

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - V
SUBJECT – COMPUTER

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Competency	Expected Learning Outcome	Assessment
No	Name			Starting	Closing					
1		Advanced Features of Windows 10	1.Files and folders.	July Day 1	July	Jump on your place 3 times. Turn right, right, right 4 time Turn left, left, left 4 time	Reading and demonstration of how to create file.	1. The student will be able to arrange files/folders on windows 10. 2. Student should be able to make new folders, rename, copy, move etc.	1. To define and differentiate files vs folders and explain folder structure.	
			2.File Explorer.	Day 2		When I say sit, you stand. When I say quiet, you clap.	Demonstration, show how to create/rename files in File explorer	1. Student should be able to handle File Explorer.	1. To operate File Explorer to create, rename, delete file/folder +change view option.	
			3.Working with the control panel.	Day 3		Files and Folders, Human File Explorer, Make groups as Folders, students as Files.	Show how to open control panel. Change date, time and font. Pictures of control panel.	1. Student should be able to open Control Panel from start menu. 2. Student should be able to identify icons for date/time, font and mouse in control panel.	1.To change the date and time and fonts and change the mouse settings using the control panel.	
			Text book question.	Day 4		Activity: "Windows Gesture Game" Teacher shouts: Minimize → All students sit down Maximize → All students stand tall with hands up Close → All cross arms like X	Read and write.	Answer the following question.	Able to read question and answer them.	
			Text book question.	Day 5		Tap desk: Slow-Slow-Fast-Fast-Pause. Kids copy. Improves listening.	Read and write.	Answer the following question.	Able to read question and answer them.	
			Lab session	Day 6		Clock Eyes: Pretend your eyes are clock hands. Look at 12, 3, 6, 9. Then make a big circle with eyes	Hands-on practice.	Practical	Textbook practical	
			Lab session	Day 7		Clap in air without sound. If I hear you, you're out	Hands-on practice.	Practical	Textbook practical Activity given in book.	
			Revise the chapter	Day 8		Activity: "Book Rotate-Resize" Give each student a book/notebook Teacher: Rotate 90 → Turn	Demonstration + Discussion, Show Windows 10 features on computer/smartboard	1.Students will be able to list the key advantages of Windows 10. 2.Students will be able to explain how Windows 10 is	1. Windows 10 with earlier versions of Windows. 2. Five advantages of Windows 10 - speed, security, Start Menu,	

						book right Resize Big → Open book wide Resize Small → Close book		better than older versions. 3.Students will be able to use new Windows 10 features effectively.	Cortana, better updates.	
2		Working with Tables in Word	Creating a Table. Entering data in a Table.	August Day 1	August	Touch your head, touch your knees, touch your shoulder. (3 times)	Pictures of the Word screen. Showing the rough picture of table in computer.	1.The student will be able to identify table tool in a word processor. 2. The student will be to create a simple table by selecting row and columns.	1.To know how to create a table. 2. To know how to enter data in a table. 3.To know how to select the different parts of a table.	
			Modifying a Table	Day 2		Up, down shake your hands, clap your hands, rub your hands, wave your hands.	Hands on practice, displaying how to insert and delete row/columns, merging and splitting cells.	1.The students will be able to insert and delete rows and columns in a table. 2. Will be able to change the column width and row height as per requirement. 3. 3.Develop the ability to merge and split cells in a table for proper data presentation.	1. To know how to modify a table. 2. To know how to insert and delete rows/columns. 3.To know how to change the column width and row height in a table. 4.To know how to spilt cells. To know how to merge cells.	
			Formatting a table, Converting Text to Table	Day 3		Pattern – tap desk -tap desk- clap-clap. 4 beat activity.	Hands-on practice, demonstrating table formatting using ICT Tools/Props	1.The students will be able to format a table by applying borders and shading. 2. Will be able to change border style, border colour and cell shading as per requirement. Develop the ability to convert existing text into a table.	1. To apply borders and shading to a table. 2. To identify different border styles and shading colour. To understand and use the Convert Text to Table feature.	
			Inserting a Picture in a Table. Calculations in a Table, Updating Calculations in a Table	Day 4		Sunday, Monday -clap, clap, clap. Tuesday, Wednesday-tap, tap, tap. Thursday, Friday-bump, bump, bump. Saturday is fun, fun, fun.	Hands-on practice, displaying how to insert picture into a cell and how to use formulas in cell.	1. The students will be able to insert a picture into a table cell. 2. Will be able to perform basic calculations in a table using formulas. 3. Develop the ability to update calculations in a table automatically.	1. To insert a picture in a table. 2. To perform calculations in a table using formulas. 3.To understand updating of calculations in a table.	
			Lab session	Day 5		Tables in Word, Human Table, Students form rows/columns, merge by holding hands.	Hands-on practice.	Practical	Textbook practical.	
			Lab session	Day 6		Walk when I say Green Light. If I say Red Light, freeze	Hands-on practice.	Practical	Textbook practical Activity given in book.	
			Text book question.	Day 7		Robot walk 3 steps, Robot freeze, Robot wave, Robot sit	Read and write.	Answer the following question.	Able to read question and answer them.	
			Text book	Day 8		Pass the ball slow, slow, fast,	Read and write.	Answer the following	Able to read question and	

			question.			Fast.		question.	answer them.	
3		Algorithms and Flowcharts	Introduction	September Day 1	September	Reading	Focus on reading and pronunciation	1.Read ICT terms with correct pronunciation and clarity	1.Students will read basic ICT words fluently with correct pronunciation.	
			Algorithm	Day 2		When I say jump, you sit. When I say touch floor, you Stand.	Hands-on practice, displaying flowcharts and step-wise.	1.Identify an algorithm as a clear step-by-step set of instructions given to a computer to solve a problem. Recognize that a computer follows algorithms to process data very fast	1.To recognize what an algorithm is in a computer. 2.To learn the five main characteristics of an algorithm.	
			Flowchart	Day 3		Hands up and hands down, Rotate your head.	Hands-on practice, displaying pictures of flowchart symbols and matching them with their functions.	1.Identify a flowchart as a diagrammatic representation of an algorithm. 2. Recognize that flowcharts help us to solve problems step by step in a computer. The students will be able to recognize different flowchart symbols and their functions.	1. To recognize what a flowchart is. 2. To learn different flowchart symbols and their names. 3. To identify different flowchart symbols. 4. To know about various flowchart symbols and their functions. To understand where each symbol is used in a flowchart.	
			Writing work Flowchart: Borrowing a Book from Library.	Day 4		Reading When I say STAND, you SIT. When I say SIT, you STAND. When I say CLAP, you FREEZE.	Hands-on practice, displaying how to make a flowcharts step-wise.	1.Understand the concept and purpose of a flowchart. 2.Apply standard flowchart symbols to represent real-life steps in correct sequence. 3.Develop logical thinking to solve a daily life problem step by step.	1. Students will be able to: Define flowchart as a pictorial representation of steps to solve a problem. 2.Identify and use basic flowchart symbols: Start/Stop, Input/Output, Process, Decision, Flow lines. 3.Write and draw the step-by-step process of "Borrowing a Book from Library" using correct symbols	
			Writing work . Flowchart: Getting Ready for School	Day 5		Up-Down Reverse Hands UP = hands DOWN. Hands DOWN = hands UP. Hands OUT = hands IN.	Hands-on practice, displaying how to make a flowcharts step-wise.	1. Represent daily routine using flowchart symbols and correct sequence. 2. Understand how to break down daily activities into logical steps. 3. Use standard flowchart symbols to represent a morning routine.	1. Students will draw a flowchart of morning routine and identify 1 decision step. 2. students will be able to: Define flowchart as a diagram that shows steps of a task in order. 3.List 6-8 steps involved in "Getting Ready for School"	

								4. Develop sequencing and time-management skills through flowchart	in correct sequence	
			Lab session	Day 6		Teacher: New Slide → Open notebook to new page Duplicate Slide → Show same page with 2 fingers Delete Slide → Close notebook Slide Show → Hold notebook up like presenting	Hands-on practice, displaying how to make a flowchart step-wise in word.	Practical	Textbook practical.	
			Text book question.	Day 7		Touch Right Ear with Left Hand Touch Left Knee with Right Hand Touch Nose with Opposite Hand	Read and write.	Answer the following question.	Able to read question and answer them.	
			Lab session	Day 8		Apple → Class: Take 1 step forward Ball → 1 step back. Cat → Clap. Dog → Jump	Hands-on practice.	Practical	Textbook practical Activity given in book.	
4			Features of Scratch, Components of Scratch Window.	November Day 1	November	Hold your pencil with two fingers. Balance it 5 sec. Switch fingers, switch hand.	Displaying pictures of Scratch window components.	1. Identify Scratch as a visual block-based programming language used to create stories, games and animations. Recognize the main features of Scratch: free to use, drag-and-drop coding, no typing needed	1. To know the features of Scratch. 2. To identify components of Scratch window. 3. To know the function of each component Motion, Looks, Sound, Events, Control blocks. To create a simple script by dragging blocks in the Script Area.	
			Adding a New Sprite, Working with Two Sprites. Lab session	Day 2		Stamp feet twice, wave hands twice.	Hands-on practice, creating scripts for two Sprites using And adding sprites using Choose a Sprite, Surprise and Paint options.	1. Identify how to add a new Sprite to the Stage. 2. Recognize the use of Surprise Sprite and Paint new Sprite options in Scratch. 3. The students will be able to write separate scripts for two different Sprites. Understand how two Sprites can work together on the same Stage.	1. To recognize how to add a new Sprite from the Sprite Library. 2. To learn to use the Surprise option to add a random Sprite. 3. To learn to create your own Sprite using the Paint Editor. 3. To add and manage two Sprites on the Stage. 4. To write a simple script for each Sprite using Motion and Looks blocks. To run both scripts together and see the interaction	

									between two Sprites	
			Setting the Sprite Position, Setting the Rotation Style. Lab session	Day 3		Tap chin, tap chest, tap waist, jump 3 times.	Hands-on practice, displaying Stage co-ordinates and sprite	1.The students will be able to set the direction and rotation style of a Sprite. 2. Understand the three rotation styles: all around, left-right, do not rotate Recognize how to set the position of a Sprite using go to x: y: block	1. To recognize the Stage co-ordinate system in Scratch. 2. To learn to set the position of a Sprite using X and Y values. 3.To set the direction of a Sprite using point in direction block. To move a Sprite to a specific position with correct facing direction.	
			Changing the pen shade, Playing instruments.	Day 4		Jump up, jump right, jump left, sit down.	Hands-on practice, Smartboard scratch project demo.	1. Understand how to use the change colour effect by _ block to modify a Sprite’s shade/colour. 2. Recognize how to trigger shade changes using events like when this sprite clicked or when key pressed. 3. Understand how to combine play sound _ until done with visual effects to sync costume changes with music.	1. To use pen block for drawing. 2. To change pen shade. To use music blocks to play instrument.	
			Text book question.	Day 5		"Window Balance" Hold book on head Teacher: Minimize → Sit down with book Maximize → Stand on toes Close → Put book down fast	Read and write.	Answer the following question	Able to read question and answer them.	
			Text book question.	Day 6		Stand → Students Sit. Sit → Students Stand Hands Up → Hands Down. Eyes Open → Eyes Close	Read and write.	Answer the following question.	Able to read question and answer them.	
5		Working with slides	Adding Slide to a presentation, Deleting a slide.	December Day 1	December	Clap once with your one finger, say we are adding Clap twice with two finger, say we are adding.	Hands-on practice, Smartboard demo of PowerPoint with adding a slide.	1. To understand how to add a new slide using the ‘New Slide’ option in the Home tab. 2. To learn how to choose a specific slide layout while adding a new slide 2.To know how to delete a slide by selecting it and pressing the Delete key. 3.To understand how to remove a slide using the	1. To know how to add new slides in a presentation. 2. To know how to delete a slide 3. To know what a slide layout is.	

								right-click menu option ‘Delete Slide’.		
			Formatting text in a slide, Inserting objects in a slide.	Day 2		Right hand up and make a circle with your left hand, Left hand up and make a circle with your right hand.	Hands-on practice displaying how to insert objects and image.	1. Understand how to change font type, size, and color of text using the Home tab. 2. To know how to apply bold, italic, underline, and other text effects for emphasis. 3. To learn how to use text alignment, bullets, numbering, and line spacing for better readability. 4.To know how to insert objects like pictures, shapes, icons, charts, and tables using the Insert tab	1. To know how to format text on a Slide. 2. To know how to apply bullets, numbering, and indents 3.To know how to insert pictures and Shapes.	
			Rotating a picture, shape, text, or object.	Day 3		Line up, follow instructions: "Jump right, jump left"	Hands-on practice, displaying how to rotate any image or any objects.	1.To understand how to select a picture, shape, text box, or object using the mouse or keyboard for editing. 2. To know how to rotate an object freely using the rotation handle.	1.To know how to rotate Objects. 2.To increase or decrease the size of an object.	
			Resizing a picture, shape, text, or object	Day 4		Captain shouts shape: Start → Students make oval with hands Process → Rectangle with hands Decision → Diamond with hands Arrow → Point to next student	Hands-on practice, displaying how to resizing any image or any objects.	1. To understand how to resize an object. 2. To know how to resize an object proportionally by dragging the corner handles to maintain the aspect ratio.	1. To know how to resize Objects. 2.To know how to resize picture, shape, text.	
			Text book question.	Day 5		Keyboard Keys: Teacher calls "Ctrl!", students touch head. "Alt!", touch shoulders. "Delete!", shake hands. 1 min fast.	Read and write.	Answer the following question.	Able to read question and answer them.	
			Lab session	Day 6		When I say WALK FAST, walk SLOW motion. When I say WALK SLOW, walk FAST in place.	Hands-on practice.	Practical	Textbook practical.	
6		Internet services.	History of the Internet, World Wide Web	January Day 1	January	If I say "pencil", pick your eraser. If I say "eraser", pick your notebook. If I say "book", pick your	Hands-on practice, a computer with internet.	1. To understand the history of Internet. 2. To know the role of ARPANET and its significance as the	1.To understand how the internet started. 2.To explain the meaning of WWW. 3. To understand the uses	

						pencil.		precursor to the modern Internet in 1969. 3.To know how search engines, social media, and e-commerce shaped modern web usage. 4.To analyze the impact of the Internet and WWW on communication, education, business, and society globally.	of Internet	
			Popular services on the Internet Video conferencing.	Day 2		Clap on different beats.	Hands-on practice, a computer with internet.	1.To identify and categorize popular internet services like search engines, social media, email, cloud storage, streaming, and e-commerce platforms. 2.To understand the function and purpose of major services such as Google, YouTube, WhatsApp, Amazon, Gmail, and Netflix. 3. To analyze how these services impact daily life in communication, entertainment, education, business, and shopping.	1. To recognise different Internet services 2. To understand the uses of Internet services. 3.To understand the uses of video conferencing.	
			E-learning E -banking E -commerce	Day 3		Touch LEFT ear with RIGHT hand. Touch RIGHT knee with LEFT hand. Touch LEFT shoulder with RIGHT hand.	Hands-on practice, a computer with internet Displaying some examples of E-learning E -banking E -commerce	1. Understand online learning 2. Understand online banking Understand online shopping	1.Students will tell 2 uses of learning online. 2.Students will name 2 things we can do with E-Banking 3.Students will give 1 example of E-Commerce website	
			Amazon	Day 4		Mouse Click: Teacher says "Left Click" = tap desk once. "Right Click" = tap twice. "Double Click" = tap 4 times fast	Hands-on practice, a computer with internet Displaying amazon.	1. Understand Amazon as an example of E-Commerce. Identify the uses and benefits of online shopping platforms	1. Students will be able to define Amazon as an online shopping website. 2. Explain 2 benefits of using Amazon: shop from home, doorstep delivery	
			Text book question.	Day 5		Desk Drumming: Tap desk 4 times fast, 2 times slow, 1 big bang, Hands up	Read and write.	Answer the following question.	1. Able to read question and answer them.	
			Text book question.	Day 6		Look up, down, left, right, circle. Blink 10 times fast	Read and write.	Answer the following question.	1. Able to read question and answer them.	
			Lab session	Day 7		Pass the ball. If the ball falls, down freeze.	Hands-on practice.	Practical	Textbook practical	
			Lab session	Day 8		Follow your captain step by	Hands-on practice.	Practical	Textbook practical	

						step.			Activity given in book.	
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