



**Syllabus for Academic Session 2025-26**

**Class: -IV**

**Subject: ENGLISH**

S. No	Unit No.	Name of the Chapter	Targeted Competencies	Targeted Learning Outcomes/ Learning objectives	Suggested activities, experiences, integration of art/ sports/ technology etc.
<b>TERM I</b>					
1	Unit 1	<b>WAKE UP! (POEM)</b>	<p>C-1.1 Converses fluently and meaningfully in different contexts</p> <p>C-1.2 Summarizes core ideas from material read out in class</p> <p>C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)</p>	<ul style="list-style-type: none"> <li>Recites poem with appropriate expressions</li> <li>responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>ART INTEGRATED:</u></b> Go for a morning walk and share your experiences in simple sentences or draw a picture. Teacher will question students about their own morning routine and make them write their morning routine.</li> <li><b><u>PERFORMING ARTS</u></b> A small skit where students enact waking up, stretching, greeting their family, and preparing for school.</li> </ul>
		<b>NEHA'S ALARM CLOCK (STORY)</b>	<p>C-1.2 Summarizes core ideas from material read out in class.</p> <p>C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)</p>	<ul style="list-style-type: none"> <li>Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.</li> <li>speaks briefly on a day-to-day issue like conservation of water or experiences of day-to-day life etc.</li> <li>uses meanings of unfamiliar words by reading them in context or uses dictionary to find meaning.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>ART INTEGRATION</u></b> Dramatize the play for morning assembly. Let each child expresses what they feel when they get up in the morning.</li> <li><b><u>PROJECT BASED &amp; SPORTS</u></b> Student will create a giant clock on the ground using chalk or hoops. Students will be given time-related scenarios (e.g., "If Neha wakes up at 7 AM but takes 30 minutes to get ready, what time will it be?").</li> <li><b><u>ACTIVITY NAME: WAKE UP, SPEAK UP</u></b> Teacher may link Neha's story to real life by asking: Have you ever faced trouble waking up on time? What helps you wake up – an alarm clock, your parents, the sun, or a pet? Each child will speak for 1 minute on "How I Wake Up" or "My Morning Routine."</li> </ul>

					Teacher may encourage students to use new or unfamiliar words like “routine,” “snooze,” or “lazy,” and help students to understand meanings using context or the dictionary.
2	Unit 2	<b>NOSES</b>	<p>C-2.2 Understands main ideas and draws essential conclusions from the material read.</p> <p>C-3.3 Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose.</p>	<ul style="list-style-type: none"> <li>● Recites poem with appropriate expressions</li> <li>● Infers the meaning of unfamiliar words by reading them in context</li> <li>● Uses dictionary to find out spelling and meaning</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>PHYSICAL &amp; MINDFULNESS:</u></b> A breathing exercise: Teacher will ask students to close their right nostril, inhale through the left, then switch and exit through the right repeat slowly at first gradually increase your speed.</li> <li>Each student will place a light object (e.g., a small ball, eraser, or cotton ball) on their nose. They must walk a set distance without dropping it and relate this to the poem by discussing different types of noses and their uniqueness.</li> </ul>
		<b>A LITTLE FIR TREE</b>	<p>C-1.1 Converses fluently and meaningfully in different contexts.</p> <p>C-2.1 Applies varied comprehension strategies (inferring, predicting, visualising) to understand different texts.</p>	<ul style="list-style-type: none"> <li>● Enacts different roles in short skits</li> <li>● Responds verbally/in writing in English to questions based on day to day life experiences an article, story or poem heard or read.</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>ART INTEGRATION</u></b> Students will make a tree with words related to trees and make sentences.</li> <li>● <b><u>YOGA &amp; SPORTS:</u></b> Teacher will show the students Tree Pose (Vrikshasana) in yoga, as they hold the pose she will ask them to imagine and describe their ideal tree.</li> <li>● <b><u>LITERACY (WRITING)</u></b> What is your favorite fruit? Describe it in 4 to 5 sentences.</li> <li>● <b><u>ROLE PLAY – SKIT TIME</u></b> Teacher may divide the class into small groups. Assign roles: Little Fir Tree, Sun, Wind, Woodcutter, etc. Each group enacts a short skit showing how the tree expresses its feelings or changes its wishes.</li> <li>● <b><u>CREATIVE WRITING</u></b> Teacher may ask each student to complete the prompt: “If I were the Little Fir Tree, I would wish for...”</li> </ul>

3	Unit 3	<b>RUN! (POEM)</b>	<p>C-1.1 Converses fluently and meaningfully in different contexts</p> <p>C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)</p> <p>C-2.2 Understands main ideas and draws essential conclusions from the material read</p>	<ul style="list-style-type: none"> <li>describes briefly, orally/in writing about events, places and/or personal experiences in English.</li> <li>writes dictation of 7-8 sentences with correct spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>SPORTS &amp; EXPRESSION</u></b> The students may go for a run around the school playground and speaks about how they feel ... (breathless, tired, energized, etc.)</li> <li><b><u>PERFORMING ARTS</u></b> Student will run Like an Artist: Assign different moods or situations (e.g., running happily, running from rain, running in a race, running like a cartoon character).</li> <li><b><u>THINK-PAIR-SHARE</u></b> Students pair up and talk about: Their favorite outdoor activity. Why running or playing outside is fun and healthy.</li> <li><b><u>DICTATION ACTIVITY</u></b> Teachers may read some sentences and read each sentence twice — once slowly for listening, once for writing. Encourage correct use of capital letters, full stops, and spelling.</li> </ul>
		<b>NASIRUDDIN ‘S AIM</b>	<p>C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)</p> <p>C-3.3 Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose</p> <p>C-3.4 Uses appropriate grammar and structure in their writing.</p>	<ul style="list-style-type: none"> <li>Solves simple crossword Puzzles, word chains.</li> <li>Use nouns, verbs, adjectives and prepositions in speech and writing.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>ART INTEGRATION</u></b> A puppet head: Student will push a knitting needle through a tennis ball to make the puppet's head. Cover the wall with a nylon socks, add wool played and paint the face. Cut holes in a cloth for your fingers, hold the needle and play with your puppet.</li> <li><b><u>PERFORMING ARTS</u></b> Teacher will divide the students into groups. One student will act as Nasiruddin, and other act as spectators. "Nasiruddin" performs an action (like aiming at a ball or jumping) and, if they miss, they must give a funny excuse just like in the story. The other students judge whether it's believable or not.</li> <li><b><u>CROSSWORD OR WORD CHAIN</u></b> Teacher may provide a word chain based on words from the story and ask students to extend it Example Word Chain: Aim – Man – Net – Top – Pet – Tree.</li> </ul>

					<ul style="list-style-type: none"> <li><b><u>ACTION &amp; OBJECT GAME</u></b></li> </ul> <p>Teacher may prepare some cards of words e.g. - Run (verb), Ball (noun), Eat (verb) Teacher (noun) and ask students if it's a noun or a verb.</p> <p>Examples: Run (verb), Ball (noun), Eat (verb), Teacher (noun)</p>
4	Unit 4	<b>WHY?</b>	<p>C-2.1 Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts</p> <p>C-2.2 Understands main ideas and draws essential conclusions from the material read.</p> <p>C-3.4 Uses appropriate grammar and structure in their writing</p>	<ul style="list-style-type: none"> <li>recites poems with appropriate expressions and intonation.</li> <li>uses nouns, verbs, adjectives, and prepositions in speech and writing</li> <li>uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop</li> </ul>	<ul style="list-style-type: none"> <li><b><u>ART INTEGRATION</u></b></li> </ul> <p>Fun time: Onion painting: Students will dip an onion half in paint and press it on paper to create a design. Use a bottle top to add details, you can use another color for another onion. Write down at least two questions using why?</p> <ul style="list-style-type: none"> <li><b><u>WHY? QUESTION CARDS</u></b></li> </ul> <p>Teachers may prepare question cards like: Why do we drink water? Why should we throw garbage in bins? Why do plants need sunlight?</p> <p>Students answer orally or in written using complete sentences with nouns, verbs, adjectives, prepositions, and correct structure.</p>
		<b>ALICE IN WONDERLAND</b>	<p>C-1.1 Converses fluently and meaningfully in different contexts</p> <p>C-2.2 Understands main ideas and draws essential conclusions from the material read.</p> <p>C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs</p>	<ul style="list-style-type: none"> <li>responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read</li> <li>infers the meaning of unfamiliar words by reading them in context</li> </ul>	<ul style="list-style-type: none"> <li><b><u>DISCUSSION &amp; ART INTEGRATION</u></b></li> </ul> <p>Teacher will ask the students to imagine they are going on a journey and discuss and write their journey.</p>
5	Unit 5	<b>DON'T BE AFRAID OF THE DARK (POEM)</b>	<p>C-2.1 Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts.</p>	<ul style="list-style-type: none"> <li>Reads printed script on the classroom walls, notice board, in posters and in advertisements.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>PHYSICAL &amp; MOTOR SKILLS</u></b></li> </ul> <p>Brave Steps in the Dark</p>

			<p>C-2.2 Understands main ideas and draws essential conclusions from the material read.</p>	<ul style="list-style-type: none"> <li>• uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.</li> </ul>	<p>Teacher will blindfold students one by one and create a mini obstacle course (soft objects, cones, ropes). Their teammates will guide them with verbal instructions to cross the obstacles.</p> <ul style="list-style-type: none"> <li>• <b><u>CREATE A POSTER</u></b> Students make a mini-poster titled: Don't Be Afraid and ask students to add 2–3 lines from the poem or their own message.</li> <li>• <b><u>DAILY ROUTINE</u></b> Teachers may write these linkers on the board: First – Next – Then – After that – Finally  Ask students to suggest any daily activity (like brushing teeth or getting ready for school). and ask students to arrange the steps using the linkers. Example: First, I wake up. Next, I brush my teeth. Then, I take a bath. After that, I get dressed.</li> </ul>
		<b>HELEN KELLER (STORY)</b>	<p>C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs</p> <p>C-3.3 Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose.</p>	<ul style="list-style-type: none"> <li>• uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop</li> <li>• responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>ART &amp; INTEGRATION:</u></b> Poster Making: Students will draw a poster on Inclusive education. Teacher will spread awareness towards the importance of inclusive education under equality through discussion.</li> <li>• <b><u>FINE MOTOR SKILLS</u></b> Student will write a word on their partner's back using fingers and let them guess.</li> </ul>

6	Unit 6	<b>HIAWATHA</b>	<p>C-1.1 Converses fluently and meaningfully in different contexts</p> <p>C-2.1 Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts.</p> <p>C-2.2 Understands main ideas and draws essential conclusions from the material read</p>	<ul style="list-style-type: none"> <li>describes briefly, orally/in writing about events, places and/or personal experiences in English</li> <li>responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>ART INTEGRATION</u></b> Mask Making: Student will make masks of different animals.</li> <li><b><u>ART &amp; PHYSICAL INTEGRATION</u></b> Chinese Whisper: Student will form a circle and whisper a secret message to the person on their right and pass the secret on till it goes around the circle. The last person will tell the secret message loudly.</li> </ul>
		<b>THE SCHOLAR'S MOTHER TONGUE (STORY)</b>	<p>C-2.2 Understands main ideas and draws essential conclusions from the material read.</p> <p>C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs</p>	<ul style="list-style-type: none"> <li>shares riddles and tongue-twisters in English solves simple crossword puzzles, builds word chains, etc.</li> <li>responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>PERFORMING ARTS</u></b> Student will enact out the story read and perform in the group with mutual coordination.</li> <li><b><u>SUGGESTIVE DISCUSSIONS</u></b> Why is it important to respect and preserve our mother tongue? Student's write a short paragraph in their mother tongue and share its meaning with the class.</li> <li><b><u>TONGUE TWISTER CHALLENGE.</u></b> Teachers may write 3–4 simple tongue twisters on the board or e.g. - She sells seashells by the seashore. Red lorry, yellow lorry. If two witches were watching two watches... Teacher may hold a "Twister Challenge" to see who can say one correctly 3 times without stopping.</li> </ul>
7	Unit 7	<b>A WATERING RHYME (POEM)</b>	<p>C-2.1 Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts.</p> <p>C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-</p>	<ul style="list-style-type: none"> <li>Recites poem with expressions and intonations, can guess meaning of unfamiliar words, can speak &amp; write four-five sentences, can orally describe everyday objects in very short sentences.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>PERFORMING ARTS</u></b> Student will recite the poem with actions.</li> <li><b><u>ART INTEGRATION</u></b> Students will paint or decorate their "tree of life" with water drops, leaves, and flowers</li> </ul>

			headings, the beginning, and ending, and forming paragraphs		
		<b>THE GIVING TREE (STORY)</b>	<p>C-1.2 Summarizes core ideas from material read out in class</p> <p>C-2.2 Understands main ideas and draws essential conclusions from the material read.</p> <p>C-3.4 Uses appropriate grammar and structure in their writing</p>	<ul style="list-style-type: none"> <li>• writes dictation of 7-8 sentences with correct spelling and punctuation.</li> <li>• responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> <li>• writes informal letters or messages with a sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>PERFORMING ARTS</u></b> Students will prepare role play under teacher's facilitation.</li> <li>• <b><u>ART INTEGRATION</u></b> Teacher will create awareness related to "Importance of Trees" &amp; "Save Trees" by conducting slogan &amp; poster making activities.</li> <li>• <b><u>SUGGESTIVE DISCUSSIONS</u></b> Discuss the importance of the trees with the students. How can we give them back to the nature? Students will write a thank-you letter to a tree, expressing appreciation for its gifts.</li> </ul>
		<b>THE DONKEY</b>	<p>C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)</p> <p>C-2.1 Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts</p>	<ul style="list-style-type: none"> <li>• enacts different roles in short skits</li> <li>• uses dictionary to find out spelling and meaning</li> <li>• responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>LITERACY &amp; PERFORMING ARTS</u></b> If I were an animal (creative writing and role play). Ask students to imagine being an animal (dog, cat, bird) for a day. They will write a short diary entry about their experiences like challenges, feelings, and joys.</li> </ul>
		<b>BOOKS</b>	<p>C-2.2 Understands main ideas and draws essential conclusions from the material read</p> <p>C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text</p>	<ul style="list-style-type: none"> <li>• uses dictionary to find out spelling and meaning · uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters</li> <li>• reads simple poems/texts with expressions, intonations and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>ART INTEGRATION</u></b> Student will create/Illustrate a book cover of their favorite story book.</li> <li>• <b><u>LITERACY</u></b> Book Chain: Student will talk about their favorite story book and discuss the characters they liked the most in the book. (LIBRARY BOOKS)</li> </ul>



					<ul style="list-style-type: none"> <li>• <b><u>SUGGESTIVE DISCUSSIONS</u></b> Why books reading is important? What kind of books do you like to read?</li> <li>• <b><u>WORD HUNT</u></b> Teacher may provide students with 5–7 scrambled words Example: sookb (Answer: books) and ask students to use the dictionary to Correct the spelling and Write the correct meaning</li> <li>• <b><u>SENTENCE MAKING</u></b>  Ask students to choose any 3 words from the above list and write meaningful sentences using appropriate punctuation (capital letters, commas, full stops, etc.)</li> </ul>
8	Unit 8	<b>GOING TO BUY A BOOK (STORY)</b>	C-1.1 Converses fluently and meaningfully in different contexts. C-3.3 Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose C-2.1 Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts	<ul style="list-style-type: none"> <li>• uses dictionary to find out spelling and meaning · uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters</li> <li>• speaks briefly on a day-to-day issue like conservation of water or experiences of day-to-day life etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>ART INTEGRATION</u></b> Student will draw the cover page of their favorite book from class library and give it a title other than the original title.</li> <li>• <b><u>LITERACY (SPEAKING)</u></b> Teacher will ask students to read a book and summarize in their own words. (LIBRARY BOOKS)</li> <li>• <b><u>PRFORMING ARTS &amp; EXPLORATION</u></b> Students will enact a book-buying scene in a marketplace, practicing conversation skills as buyers and shopkeepers.</li> </ul>
9	Unit 9	<b>THE NAUGHTY BOY (POEM)</b>	C-1.1 Converses fluently and meaningfully in different contexts C-1.2 Summarizes core ideas from material read out in class C-3.3 Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose	<ul style="list-style-type: none"> <li>• reads simple poems/texts with expressions, intonations and understanding.</li> <li>• responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>ART INTEGRATION</u></b> Mosaic hat for a clown: Students will draw a colorful pattern on a cardboard piece, apply glue, and stick beads, mirrors, or pulses to create Mosaic effect.  Students create a poster or small comic strip showing: A naughty/funny moment.</li> <li>• <b><u>SHARING &amp; SPEAKING</u></b></li> </ul>

					Students may show their posters and speak briefly (2–3 lines) on: A naughty thing they did once or something new they experienced during travel or daily life.
	Unit 9	<b>PINOCCHIO (STORY)</b>	<p>C-2.1 Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts</p> <p>C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs</p>	<ul style="list-style-type: none"> <li>• responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> <li>• writes dictation of 7-8 sentences with correct spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>PERFORMING ARTS (GROUP WORK)</u></b> Teacher will divide the class into groups, each group to make their own hand puppet and enact the story.</li> <li>• <b><u>SUGGESTIVE DISCUSSIONS</u></b> Create two zones: Truth and Lies. Read statements, and students run to the correct zone based on whether the statement is true or false.</li> </ul>
<b>The above-mentioned syllabus must be completed. Revise the syllabus before annual examination.</b>					