Syllabus for Academic Session 2025-26						
	Class : 4					
Subject - Mathematics						
S. No.	Ch. No.	Chapter Name	Targeted Competencies	Targeted Learning Outcomes / Learning Objectives	Suggested Activities	
Term-I						
1	1	Building with bricks	• Identifies and extends simple patterns in their surroundings, shapes and numbers	 Finds out shapes that can be used for tiling. Observes, identifies and extends geometrical patterns based on symmetry. 	Integration of Art Observe various objects from different locations and draw their pictures. Take a close look at the brick patterns on walls and buildings. Then, explore how patterns are formed and create your own rules to design similar patterns.	
2	2	Long and short	• Performs simple measurement of length	 Converts metres into centimetres and vice-versa. Estimates the length of an object and further measures it. Solves problem involving daily life situations related to length/distance. 	 Integration of Art Make metre scale with the help of cardboard. Guess and measure length of objects. 	
3	3	A trip to Bhopal	 Formulates and solves simple mathematical problems related to measurements. Performs simple transactions using money up to 100 rupees. 	 Solves daily life Problems related to distances. Converts metre into centimetre and vice-versa. 	 Integration of Technology Field Trip Cost Calculation with the help of teacher Imagine that the class is planning a field trip to a museum, zoo, or amusement park. Students need to calculate the cost of travel (based on distance), as well as the ticket prices for each person. Students will find the cost of tickets and the distance using google. First, students will calculate the total distance to the location and determine how much it will cost for transportation (e.g., per mile or per bus). Encourage them to make their travel brochure, itinerary etc. Then, they'll calculate the total cost of tickets for everyone in the class, taking into account any discounts or special rates. 	

4	4	Tick-Tick- Tick	• Performs simple measurements of time in minutes, hours, days, weeks and months	 Reads clock time in hours and minutes and expresses the time in am and pm format. Relates 24-hour clock with respect to 12-hour clock. Calculates time intervals/ duration of familiar daily life events using forward and backward counting/ addition and subtraction. Solves problems involving daily life situations related to time involving four basic arithmetic operations 	 Integration of Art Make a clock with cardboard and showing minute hand and hour hand on it and show the time of any activity. (eg. lunch break etc) Inquiry based learning Make a list of manufacturing and expiry dates of 10 edible items and note the duration in days/months/years.
5	5	The way the world looks	• Identifies and differentiates between top view, side view and front view of objects.	 Draws top view, front view and side view of simple objects 	Integration of Art Draw the picture of any object (eg table, duster etc) from side, top, front etc.
6	6	The junk seller	 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition. Recognises multiplication as repeated addition Formulates and solves simple mathematical problems related to quantities. 	 Multiplies 2 and 3 digits numbers Creates and solves simple real life situation/ problem including money. 	Role play – Bring recyclable materials (such as newspapers, plastic bottles, etc.) from home and engage in a role-playing activity with your friends, acting as junk sellers and buyers to practice trading items.
7	7	Jugs and Mugs	 Recognises multiplication as repeated addition and division as equal sharing. Performs simple measurements of volume of objects in their immediate environment. 	 Estimates the volume of Liquids and verifies them by actual measurement. Solves problems involving daily life situation related to volume using four basic arithmetic operations. 	 Experiential Learning 1. Look around your kitchen and find some containers that can help you measure how much liquid they hold. For example: water bottle, cup, bowl etc. Write down the names of the containers you find. 2. Take two containers—one small and one big. Guess how many times the small container needs to be filled to fill up the bigger one. For example: "If I use this cup, how many times do I need to fill it to fill this jug?" Try it out and see if your guess was close!

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8	8	Carts and Wheels	 Recognises basic geometric shapes and their observable properties. 	1. Identifies the centre, radius and diameter of a circle. In • •	 Integration of Art Write down the names of games in which we draw circles. Try including games from the book <i>khel purane dhang</i> <i>nirale – Indigenous games</i> (example - pitthu, koklachi etc) Draw different designs with the help of compass.
9	9	Halves and Quarters	• Recognizes the concept of halves (1/2) and quarters (1/4) as parts of a whole.	 Identifies half, one -fourth, three- fourths of a given picture (by paper folding and also in a collection of objects. Represents fractions as half, one fourth & three -fourth by using symbols / numerals. 	 Integration of Art Draw your fraction art, take help from the following image. Image: Image and the second s
10	10	Play with patterns	• Identifies and extends simple patterns in their surroundings, shapes, and numbers	1. Observes, identifies and extends geometrical patterns based on symmetry. In	 Integration of Sports Pattern game- cone skip relay - arrange some cones in a line in the playground leaving some distance between them. Ask children to run between them, skipping different number of cones each time.
11	11	Tables and shares	 Recognises multiplication as repeated addition and division as equal sharing. 	 Identifies the patterns in multiplication and division up to multiple of 9. Divides a number by another numbers using different methods. 	 Integration of Sports Use playing cards, ask each student to come and pick 2 cards and multiplies them. The student with the highest product wins the round. Game can also be played using dice.

12	12	How Heavy? How Light?	• Performs simple measurements of weight of objects in their immediate environment	 Solves problems involving daily life situations related to weight involving four basic arithmetic operations Estimates the weight of various objects and verifies them with actual measurement. 	 Experiential Learning Provide students with a variety of objects (e.g., books, fruits, plastic containers, etc.) and ask them to estimate their weights. Students are asked to sort the objects into categories based on their weight (light, medium, heavy). Afterward, students can use a scale to check the accuracy of their sorting and learn about the units of weight (grams, kilograms)
13	13	Fields and Fences	• Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements.	 Understanding the concept of perimeter and area of an object. Explores the area of perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shapes as a unit. 	 Integration of Performing Arts Perimeter and Area Dance Performance. Activity: Split the students into groups and assign each group a shape (square, rectangle etc.). Each group will calculate the perimeter and area of their assigned shape. They will then design a dance or movement piece that reflects the assigned shape and demonstrates its perimeter and area. For example, they could use a long line of students to represent the perimeter and "fill" the space to represent the area.
14	14	Smart Charts	• Organize, represent, interpret and analyze data using tables and bar graphs.	 Represents the collected information in tables and bar graph and draws inferences from these. 	 Integration of Technology Temperature Tracker Activity: Ask students to track the temperature in their area for a week (using online sources, newspapers, news channels etc.) Maintain weather chart with symbols for a week. Each day, students record the temperature using newspaper/ mobile phone or internet in a table with columns for "Day," "Date," and "Temperature (°C or °F)." After a week, students can analyze the data to identify trends (e.g., the hottest and coldest days) or calculate the average temperature.

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