

Syllabus for Session 2025-26

Class : IV

Sub: EVS

Term 1

S. No.	Chapter No.	Name of the Chapter	Targeted Competency	Targeted Learning Outcomes/Objectives	Suggested Activities
1	1	Going to School	<ul style="list-style-type: none"> Identifies natural and human-made systems that support their lives, (transport) 	<ul style="list-style-type: none"> Differentiate between objects and activities of past and present. i.e. transport, houses, constructions etc. 	Art integrated: <ul style="list-style-type: none"> Create a model of different types of bridges. Make a means of transport by using waste material
2	2	Ear to Ear	<ul style="list-style-type: none"> Observes and describes diversity among birds and animals in their immediate environment. 	<ul style="list-style-type: none"> Identifies different features (beak/teeth/claws/ears/hair/) of birds and animals. Groups the animals and birds for observable features. For example: on appearance (ears, hair, beak, teeth, texture of skin/surface), instincts (domestic/wild) traits. 	Art integrated: <ul style="list-style-type: none"> Draw different patterns of animals' skin, beaks, claws etc. Make an origami bird. Imitate the sound of different animals.
3	3	A Day with Nandu	<ul style="list-style-type: none"> Uses local materials to create simple objects (origami animals) on their own for display or use in classroom processes. Identifies needs of animals, and how they can be supported. 	<ul style="list-style-type: none"> Explains the herd/group behavior in animals(ants, bees, elephants) 	Art integrated: <ul style="list-style-type: none"> Make mask of elephant. Perform a role play on Elephant's life. Experiential- <ul style="list-style-type: none"> Write (2-3) features of Elephant in groups and discuss in your class.
4	4	The Story of Amrita	<ul style="list-style-type: none"> Asks questions and makes predictions about simple patterns, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment. Explains the functioning of local institutions in different forms. Identifies natural and human-made systems that support their lives. Describes the relationship between the natural environment and cultural practices in their immediate environment. 	<ul style="list-style-type: none"> Records observation/experiences /information/ for objects, activities, phenomenon in different ways and predicts pattern in activities/phenomenon Voices opinion on issues observed/experience in family/school/neighborhood. For example: on stereotype, discriminative practices on caste in use of public places. Suggest ways for taking care of different beings (plants and animals). 	Art integrated: <ul style="list-style-type: none"> Poster making on 'Save Trees' Experiential: <ul style="list-style-type: none"> Collect different kinds of fallen leaves, observe and record their shapes and colour.
5	5	Anita and	<ul style="list-style-type: none"> Explains the functioning of local 	<ul style="list-style-type: none"> Voices opinion on issues 	Art integrated:

		the Honeybees	<p>institutions (family and school) in different forms and analyses their roles.</p> <ul style="list-style-type: none"> Identifies natural and human-made systems that support their lives. 	<p>observed/experience in family/school/neighborhood. For example: on stereotype (making choices/decision making/solving problems), child rights (schooling, child abuse, punishment, labor)</p> <ul style="list-style-type: none"> Explains the herd/group behavior in animals (ants, bees, elephants) Describe different skill work; their inheritance and training in daily life. 	<ul style="list-style-type: none"> Make a replica of any insect using peanut shells. Make a honeycomb model using local/waste materials. <p>Experiential:</p> <ul style="list-style-type: none"> Audio visual representation of the life cycle of honey bees. <p>Role Play:</p> <ul style="list-style-type: none"> Importance of education in achieving personal and community goals.
6	6	Omana's Journey	<ul style="list-style-type: none"> Explains the functioning of local institutions and analyses their roles. 	<ul style="list-style-type: none"> Records observations/experiences/information for objects, activities, places visited (railway station) in different phase and predicts patterns in activities. Uses the information on sign boards, posters, currency (notes/coins), railway tickets/time table. Describe different skill work; training in daily life. 	<p>Experiential:</p> <ul style="list-style-type: none"> Make a clone railway ticket for your favorite destination. Bring different food items usually sold at the railway station.
7	7	From the Window	<ul style="list-style-type: none"> Explains the functioning of local institutions in different forms and analyses their roles Develops simple labels and slogans, and participates in roleplay on safety and protection in the local environment to be displayed/done in school and locality. 	<ul style="list-style-type: none"> Records observations/experiences/information for objects, activities, places visited (railway station) in different phase and predicts patterns in activities. 	<p>Art integrated:</p> <ul style="list-style-type: none"> Create a poster on Road Safety & Air Pollution. Fashion show- traditional attires of different Indian states. <p>Experiential:</p> <ul style="list-style-type: none"> Find out the history of local bridge around you and discuss in classroom.
8	8	Reaching Grandmother's House	<ul style="list-style-type: none"> Explains the functioning of local institutions and analyses their roles. Identifies natural and human-made systems that support their lives (transport). 	<ul style="list-style-type: none"> Differentiate between objects and activities of past and present. For example: transport. 	<p>Art integrated:</p> <ul style="list-style-type: none"> Make a chart on different means of transport. <p>Experiential:</p> <ul style="list-style-type: none"> Categorize means of transports into Air, Land and Water. List the places where we can book online tickets at prior.
9	9	Changing Families	<ul style="list-style-type: none"> Identifies the needs of people in different situations, in terms of access to resources, equal opportunities, work distribution, 	<ul style="list-style-type: none"> Identifies relationship with and among family members in extended family. Explains the changes in family, for example: due to birth, transfer, marriage 	<p>Experiential:</p> <ul style="list-style-type: none"> Making a Family Tree. Read your ration card.

			and shelter.		
10	10	Hu Tu Tu, Hu Tu Tu	<ul style="list-style-type: none"> Observes and describes cultural diversity in their immediate environment (games). Identifies the needs of people in different situations, in terms of equal opportunities, work distribution. 	<ul style="list-style-type: none"> Records observations/experiences/information for objects, activities in different phase and predicts patterns in activities. Voices opinion on issues observed/experience in family/school/neighborhood. For example: on stereotype (making choices/decision making/solving problems/discriminative practices), child rights (schooling, child abuse, punishment, labor) 	<p>Art integrated:</p> <ul style="list-style-type: none"> Poster making on women empowerment. <p>Experiential:</p> <ul style="list-style-type: none"> Write a mini biography of your favorite sports person. <p>Sports:</p> <ul style="list-style-type: none"> Play the game of kabaddi.
11	11	The Valley of Flowers	<ul style="list-style-type: none"> Asks questions and makes predictions about simple patterns (shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment. Observes and describes diversity among plants, and birds and animals in their immediate environment. Performs simple inquiry related to specific questions independently or in groups. 	<ul style="list-style-type: none"> Identifies simple features (e.g. shapes, colors, aroma where they grow/any other) of flowers, roots and fruits in immediate surroundings. Groups the plants for observable features. For example: texture of surface), instincts (fruits/vegetables, shelf life) uses (edibility, medicinal, decoration, any other) traits. 	<p>Art integrated:</p> <ul style="list-style-type: none"> Design a Madhubani painting. Pattern making by using fallen flower petals/leaves. <p>Experiential:</p> <ul style="list-style-type: none"> Prepare rose water.
12	12	Changing Times	<ul style="list-style-type: none"> Connects changes in the environment and the lives of their family and community, as communicated by elders and through local stories Identifies the needs of people in different situations, in terms of access to resources, equal opportunities, work distribution, and shelter. 	<ul style="list-style-type: none"> Differentiates between objects and activities of past and present (e.g. houses, materials, tools, skills, construction etc.) 	<p>Art integrated:</p> <ul style="list-style-type: none"> Model of different houses like mud, wood, paper etc. (Group project) Draw different tools used in construction. <p>Experiential:</p> <ul style="list-style-type: none"> Visit to a nearby construction site.
13	13	A River's Tale	<ul style="list-style-type: none"> Identifies natural and human-made systems that support their lives (water supply, river flow systems) Connects changes in the environment and the lives of their family and community, as communicated by elders and 	<ul style="list-style-type: none"> Explain the process of producing and procuring daily needs (for example: water) from sources to home. (for example: water from local sources and ways of its purification at home/neighborhood. Guesses (properties, conditions of phenomenon) verifies using simple tools and setups to establish relation between 	<p>Art integrated:</p> <ul style="list-style-type: none"> Make a poster on 'Save Water' Make a project on Rainwater Harvesting <p>Experiential:</p> <ul style="list-style-type: none"> Make lemonade/shikanji. Experiment with various ways of water purification.

			<p>through local stories.</p> <ul style="list-style-type: none"> • Demonstrates how natural resources can be shared, maintained, and conserved. 	<p>cause and effects. (for example: evaporation, condensation, dissolution, absorption)</p> <ul style="list-style-type: none"> • Creates collage, designs, models, Rangolis, posters, albums and simple maps using local/waste materials. 	
14	14	Basva's Farm	<ul style="list-style-type: none"> • Identifies natural and human-made systems that support their lives (plants and animals). • Observes and describes diversity among plants in their immediate environment. • Observes and describes cultural diversity in their immediate environment. 	<ul style="list-style-type: none"> • Identifies simple features (e.g. shapes, colors, aroma where they grow/any other) of flowers, roots and fruits in immediate surroundings. • Guesses (properties, conditions of phenomenon) verifies using simple tools and setups to establish relation between cause and effects. (for example: objects-size and growth; shelf life) • Creates collage, designs, models, Rangolis, posters, albums and simple maps using local/waste materials. 	<p>Art integrated:</p> <ul style="list-style-type: none"> • Draw different tools used in agriculture. <p>Experiential:</p> <ul style="list-style-type: none"> • Audio visual tour of farm life (sowing, growing and harvesting of crops).

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

TERM II					
15	15	From Market to Home	<ul style="list-style-type: none"> • Explains the functioning of local institutions (family, school, market) in different forms and analyses their roles. • Identifies natural and human-made systems that support their lives 	<ul style="list-style-type: none"> • Explains the process of producing and procuring daily needs (e.g. food) from source to home (e.g. crops from fields to mandi and home). • Groups the plants for observable features. For example: texture of surface), instincts (fruits/vegetables, shelf life). • Guesses (properties, conditions of phenomenon) verifies using simple tools and setups to establish relation between cause and effects. (for example: objects-size and growth; shelf life of flowers, fruits, vegetables) 	<p>Art integrated:</p> <ul style="list-style-type: none"> • Make different patterns by using different vegetables/fruits. • Create a mandi scene in classroom. <p>Experiential:</p> <ul style="list-style-type: none"> • Vegetable Salad/Fruit Chat. • Make a daily routine time table
16	16	A Busy Month	<ul style="list-style-type: none"> • Uses local materials to create simple objects (origami animals/birds) on their own for display or use in classroom processes. • Identifies needs of plants, birds, and animals, and how they can 	<ul style="list-style-type: none"> • Identifies different features (beak, teeth, claws, ears, hair, nest/shelters, etc.) of birds and animals. • Groups animals for observable features i.e. appearance, hair, texture of skin, nest or shelters, feet. 	<p>Art integrated:</p> <ul style="list-style-type: none"> • Make nest with waste material. • Make bird with origami. • Make a mask of your favorite animal/bird and imitate their sound and behavior.

			be supported.	<ul style="list-style-type: none"> Groups the animals and birds for observable features. For example: beaks, teeth, ear, hair, claws), instincts traits. 	
17	17	Nandita In Mumbai	<ul style="list-style-type: none"> Explains the functioning of local institutions in different form and analyses their roles. Observes and describes cultural diversity in their immediate environment. Identifies the needs of people in different situations, in terms of access to resources, equal opportunities, work distribution, and shelter. 	<ul style="list-style-type: none"> Identifies relationship with and among family members in extended family. Describes different skill works. 	<p>Art integrated:</p> <ul style="list-style-type: none"> Draw a family chart (including extended family). <p>Experiential:</p> <ul style="list-style-type: none"> Enlist the basic amenities that you want in your dream house.
18	18	Too Much Water, Too Little Water	<ul style="list-style-type: none"> Identifies natural and human-made systems that support their lives. Describes usage of natural resources in their immediate environment. Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly. 	<ul style="list-style-type: none"> Explains the process of producing and procuring daily needs (water) from source to home (e.g. water from local sources and ways of its purification at home). Records her observations /experiences/ information for objects, activities, phenomena, in different ways and predicts patterns in activities/phenomena. identifies signs, location of objects/places and guides for the directions using maps etc. suggests ways for hygiene, reduce, reuse, recycle and takes care of resources (water) 	<p>Art integrated:</p> <ul style="list-style-type: none"> Make a story on water borne diseases. <p>Experiential:</p> <ul style="list-style-type: none"> Prepare O.R.S. Survey - visit of school and find out sanitation/hygiene standards.
19	19	Abdul In The Garden	<ul style="list-style-type: none"> Asks questions and makes predictions about simple pattern. Observes and describes diversity among plants in their immediate environment. Describes usage of natural resources in their immediate environment. 	<ul style="list-style-type: none"> Identifies simple features (e.g. shapes, colors, aroma where they grow/any other) of flowers, roots and fruits in immediate surroundings. Creates collage, designs, models, Rangolis, posters, albums and simple maps using local/waste materials. Suggests ways for reduce, reuse, recycle and takes care of resources (plants) 	<p>Experiential:</p> <ul style="list-style-type: none"> Sow some seeds in pot or school garden and observe their growth. Prepare a salad with root vegetables.

20	20	Eating together	<ul style="list-style-type: none"> Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community. Observes and describes cultural diversity in their immediate environment (food, clothing, games, festivals related to harvest and sowing). 	<ul style="list-style-type: none"> Records observations /experiences/ information for objects, activities, phenomena, places visited (mela, festivals) in different ways and predicts patterns in activities/phenomena. 	<p>Art integrated:</p> <ul style="list-style-type: none"> Perform a Bihu dance in school assembly. <p>Experiential:</p> <ul style="list-style-type: none"> Prepare a weekly MDM menu card of of your school. Visit to MDM kitchen.
21	21	Food And Fun	<ul style="list-style-type: none"> Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community. Observes and describes cultural diversity in their immediate environment (food, clothing, games, festivals related to harvest and sowing). 	<ul style="list-style-type: none"> Records observations /experiences/ information for objects, activities, phenomena, places visited (mela, festivals) in different ways and predicts patterns in activities/phenomena. 	<p>Experiential:</p> <ul style="list-style-type: none"> Organize a community lunch in your classroom. Write a recipe of your favorite food.
22	22	The World In My Home	<ul style="list-style-type: none"> Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly. Performs simple inquiry related to specific questions independently or in groups. 	<ul style="list-style-type: none"> Creates collage, designs, models, Rangolis, posters, albums and simple maps using local/waste materials. Voices opinion on issues observed/ experience in family/ school/ neighborhood. For example: on stereotype (making choices/ decision making/ solving problems/ discriminative practices on caste in use of public places, community eating), child rights (schooling, child abuse, punishment, labor) 	<p>Art integrated:</p> <ul style="list-style-type: none"> Prepare a play on child rights and child abuse. (Group Activity) Good touch, bad touch play.
23	23	Pochampalli	<ul style="list-style-type: none"> Describes relationships and traditions (art forms, celebrations, festivals) in the family and community. Explains the functioning of local institutions (family) in different forms and analyses their roles. Observes and describes cultural 	<ul style="list-style-type: none"> Describes different skill works. (art and craft, folk arts etc.); their inheritance from elders and training in daily life. Records observations /experiences/ information for objects, activities, phenomena, places visited (mela, festivals) in different ways and predicts patterns in activities/phenomena 	<p>Art integrated:</p> <ul style="list-style-type: none"> Make a weaving paper mat. <p>Experiential:</p> <ul style="list-style-type: none"> Interview ironsmith/ carpenter/ potter/ postman/ electrician of your area to the nature of their work.

			diversity in their immediate environment.		
24	24	Home And Abroad	<ul style="list-style-type: none"> Reads simple maps of city, state, and country to identify natural and human-made features with reference to symbols and directions. 	<ul style="list-style-type: none"> Uses the information on signboards, posters, currency (notes/coins). Records her observations /experiences/ information for objects, activities, phenomena, places visited 	Experiential: <ul style="list-style-type: none"> Collect clone notes of different currency. (national/international) Mark different landscape in physical map of India.
25	25	Spicy Riddles	<ul style="list-style-type: none"> Observes and describes diversity among plants, and birds and animals in their immediate environment. Describes usage of natural resources in their immediate environment. 	<ul style="list-style-type: none"> Identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings. Groups the spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste, likes, etc.) 	Experiential : <ul style="list-style-type: none"> Make magical potlis of different spices. Prepare homemade garam masala. Make your own kitchen dispensary with different medicinal spices.
26	26	Defence Officer: Wahida	<ul style="list-style-type: none"> Identifies natural and human-made systems that support their lives. Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly. 	<ul style="list-style-type: none"> Identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc. Voices opinion on issues observed/ experienced in, family/ school/ neighbourhood, e.g., on stereotypes (making choices/ decision making/solving problems), discriminatory practices on caste and gender in use of public places. 	Art integrated: <ul style="list-style-type: none"> Prepare a chart of the logo/flag of all three Indian Armed Forces. Experiential: <ul style="list-style-type: none"> Hold a parade in your school with different commands.
27	27	Chuskit Goes to School	<ul style="list-style-type: none"> Explains the functioning of local institutions (family, school) in different forms and analyses their roles. Identifies natural and human-made systems that support their lives. Identifies the needs of people in different situations, in terms of access to resources, equal opportunities, work distribution, and shelter. 	<ul style="list-style-type: none"> Takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property). Voices opinion on issues observed/ experienced in, family/ school/ neighbourhood, e.g., on stereotypes, child rights (schooling, child abuse, punishment, labour). 	Experiential: <ul style="list-style-type: none"> Make a list of helping aids used by differently abled person. Make a model of different landscapes using local/waste material. (Group project)

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