working across areas.	C-3.1: Develops the following values/disposition while engaging in work	The students will Develop the following values/disposition while engaging in work	ASSESSMENT FOR LEARNING
		Chp. No.10 Earth — Our Shared Home	The Blue Planet Activity 1	FEBRUARY Day 1 Day 2	FEBRUARY	Globe Toss Game: Students pass an imaginary or ball globe and say one fact about Earth	Discussion and visual learning	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures.	C-1.1: Identifies and use tools like a globe. C-1.2: Approaches learning in a planned and systematic way.	The students will Identify and use tools like a globe. The students will Approach learning in a planned and systematic way	
			Story 1: The Travelling Birds!	Day 3		Bird Mimic Fun: Students imitate bird sounds and guess the bird.	Narrates the story with discussion	CG-2: Students describe the role of birds in nature	C-2.1: Describes the role of birds in nature. C-2.2: Applies knowledge to understand migration patterns	The students will Describe the role of birds in nature. The students will Apply knowledge to understand migration patterns	
			Activity 2- Make a poster of 5 birds that visit your place in winter. Try to find out where they come from.	Day 4		1-Minute Bird act Challenge	Learning by doing	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures	C-1.3 Maintains and manage materials effectively for creative expression.	The students will Maintain and manage materials effectively for creative expression	

			Story 2: Yoga — India's Gift to the World!	Day 5		Funny Yoga Pose Competition	Demonstration	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.	
			Story 3: Chilli — A Spice that Changed our Lives!	Day 6		Taste Guessing Game imaginary (sweet vs spicy).	Explanation and Discussion	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.	C-1.1: Uses tools like maps to track origins C-2.2: Applies knowledge to understand spice trade history	The students will Use tools like maps to track origins The students will Apply knowledge to understand spice trade history	
			Activity 3 - Using a coloured string, trace the journey of chillies from South America to India on the globe.	Day 7		Scout and guide clap	Learning by doing, hands on activity	CG-1: Develops basic skills and allied knowledge of work and associated materials/procedures	C-1.1: Identifies and use tools	The students will Identify and use tools	

			Story 4: The Sweet Story of Sugar!	Day 8		Energy Jump Game after 'sugar boost'	Explanation and Discussion	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 quantifies the associated products or materials	
			Story 5: The Mexican Marigold Moves into India!	Day 9		Pass the Flower Game.	Explanation and Discussion	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	The students will Apply skills and knowledge learned in the area	
			Story 6: The Cows that Went to Brazil!	Day 10		Animal Role Play Activity act	Explanation and Discussion	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 Attention to detail, Empathy and sensitivity	The students will Describe the contribution of vocation in the world of work. The students will show Attention to detail, Empathy and sensitivity	

			Activity 4 1. With help of your teacher or an elder find out the names of at least 5 different breeds of cows.	Day 11		Pass any object Game	Learning by doing with discussion	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 use tools C-4.1 Applies the acquired vocational skills and knowledge in a home setting.	The students will Identify and use tools The students will Apply the acquired vocational skills and knowledge in a home setting	
			Web of Life Activity 5- Interview a grandparent or neighbour	Day 12 Day 13		Animal Role Play Activity act	Demonstration and explanation	CG-3: Develops essential values/disposition while working across areas.	C-3.1 Attention to detail, Empathy and sensitivity	The students will show Attention to detail, Empathy and sensitivity	
			One Earth, One Family!	Day 14		Circle Sharing Fun Activity.	Explanation and Discussion	CG-3: Develops essential values/disposition while working across areas.	C-3.1 Attention to detail, Empathy and sensitivity	The students will show Attention to detail, Empathy and sensitivity	
			Let us reflect	Day 15 Day 16		Smiley Sharing Reflection	Reflective practice Writing of Question and Answer	CG-3: Develops essential values/disposition while working across areas.	C-3.1 Attention to detail	The students will show Attention to detail	ASSESSMENT OF LEARNING