

**NEW ERA PUBLIC SCHOOL, DWARKA**  
**SYLLABUS (2026-27)**  
**CLASS: V**  
**SUBJECT: ENGLISH**

<b>Month &amp; Working Days</b>	<b>Topic &amp; Subtopics</b>	<b>Learning Outcomes</b>	<b>Pedagogical Processes including Art-integration Project &amp; Competency-based Learning</b>
		<b>FIRST TERM</b>	
APRIL (22)	Block 1-The Olive Tree  Block 2- My Story Review  <b>Grammar:</b> Parts of Speech, Indefinite Pronouns.	<ul style="list-style-type: none"> <li>•Reads text with comprehension and understanding sequence of events.</li> <li>•Skill of inferring character traits from a person’s words and actions.</li> <li>•Identifies parts of speech.</li> <li>•Attempts to plan, write and edit a story review.</li> <li>•Identifies indefinite pronouns and make sentences using them</li> </ul>	<ul style="list-style-type: none"> <li>•Reading realistic fiction and being able to make text-to-World Connections.</li> <li>•Debate a topic given and speak for or against the topic.</li> <li>•Planning and writing a review and editing a partner’s review.</li> <li>•Class quiz on indefinite pronouns.</li> </ul>
MAY (10)	Block 3 – Dad vs. Dinner Block 5- Travel – Analyzing a poem.  <b>Grammar:</b> Articles, Relative Pronouns.	<ul style="list-style-type: none"> <li>•Identifies the theme, tone and mood of the poem as well as the sound devices by listening to a poem.</li> <li>•Identifies the structure of the plot of the play as well as the elements that create humour in the play.</li> <li>•Identifies and joins sentences using relative pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>•Answers coherently in written or oral form to questions in English based on the poem heard or read.</li> <li>•Creating a poem of their own around a fun character.</li> <li>•Finds out the climax, rising action and falling action in a play.</li> <li>•Role Play: Play the role of characters in the play.</li> </ul>
<b>JUNE</b>	<b>SUMMER BREAK</b>		
JULY (25)	Block 6- The Peterkins Try to Become Wise	<ul style="list-style-type: none"> <li>•Explain how the characters’ actions contribute to the plot and give an opinion on a character in a story.</li> </ul>	<ul style="list-style-type: none"> <li>•Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms.</li> </ul>

	<p>Block 7 – Writing a Personal Narrative</p> <p><b>Grammar:</b> Coordinating Conjunctions, commonly confused adverbs, and adjectives.</p>	<ul style="list-style-type: none"> <li>•Summarise the story using the key events.</li> <li>•Use coordinating conjunctions.</li> <li>•Identify similar adjectives and adverbs in sentences.</li> <li>•Plan, write and edit a personal narrative.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn grammar in a context and integrated manner</li> </ul>
AUGUST (21)	<p>Block 8 - Athena’s Gift</p> <p>Block 9 - Writing an Informal Letter</p> <p>Block- 10 – Boy: Tales of Childhood</p> <p><b>Grammar:</b> Complex Sentences, Variety of Sentence Types, Sequence of Tenses in the Present</p>	<ul style="list-style-type: none"> <li>•Identifies key features of a mythological story.</li> <li>•Compare and contrast a myth and a folk tale.</li> <li>•Planning and writing an informal letter.</li> <li>•Asks questions to understand an autobiography</li> <li>•Make inferences and answer questions from a text.</li> <li>•Use simple, compound, and complex sentences in writing.</li> <li>•Use the correct sequence of present tenses.</li> </ul>	<ul style="list-style-type: none"> <li>•Share a memorable incident with the audience.</li> <li>•Identify words based on parts of speech in a given context.</li> <li>•Identify words using their synonyms.</li> <li>•Complete a graphic organizer by listening to a text</li> </ul>
<b>SEPTEMBER-</b>	<b>MID-TERM EXAM</b>		
OCTOBER (18)	<p>Block 11 – Introducing a speaker</p> <p>Block-12 – Space Junk</p> <p><b>Grammar:</b> Idioms, Past Perfect Tense</p>	<ul style="list-style-type: none"> <li>•Plan and write a short biography.</li> <li>•To use the past perfect tense in context.</li> <li>•Listen to a text, identify facts and opinions, and find key details.</li> </ul>	<ul style="list-style-type: none"> <li>•Paraphrase parts of a text.</li> <li>•Identify words using their synonyms and antonyms.</li> <li>•Role-play the meanings of idioms</li> </ul>

<p>NOVEMBER (18)</p>	<p>Block 13- Writing an Informational Text Block 14 - The Black Cat (Part 1)</p> <p><b>Grammar:</b> Question Tags, Reported Speech, Sequence of Tenses in the Past, Talking about the future.</p>	<p>•Plan and write an informational text.</p> <p>Reads and understand a story and point of view of narration. Analyzes the structure of a story and make inferences from the text and answer questions.</p> <p>*Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms</p> <p>Use different tenses to talk about the future.</p>	<p>•Play a game where sentences are written and tags are added.</p> <p>•Role play lined to understand action and characterization.</p> <p>•Write past tense forms in the correct sequence</p>
<p>DECEMBER (23)</p>	<p>Block 15 - The Black Cat (Part 2)</p> <p>Block 16- Writing a story</p> <p>Block 17 –The Machine</p> <p><b>Grammar:</b> Punctuating Direct Speech, Editing for Punctuation.</p>	<p>*Identify the point of view in a story.</p> <p>Compare first and third person point of view.</p> <p>•Plan and write a story creatively.</p> <p>•Reads and compare Science Fiction and Realistic Fiction.</p> <p>•Apply the rules of punctuation while editing the work</p>	<p>*Find another story that is told from the third person point of view.</p> <p>*Read silently and independently English adventure stories, science fiction stories, etc.</p> <p>*Punctuate the direct speech</p> <p>*Edit the direct speech.</p>
<p>JANUARY (16)</p>	<p>Block-18- Conversations</p> <p>Block-19 –The Story of Flying Robert</p>	<p>•Listens and understands a comic strip.</p> <p>•Visualizes the key details of a poem by listening to it.</p>	<p>•Prepares a comic strip on the given topic.</p> <p>•Look at a picture and describe it using vivid words.</p>

	<b>Grammar :</b> Using Modals to make suggestions, Active and Passive Voice	<ul style="list-style-type: none"> <li>•Uses a variety of modals to make suggestions</li> <li>•Identify and use the active and passive voice.</li> </ul>	*Ask questions using polite words, could, might, should.
FEBRUARY (22)	Block 20 - Gone are the Games.  <b>Grammar:</b> Compound Words Project: Make an informational poster on a topic or an event.	<ul style="list-style-type: none"> <li>•Read a featured article and identify facts and opinions.</li> <li>•Distinguish between different kinds of compound words</li> </ul>	<ul style="list-style-type: none"> <li>•Expresses the author's opinion in their own words.</li> <li>*Poster-making activity.</li> <li>* Form and use compound words in meaningful sentences</li> </ul>

**MARCH- REVISION FOR ANNUAL EXAMINATION**

**न्यू इरा पब्लिक स्कूल, द्वारका  
पाठ्यक्रम (2026-27)  
कक्षा- पाँचवीं  
विषय- हिंदी**

Month & Working Days	Topic & Subtopics	Learning Outcomes	Pedagogical Processes including Art-integration Project & Competency-based Learning
<b>TERM I</b>			
APRIL ( 22 )	<b>धरोहर-</b> पाठ1-ईश्वर प्रार्थना  <b>भाषा-</b> वर्णमाला (स्वर, व्यंजन, मात्रा, संयुक्त व्यंजन, संयुक्ताक्षर द्वित्व व्यंजन, र में उ और ऊ की मात्रा, र के रूप, अनुस्वार, अनुनासिक, आगत स्वर, पाई, शिरोरेखा, विसर्ग)  अनुच्छेद लेखन (मेरी इच्छा है की.....)	वर्णों के सही उच्चारण तथा उसके प्रयोग से बनने वाले विभिन्न शब्दों के बारे में जान सकेंगे और भाषा में और स्पष्टता ला सकेंगे।  ईश्वर प्रार्थना के द्वारा आत्म विश्वास, मानवीय गुणों का विकास तथा जीवन मूल्यों का विकास हो सकेगा	<b>CBL-</b> अपनी भाषा में अपनी बात कहने, बातचीत करने की भरपूर आज़ादी और अवसर उपलब्ध किये जाएँगे।
MAY ( 10 )	<b>धरोहर-</b> पाठ2- काला हिरन पाठ-3समाचार पत्र (पठन हेतु)  <b>भाषा-</b> संज्ञा (भेद सहित)	जानवरों के प्रति रक्षा का भाव जागृत हो सकेगा साथ ही कही जा रही बात, कहानी, कविता, आदि को ध्यान से समझते और सुनते	<b>CBL-</b> दुर्लभ प्राणी (पशु-पक्षी आदि) क्यों और कैसे लुप्त हो रहे हैं जानकारी एकत्रित करें

	वचन (1-20) लिंग (1-20)  अनुच्छेद (मैं समाचार पत्र हूँ)	हुए अपनी प्रतिक्रिया व्यक्त कर सकेंगे।	तथ इनके संरक्षण के उपाय बताएँ।  <b>AIL-</b> हिंदी समाचार-पत्र से छोटे-बड़े लेख काटकर कार्यपुस्तिका में चिपकाएँ
JUNE			
JULY ( 25 )	<b>धरोहर</b> -पाठ4- प्रायश्चित पाठ5- चंद्रशेखर आज़ाद  <b>भाषा-</b> सर्वनाम (भेद सहित ) विशेषण (भेद सहित) अनेकार्थी शब्द (1-10) विलोम शब्द (1-20)  अनुच्छेद (मेरा देश)	कथा लेखन, हास्य-रस से अवगत होना, भाषा की शुद्धता पर बल देना तथा काठ और लेख के अंतर को और अपने देश के प्रति ज़िम्मेदारियों को समझ सकेंगे।	<b>CBL-</b> स्वतंत्रता- संग्राम के संघर्ष में बलिदान देने वाले क्रांतिकारियों की जानकारी ग्रहण करते हुए उनकी एक एलबम तैयार करें।
AUGUST ( 21 )	<b>धरोहर</b> - पाठ6- अरमान पाठ7 हमारा संकल्प (पठन हेतु) पाठ8- राष्ट्र-प्रहरी  <b>भाषा-</b> क्रिया (भेद सहित) काल (भेद सहित) कारक  अनुच्छेद (पेड़ हैं तो कल है)	आस-पास होने वाली गतिविधियों/घटनाओं और विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बता सकेंगे, बात-चीत और प्रश्न पूछ सकेंगे।	<b>CBL-</b> भारतीय स्वतंत्रता संग्राम में भाग लेने वाली वीरांगनाओं के नामों की सूची बनाएँ।  <b>AIL-</b> वृक्षों के होने पर धरती और वृक्षों के बिना धरती कैसी होगी तुलनात्मक चित्र बनाएँ
SEPTEMBER ( 23 )	<b>धरोहर</b> - पुनरावृत्ति (प्रथम सत्र पाठ्यक्रम)  <b>भाषा-</b> पुनरावृत्ति (प्रथम सत्र पाठ्यक्रम)	अलग- अलग तरह की रचनाओं/सामग्रियों(अखबार/बाल-पत्रिका,होर्डिंग्स आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछ सकेंगे /अपनी राय दे सकेंगे /शिक्षक एवं अपनी सहपाठियों के साथ चर्चा कर सकेंगे।	<b>AIL-</b> देश प्रेम जगाने वाली कविता का वाचन करें जैसे हमारी सेना, भारतीय सैनिक, मातृभूमि, मुझे देश के लिए कुछ करना है आदि
<b>TERM II</b>			
OCTOBER (18)	<b>धरोहर</b> - पाठ9- चौबे जी पाठ10- बलिदान  <b>भाषा-</b> विराम चिह्न, क्रियाविशेषण, सम्बन्धबोधक,	चित्र सहित कथा का आनंद लेना, स्वयं पर विश्वास कर प्रयत्नशील रहना, ईश्वर के प्रति आस्था जगाना, छात्रों के एकाग्रता में वृद्धि करना, वार्तालाप के नियम स्पष्ट करना, कथा/लेख में अंतर को समझना और सच्ची मित्रता के	<b>CBL-</b> पृथ्वी राज चौहान के बारे में जानकारी एकत्रित करें।

	अनुच्छेद (सच्ची मित्रता)	महत्त्व को समझ सकेंगे ।	
NOVEMBER (18)	<b>धरोहर-</b> पाठ11- मातृ-भक्त बालक पाठ12- भाषाओं की रानी हिंदी  <b>भाषा-</b> समुच्चयबोधक, विस्मयादिबोधक, पर्यायवाची शब्द (1-20)  अनुच्छेद (मेरी हिंदी भाषा)	एकांकी और नाटक के अंतर को समझते हुए, मातृ भाषा के प्रति प्रेम तथा भाषा की शुद्धता पर बल दे सकेंगे।	<b>AIL-</b> महाराज शिवाजी का चित्र चिपकाएँ और उनसे सम्बंधित एक कहानी कक्षा में लिखें।  <b>CBL-</b> भारत में बोली जाने वाली दस भाषाओं के नाम लिखें और आप कौन सी भाषा बोलते हैं उसके बारे में पाँच पंक्तियाँ लिखें।
DECEMBER (23)	<b>धरोहर-</b> पाठ13- स्वास्थ्य सबसे बड़ा वरदान पाठ14- अभ्यास का महत्त्व  <b>भाषा-</b> चित्र वर्णन, अनेक शब्दों के लिए एक शब्द (1-20), श्रुतसम भिन्नार्थक शब्द (1-10)  अनुच्छेद (परिश्रम का फल)	स्वस्थ रहने के महत्त्व को समझते हुए स्वच्छता को अपनाने, खेल-कूद व व्यायाम के महत्त्व को समझना तथा परिश्रम के फल के महत्त्व को समझ सकेंगे।	<b>CBL-</b> प्राचीन काल के गुरुकुल के बारे में जानकारी एकत्रित करते हुए उनमें और आज के विद्यालयों के पाँच अंतर लिखें।
JANUARY (16)	<b>धरोहर-</b> पाठ 15- कबीर के दोहे  <b>भाषा-</b> वर्ण-विच्छेद, अशुद्धि शोधन  अनुच्छेद (गणतंत्र दिवस)	दोहों से ग्रहण शिक्षा को अपने जीवन में अपनाते हुए दोहे लिखने वाले प्रसिद्ध कवियों के बारे में जान सकेंगे।	<b>AIL-</b> संत कबीर के चार दोहे चार्ट पर लिखें।  <b>CBL-</b> कबीर के दोहे सामान्य जनता में क्यों प्रसिद्ध हैं चर्चा करें।
FEBRUARY (22)	<b>धरोहर-</b> पाठ14- दिलवाड़ा का मंदिर (पठन हेतु)  <b>भाषा--</b> पुनरावृत्ति (द्वितीय सत्र पाठ्यक्रम)  अनुच्छेद( कक्षा पाँचवीं में मेरा अनुभव)	भारत के प्रसिद्ध सांस्कृतिक धरोहरों के बारे में जान सकेंगे।	<b>CBL-</b> आप अभी तक जिन दर्शनीय स्थल अथवा धार्मिक स्थल पर गए हैं, उनके नाम तथा वे कहाँ स्थित हैं लिखें।
MARCH (21)	<b>धरोहर-</b> पुनरावृत्ति (द्वितीय सत्र पाठ्यक्रम)  <b>भाषा-</b> पुनरावृत्ति (द्वितीय सत्र पाठ्यक्रम)		

## SUBJECT: Mathematics

Month & Working Days	Topic & Sub topics	Learning Outcomes	Pedagogical Processes including Art-integration Project & Competency-based Learning
<b>TERM I</b>			
APRIL (22)	Chapter 1 – Place Value  Chapter 2- Four Operations	<ul style="list-style-type: none"> <li>● Read and write numbers in Indian and International place value system.</li> <li>● Estimate numbers to the nearest tens, hundreds or thousands.</li> <li>● Read and write roman numerals.</li>   <li>● Solve 6 to 8 digit numbers with and without regrouping.</li> <li>● Solve story problems on subtraction and addition involving large numbers.</li> <li>● Use different strategies to add or subtract mentally.</li> </ul>	<p style="text-align: center;"><b>AIL</b></p> <ul style="list-style-type: none"> <li>● Create colorful Indian place value chart</li> <li>● An activity of roman numerals by using matchsticks.</li> </ul> <p style="text-align: center;"><b>CBL</b></p> <ul style="list-style-type: none"> <li>● An activity on creating rounding poems which explain rules of estimation.</li> </ul> <p style="text-align: center;"><b>AIL</b></p> <ul style="list-style-type: none"> <li>● Properties of operations by using thumb painting.</li> <li>● Role play on Bodmas Rule</li> </ul>
May (10)	Chapter 2 – Four Operations (contd.)	<ul style="list-style-type: none"> <li>● Estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using operation.</li> </ul>	<p style="text-align: center;"><b>CBL</b></p> <ul style="list-style-type: none"> <li>● Create and solve simple real life situations/ problems including money using the operation.</li> <li>● Cross word puzzle on four operations.</li> </ul>
JUNE	<b>SUMMER VACATIONS</b>		
JULY (25)	Chapter 3-- Factors  Chapter 4 – Multiples	<ul style="list-style-type: none"> <li>● Recognizes and appreciates the broad classification of numbers as even, odd, prime, co-prime, etc.</li> </ul> <p style="text-align: center;">Identify general properties of divisibility.</p>	<p style="text-align: center;"><b>CBL</b></p> <ul style="list-style-type: none"> <li>● Bingo game to find even, odd, prime and composite numbers.</li> <li>● Christmas tree of prime factorization.</li> </ul>

AUGUST (21)	Chapter 5 – Fractions  Chapter 7 – Shapes and patterns  Chapter 6 – Decimals	Identifies and forms equivalent fractions of a given fractions.  Operations on fractions.  <ul style="list-style-type: none"> <li>● Find horizontal and vertical lines of symmetry and rotational symmetry.</li> <li>● Find the rule in the number patterns</li> </ul> Find the net of cube and cuboid.  <ul style="list-style-type: none"> <li>● Convert fractions into decimals and vice -versa.</li> <li>● To express fractions as decimals.</li> </ul> The operation of addition and subtraction.	<b>CBL</b> <ul style="list-style-type: none"> <li>● An activity on fraction art by using fractions.</li> <li>● Develop the ability to analyze and differentiate between various types of fractions.</li> </ul> <b>AIL</b> <ul style="list-style-type: none"> <li>● Paper folding activity to find symmetry.</li> <li>● Make a 3-D shape using net of cube, cuboid, cone and cylinder</li> </ul> <b>AIL</b> <ul style="list-style-type: none"> <li>● Represent the fractional numbers through activities related to pictures / paper folding.</li> </ul> <b>CBL</b> <ul style="list-style-type: none"> <li>● Representing decimal in multiple forms on a number line. Create and solve simple real life situations/ problems using decimal</li> </ul>
SEPTEMBER (23)	Revision	MID TERM EXAM	.
<b>TERM II</b>			
OCTOBER (18)	Chapter 8 – Geometry	Classifies angles into right angles, acute angles and represents the same by drawing and tracking.  Relates different commonly used larger and smaller units of length, weight and volume and converts.	<b>AIL</b> <ul style="list-style-type: none"> <li>● Paper folding activity to show symmetry of geometrical shapes.</li> <li>● Role play on different types of quadrilaterals</li> <li>● Make different types of angles using tooth picks.</li> <li>● 3-D shapes using clay modelling.</li> </ul>
NOVEMBER (18)	Chapter 9 – Measureme nt	Relates different commonly used larger and smaller units of length, weight and volume and convert mass, capacity and time intervals.	<b>CBL</b> <ul style="list-style-type: none"> <li>● Measure lengths and weight of different objects using standard and non standard ways.</li> </ul> <b>AIL</b> <ul style="list-style-type: none"> <li>● Create a colorful poster which shows metric units and measurement.</li> </ul>

<p>DECEMBER (23)</p>	<p>Chapter-10 Perimeter Area and Volume</p> <p>Chapter 12 Money</p> <p>Chapter-11 Time and Temperature</p>	<p>Identify various types of geometrical figures and develop skills of calculating perimeter and area.</p> <ul style="list-style-type: none"> <li>● Understand the exchange value of coins/notes.</li> <li>● Learn the names of coins/ notes.</li> <li>● reads clock time in hour and minutes and expresses the time in am and pm.</li> <li>● relates to 24 hr. clock with respect to 12 hr. clock.</li> </ul>	<p><b>AIL</b></p> <p>Create a colorful Robot using Area and Perimeter Concept.</p> <p><b>CBL</b></p> <ul style="list-style-type: none"> <li>● Cut and paste activity on Profit and loss which shows different questions based on these concepts.</li> </ul> <p><b>AIL</b></p> <ul style="list-style-type: none"> <li>● Create a paper plate clock activity which shows half past, quarter past. etc.</li> </ul>
<p>JANUARY (16)</p>	<p>Chapter 11- Time and Temperature (Contd)</p> <p>Chapter 14 – Data Handling</p>	<p>Collects data related to various daily life situations represents it in tabular form as bar graph and interprets it.</p>	<p><b>CBL</b></p> <ul style="list-style-type: none"> <li>● Create different types of riddles on these concepts.</li> </ul> <p><b>AIL</b></p> <ul style="list-style-type: none"> <li>● Rolling pie chart activity by using dice and create tally marks table based on these observations.</li> <li>● Collect data , draw meaningful results in their daily life and put the information in form of a bar graph.</li> </ul>
<p>FEBRUARY (22)</p>	<p>Chapter 13 - Mapping Skills</p>	<p>Identify and use the basic elements of maps and mapping.</p>	<p><b>AIL</b></p> <p>Create a mapping activity from one place to another by using different symbols.</p>
<p>MARCH (20)</p>	<p>Revision</p>	<p>ANNUAL EXAM</p>	



<p>APRIL (Contd.)</p>	<p>BLOCK 3 Seed germination</p>	<p>The Learner</p> <ol style="list-style-type: none"> <li>1) explains the functions of the different parts of seeds.</li> <li>2) deduces the conditions necessary for germination.</li> <li>3) describes the process of germination and how some factors affect germination.</li> </ol>	<ol style="list-style-type: none"> <li>1) The learners would be provided opportunities in pairs /individually and encouraged to conduct an experiment to deduce different factors necessary for germination.</li> <li>2) The learners will conduct an experiment to know time required by different seeds to germinate.</li> </ol> <p><b>AIL</b></p> <ol style="list-style-type: none"> <li>1) Draw a diagram explaining different parts of the seed.</li> <li>2) Draw a diagram/ an activity to show different stages of germination using moong dal or kidney beans.</li> </ol>
<p>MAY (10)</p>	<p>BLOCK 4 Asexual Reproduction in Plants</p>	<p>The Learner</p> <ol style="list-style-type: none"> <li>1) describes vegetative propagation through roots, stems and leaves.</li> <li>2) compare natural and artificial asexual reproduction in plants</li> </ol>	<p>Conduct an activity to show vegetative propagation using potato buds, rose stem, carrot top etc.</p>
<p>JUNE</p>	<p style="text-align: center;"><b>SUMMER VACATIONS</b></p>		

<p>JULY (25)</p>	<p style="text-align: center;">BLOCK 4 (Contd.) Asexual Reproduction in Plants (Lesson 3,4)</p> <p style="text-align: center;">BLOCK 5 Cultivating Crops</p> <p style="text-align: center;">BLOCK 6 Types of Adaptations</p> <p style="text-align: center;">BLOCK 7 Balance in Nature</p> <p style="text-align: center;">BLOCK 8 Circulatory System (Lesson 1,2)</p>	<p>The Learner</p> <ol style="list-style-type: none"> <li>1) Learns about important steps of crop production</li> <li>2) Good cultivation practices.</li> </ol> <p>The Learner</p> <ol style="list-style-type: none"> <li>1) Learns about the different ways in which animals adapt to survive in particular habitat.</li> </ol> <p>The Learner</p> <ol style="list-style-type: none"> <li>1) Recognises the living and non living components of the environment.</li> <li>2) Identifies the actions that cause an imbalance in an environment</li> </ol> <p>The Learner</p> <ol style="list-style-type: none"> <li>1) describes the functions of circulatory system.</li> <li>2) learns about heart, blood vessels and blood.</li> </ol>	<ol style="list-style-type: none"> <li>1) Understand different stages involved in cultivating crops. through discussion and video shown in the class.</li> <li>2) Collect information about “Green Revolution”.</li> </ol> <p><b>AIL</b></p> <ol style="list-style-type: none"> <li>1) Know about kharif and rabi crops and prepare a chart knowing the crops, their sowing and harvesting time.</li> </ol> <p><b>CBL</b></p> <ol style="list-style-type: none"> <li>1) Observe and explore the body features of different animals in the visual shown in the class. Discuss/ share their observation to relate the same to their habitat.</li> </ol> <p>The learners would be provided opportunities in pairs /individually and encouraged to discuss about biotic and abiotic components.</p> <p><b>AIL</b></p> <p>Draw a diagram about food chain understanding the order of energy flow.</p> <p><b>AIL</b></p> <ol style="list-style-type: none"> <li>1) Using clay, wool or any material available with you make a 2D model of circulatory system.</li> </ol>
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<p>AUGUST (21)</p>	<p>BLOCK 8 (Contd.) Circulatory System (Lesson 3,4)</p> <p>BLOCK 9 Bones, Joints &amp; Muscles</p> <p>BLOCK 10 Movable Joints</p> <p>Revision for Mid Term</p>	<p>3) describes the process of circulation. learns about heart rate and exercise</p> <p>The Learner 1) understands about bones, joints and muscles and how they work together to help the body move.</p> <p>The Learner 1) describes the functions of ball and socket joints, hinge joints, pivot joints, gliding joints.</p>	<p>1) The learners would be provided opportunities in pairs /individually and encouraged to discuss about functions of bones, joints, muscles.</p> <p><b>AIL</b> Form the human skeleton using cutouts of paper.</p> <p><b>AIL</b> 1) Make a model of any one kind of joint using materials like play dough, aluminum foil.</p>
<p>SEPTEMBER (23)</p>	<p>Mid Term Exam</p> <p>BLOCK 11 Food and Nutrition</p>	<p>The Learner 1) describes the need for different nutrients in our body and explains the proportions of nutrients in balanced diet. 2) differentiates between healthy and junk food and explains the causes of some common deficiency diseases.</p>	<p><b>AIL</b> 1) Make a food diary of your grandparents, parents and siblings.</p>
<p><b>TERM II</b></p>			



<p>DECEMBER (23)</p>	<p>BLOCK 16 Sound and Noise</p> <p>BLOCK 17 Light, Shadows and More</p> <p>BLOCK 18 Three States of Matter</p>	<p>The Learner</p> <ol style="list-style-type: none"> <li>1) learns about how sound is produced, propagate, and heard by humans.</li> <li>2) how pollution affects humans</li> </ol> <p>The Learner learns about transparent ,translucent and opaque objects and shadow formation.</p> <p>The Learner learns about the three states of matter, evaporation and the interaction between solids and liquids.</p>	<p><b>AIL</b> Draw the diagram of an ear and label its different parts.</p> <p>Make a poster highlighting ways to reduce noise pollution</p> <p><b>AIL</b> Draw the diagram of different types of eclipses and label its different parts.</p> <ol style="list-style-type: none"> <li>1) Conduct activities to show different properties of solid, liquid and gas.</li> </ol> <p><b>AIL</b></p> <ol style="list-style-type: none"> <li>2) Draw the diagram to show the molecular arrangement in solids, liquids and gases.</li> </ol>
<p>JANUARY (16)</p>	<p>BLOCK 19 Air and atmosphere</p>	<p>The Learner learns about the uses of air and the different layers of the atmosphere.</p> <p>The learner learns about the greenhouse effect and the formation of winds in the atmosphere.</p>	<p>Learner will observe the video learn about the uses of air and its composition.</p> <p><b>AIL</b></p> <ol style="list-style-type: none"> <li>1) Draw a diagram showing different layers of the atmosphere.</li> <li>2) Draw a diagram showing the formation of sea breeze and land breeze.</li> </ol>

FEBRUARY (22)	BLOCK 20 Earth and beyond	The Learner learns about the earth ,its movements and beyond the earth.	1) Put all the information gathered about global warming/ greenhouse effect from video shown in the classroom, newspapers and web resources on an A4 sheet.  2) Perform simple activities using globe and videos will be shown to explain the two movements of earth – rotation and revolution, formation of day and night / seasons.
MARCH (20)	Revision for Annual Exam Annual Examination		

**NEW ERA PUBLIC SCHOOL, DWARKA**  
**SYLLABUS (2026-27)**  
**CLASS: V**  
**SUBJECT: SOCIAL SCIENCE**

Month & Working Days	Topic & Sub topics	Learning Outcomes	Pedagogical Processes including Art-integration Project & Competency-based Learning
<b>TERM I</b>			
APRIL (22)	Block 1- Families on the Move  Block 2- Living in a Community  Block-3 A Home for Everyone	Voice opinions on migration and problems faced due to migration.  Recognizes the changing structures of families, roles & responsibilities.  Identifies different types of houses and explains the reasons & impact of living without a house.	CBL-Students can identify and state few reasons of migration and problems families face while moving to a new place.  CBL-Students can recognise interdependence as the basis of living together in a community, and the importance of the services of a garbage collector or other workers.  CBL-Students can recognise that a house which is a space for shelter, sharing and living together, is adapted to suit different regions and people.

MAY (21)	Block 4- Our Built Heritage  Block 5- Evolution of Humans	Traces the changes in monuments and explains ways to conserve our heritage.  Explain the evolution of humans and the traces of the archaeological evidence.	<ul style="list-style-type: none"> <li>• AIL-Students design posters with appropriate pictures and slogans on the need to preserve our heritage.</li> <li>• Students can make posters comparing various features of homo habilis with homo erectus.</li> </ul>
JUNE	SUMMER VACATIONS		
JULY (25)	Block 6- Hunters and Gatherers  Block 7 - Farmers and Herders  Block 8- Voyages	<p>What were the hunting practices of the early hunters and gatherers?</p> <p>Describes the interdependence among animals, plants and humans.</p> <p>Recognise the various trade routes of the ancient time; the differences and similarities between ancient and modern maps.</p>	<p>CBL-Students will understand how human activities threaten the animal world, and their responsibility in protecting animals. Students will be able to identify the different farming communities and their practices.</p> <p>Draw and show Vasco da Gama's sea route on the map and describe the route he took.</p>
AUGUST (21)	Block 9- Written Communication  Block 10- Communication  Block - 11 Latitudes and Longitudes	<p>Recognise a variety of written communication and identify the evolution and challenges of each form of communication.</p> <p>Designs model of globe from waste materials.</p>	<p>CBL-Students will be able to recognize types of communication with a variety of symbols, signs and scripts and identify the challenges faced in each form of communication.</p> <p>AIL-Make a globe using a plain ball and draw the important lines of latitude and lines of longitude on it. Write the names of 10 countries and paste or draw pictures of their flags on the globe based on their location.</p>
SEPTEMBER-REVISION AND MID -TERM EXAM			

TERM-II

<p>OCTOBER (18)</p>	<p>Block - 12 Weather and Climate</p> <p>Block 13 - Climatic Regions of the World</p> <p>Block 14 - Elections</p>	<p>Traces the changes in the weather/temperature.</p> <p>Recognise the various climatic zones of the Earth.</p> <p>Understand elections help us choose people who can lead us.</p>	<p>AIL-Draw the map of the Earth on a chart paper and show places having a different climate. Write the names of the places and the heat zones they are located in. Also mention the factors affecting the climate.</p> <p>CBL- Students can locate on the map tye various climatic conditions throughout the world.</p> <p>CBL- Students will be able to list a few consequences if we had no right to choose our leaders through elections.</p>
<p>NOVEMBER (18)</p>	<p>Block 15 - Our Government</p> <p>Block 16 - Agriculture and Industry</p>	<p>Explains the role &amp; functions of different institutions like police, bank, Panchayats, Municipal corporation.</p> <p>Compare the old and the new farming methods, how industries help us meet our economic demands.</p>	<p>CBL• Students will be able to list the differences between rights and duties.</p> <p>Students will be able to identify the location of various industries in India and the cropping pattern of the regions.</p>
<p>DECEMBER (23)</p>	<p>Block 17 - Our Natural Resources</p> <p>Block 18 - Our Green Cover</p>	<p>Recognise the biotic and abiotic components of the environment, the renewable and non renewable source of energy.</p> <p>Classification of forests in India, its uses, the causes of deforestation and ways to protect our forest.</p>	<p>CBL- Students will be able to understand the importance of natural resources and about its sustainable use.</p> <p>Students will be able to understand the importance of forests and the importance of its judicious use.</p>

FEBRUARY (22)	Block- 20 Saving the Environment	Describe the environmental threats due to pollution; climate changes and its effect on our Earth	CBL- The students will understand how human activities have caused environmental degradation and the effects of climate change and ways to tackle it. Make a poster showing the impact of climate change.
MARCH	Revision and Annual Examination		