

**Term-wise Syllabus for Session 2024-25**

**Class : IV**

**Sub: EVS**

**Term 1 Syllabus**

<b>S. No.</b>	<b>Chapter No.</b>	<b>Name of the Chapter</b>	<b>Learning Outcomes</b>	<b>Suggested Activities</b>	<b>Mapping with class III</b>	<b>Suggested Content Enrichment Worksheets</b>
1	1	Going to School	<ul style="list-style-type: none"> <li>• Puts an opinion on stereotypical practices in schools.</li> <li>• Differentiates means of transport of past and present</li> </ul>	<ol style="list-style-type: none"> <li>1. Drawing of Dream School</li> <li>2. Create a means of transport by using waste material.</li> </ol>	Ch : From here to there	Worksheets No. 6 & 16 of My Integrated Workbook 'Sangam'
2	2	Ear to Ear	<ul style="list-style-type: none"> <li>• Groups animals for observable features i.e. appearance, hair, texture of skin</li> <li>• Identifies different features of birds and animals</li> </ul>	<ol style="list-style-type: none"> <li>1. Pasting the pictures of patterns of skin of animals.</li> <li>2. Making bird with origami sheet/paper.</li> <li>3. Draw and colour a dinosaur.</li> </ol>	Ch: Poonam 's Day Out	
3	3	A Day with Nandu	<ul style="list-style-type: none"> <li>• Explains the herd/group behaviour in animals -elephant</li> </ul>	<ol style="list-style-type: none"> <li>1. Paragraph on 'The Elephant'.</li> <li>2. Make mask of elephant and do role play.</li> </ol>	Ch :Poonam's Day out	

4	4	The Story of Amrita	<ul style="list-style-type: none"> <li>• Takes care of plants</li> </ul>	<ol style="list-style-type: none"> <li>1. Sow some seeds in pot or school garden and observe their growth.</li> <li>2. Activity for sensitization (do not pluck flowers, leaves etc)</li> </ol>	Ch : The Plant Fairy	
5	5	Anita and the Honeybees	<ul style="list-style-type: none"> <li>• Explains the group behaviour in bees, ants.</li> <li>• Describes skilled work, e.g. Bee-keeping and</li> <li>• training (role of institution) in daily life.</li> </ul>	<ol style="list-style-type: none"> <li>1. Life Cycle of Honey Bee (Project)</li> <li>2. Make some replicas of insects using peanut shells.</li> </ol>	Ch : Poonam's Day out	
6	6	Omana's Journey	<ul style="list-style-type: none"> <li>• Records observations/experiences/information for objects, activities, places visited (railway station)</li> </ul>	<ol style="list-style-type: none"> <li>1. Make a journey plan to your favorite place</li> </ol>	Ch : Here comes a letter	
7	7	From the Window	<ul style="list-style-type: none"> <li>• Records observations/experiences/information for objects, activities, places visited (railway station)</li> </ul>	<ol style="list-style-type: none"> <li>1. Diary Writing.</li> <li>2. Create a flowchart on the journey.</li> </ol>	Ch : Here comes a letter	

			<ul style="list-style-type: none"> <li>• Guesses time</li> </ul>			
8	8	Reaching Grandmother's House	<ul style="list-style-type: none"> <li>• Identifies and differentiates between means of transport.</li> <li>• Uses the information on railway ticket.</li> </ul>	<ol style="list-style-type: none"> <li>1. Make a chart on different means of transport.</li> <li>2. Group means of transports into Air, Land and Water.</li> </ol>	Ch : From here to there	
9	9	Changing Families	<ul style="list-style-type: none"> <li>• Voices opinion on issues observed/ experienced in family, school, neighbourhood.</li> <li>• Explains the importance of each member in extended family.</li> <li>• Identifies relationship with and among family members.</li> <li>• Explains the changes in family due to birth, marriage, transfer etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Making a Family Tree</li> <li>2. Read your birth certificate and vaccination card.</li> </ol>	Ch : Our first school	

**Note : The above mentioned syllabus along with revision must be completed before Mid-term Examination.**

TERM II						
10	11	The Valley of Flowers	<ul style="list-style-type: none"> <li>Identifies simple features (e.g. shapes, colors, aroma where they grow) of flowers.</li> <li>Groups flowers on the basis of their uses.</li> </ul>	<ol style="list-style-type: none"> <li>Madhubani painting.</li> <li>Pattern making by using fallen flower petals/leaves.</li> </ol>	Ch : The Plant Fairy	Worksheets No. 19 & 20 of My Integrated Workbook 'Sangam'
11	12	Changing Times	<ul style="list-style-type: none"> <li>Differentiates between objects and activities of past and present (e.g. houses, materials, tools, skills, farming, construction etc.)</li> </ul>	<ol style="list-style-type: none"> <li>Comparison of modern times with ancient times in r/o various aspects of house construction.</li> <li>Visit to a nearby construction site.</li> <li>Model of different houses like mud, wood, paper etc. (Group project)</li> </ol>	Ch : Our first school	
12	13	A River's Tale	<ul style="list-style-type: none"> <li>Takes care of water as a natural resource.</li> <li>Ways of purifying water at home.</li> <li>Reduces, reuses, and recycles natural resources.</li> <li>Establishes relationship</li> </ul>	<ol style="list-style-type: none"> <li>Prepare O.R.S.at home.</li> <li>Make lemonade/shikanji.</li> <li>Draw pictures showing any two ways of water purification.</li> <li>Make a poster on</li> </ol>	Ch : Drop by Drop	

			<p>between cause and effect.</p> <ul style="list-style-type: none"> <li>• Identifies things which are soluble/</li> <li>• insoluble in water.</li> </ul>	<p>‘Save Water’</p> <p>5. Make a project on Rainwater Harvesting</p>		
13	15	From Market to Home	<ul style="list-style-type: none"> <li>• Explains the process of procuring daily needs (e.g. food) from source to home (e.g. crops from fields to mandi and home).</li> <li>• Identifies simple features of fruits and vegetables.</li> <li>• Reads clocks, estimate length and <ul style="list-style-type: none"> <li>○ weight of fruits and vegetables.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Vegetable Salad/Fruit Chat.</li> <li>2. Make shapes/patterns by using different vegetables/fruits.</li> <li>3. Create a mandi scene in classroom.</li> </ol>	Ch : Food we eat	
14	16	A Busy Month	<ul style="list-style-type: none"> <li>• Identifies different features of birds and animals</li> <li>• Groups animals for observable features i.e. appearance, hair, texture of skin, nest or <ul style="list-style-type: none"> <li>○ shelters, feet.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Make nest with waste material.</li> <li>2. Make bird with origami.</li> </ol>	Ch : Flying High	

15	20	Eating together	<ul style="list-style-type: none"> <li>• Comprehend the value of mealtime in building relationship and bonding.</li> <li>• Puts an opinion on general topics related to child like MDM.</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare a menu card of your choice for MDM</li> <li>2. Visit to MDM kitchen.</li> </ol>	Ch : Food we eat
16	22	The World in my Home	<ul style="list-style-type: none"> <li>• Shows awareness towards Child rights (schooling, child abuse, punishment and forced labour and voices her/his opinion).</li> <li>• Shows awareness towards stereotypes and <ul style="list-style-type: none"> <li>o discrimination based on gender.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare a play on child rights and child abuse (Group Activity)</li> </ol>	Ch :Work we do
17	25	Spicy Riddles	<ul style="list-style-type: none"> <li>• Identifies spices on the basis of simple features (e.g. shapes, colours, aromas, textures)</li> </ul>	<ol style="list-style-type: none"> <li>1. The Magical potlis</li> <li>2. Prepare homemade garam masala.</li> </ol>	Ch : What is cooking
18	27	Chuskit Goes to School	<ul style="list-style-type: none"> <li>• Takes care of differently abled people</li> <li>• Sensitization towards the children with special needs</li> </ul>	<ol style="list-style-type: none"> <li>1. Make a list of various helping aids used by differently abled people.</li> <li>2. Blindfold activity.</li> </ol>	Ch : Our first school

**Note : The above mentioned syllabus along with revision must be completed before Annual-term Examination.**