

Syllabus for Academic Session 2025-26

Class: -V

Subject: ENGLISH

S. No.	Unit No.	Name of Lessons	Targeted Competencies	Targeted Learning Outcomes / Learning Objectives	Suggested activities
TERM I					
1	Unit 1	WONDERFUL WASTE	<ul style="list-style-type: none"> ● C-1.1 Converses fluently and meaningfully in different contexts ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates). ● C-2.2 Understands main ideas and draws essential conclusions from the material read. 	<ul style="list-style-type: none"> ● Reads text with comprehension, locates details and sequence of events. ● Identifies kinds of noun, pronouns, adjectives etc. and differentiates between simple past and present verbs. ● Writing paragraph in English from verbal, visual, clues with appropriate punctuation marks and linkers. 	<p><u>ART INTEGRATED:</u></p> <ul style="list-style-type: none"> ➤ Show and tell activity- Best out of waste i.e., making a paper bag or anything else and speaking a few sentences about it. ➤ Create a poster showcasing your ideas on the theme of “Recycling” <p><u>LITERACY</u></p> <ul style="list-style-type: none"> ➤ Newspaper Reading on daily basis and sharing it in classroom. ➤ Select a topic, conduct open discussion and ask the students to write their views on the topic. (LIBRARY BOOKS)
	Unit 1	ICE CREAM MAN (POEM)	<ul style="list-style-type: none"> ● C-1.1 Converses fluently and meaningfully in different Contexts ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose 	<ul style="list-style-type: none"> ● Learner answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. ● Reads the simple printed matter in the surroundings (school name, advertisements on hoardings, newspapers, sign-posts etc.) ● Speaks briefly on a day-to-day issue like conservation of water or experiences of day-to-day 	<p><u>ART INTEGRATION</u></p> <ul style="list-style-type: none"> ➤ Draw or make a big cut- out of an ice cream and write a few lines about their favorite ice cream. <p><u>LITERACY</u></p> <ul style="list-style-type: none"> ➤ Riddles on vendors ➤ Making an Advertisement on ice creams <p><u>GROUP ACTIVITY</u></p> <p>Group work for keeping the school compound clean and students will share experiences.</p>

				life etc.	
2	Unit 2	TEAM WORK	<ul style="list-style-type: none"> ● C-1.1 Converses fluently and meaningfully in different contexts ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-2.2 Understands main ideas and draws essential conclusions from the material read 	<ul style="list-style-type: none"> ● Learner uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. ● Identifies kinds of noun, pronouns, adjectives etc. and differentiates between simple past and present verbs. ● Reads the simple printed matter in the surroundings (school name, advertisements on hoardings, newspapers, sign-posts etc.) 	<p><u>ART INTEGRATION (PEFORMING ARTS)</u></p> <p>➤ Students will mime an activity (picnic/fair/mela) etc. that they enjoy. Rest of the class shall guess the activity and discuss whether it's to be done in group or alone.</p> <p><u>LITERACY (self-reflection)</u></p> <p>➤ In group of five, discuss what students enjoy doing alone and what you prefer doing in group. (LIBRARY BOOKS)</p> <p><u>SUGGESTIVE DISCUSSION WITH STUDENTS</u></p> <p>➤ Why teamwork is important? Can we avoid teamwork in our daily lives? Think and Discuss.</p> <p>➤ Group Activity – Print Hunt in the Classroom Teachers may Divide the class into small teams of 4–5 students. Each team is given a worksheet or chart to fill with: 1 thing they see or read in school 1 thing they see or read on the way to school 1 label from a food wrapper or bottle 1 heading from a newspaper/poster Teacher may encourage students to read and note examples .</p>
	Unit 2	FLYING TOGETHER	<ul style="list-style-type: none"> ● C-1.1 Converses fluently and meaningfully in different contexts ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring 	<ul style="list-style-type: none"> ● Learner uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. 	<p><u>ART INTEGRATION</u></p> <p>Role play on the read content or similar stories by using appropriate props in groups.</p> <p><u>Literacy</u></p>

			<p>of small events, short speeches, and class debates)</p> <ul style="list-style-type: none"> ● C-2.2 Understands main ideas and draws essential conclusions from the material read ● C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs 	<ul style="list-style-type: none"> ● Writes paragraph in English from verbal, visual, clues with appropriate punctuation marks and linkers. 	<p>In a group of Five discuss what you would do if you were caught in the following situations.</p> <ul style="list-style-type: none"> ● Your friend falls in the play field and is hurt ● You are trapped in a fire ● You are stuck in a traffic jam
3	Unit 3	MY SHADOW	<ul style="list-style-type: none"> ● C-1.1 Converses fluently and meaningfully in different contexts ● C-1.2 Summarizes core ideas from material read out in class ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts 	<ul style="list-style-type: none"> ● Learner uses synonyms such as *big/large', 'shut/close', and antonyms like inside/outside, light/dark from clues in context. ● Identifies kinds of noun, pronouns, adjectives etc. and differentiates between simple past and present verbs. ● Writes paragraph in English from verbal, visual, clues with appropriate punctuation marks and linkers. 	<p><u>PERFORMING ARTS</u></p> <ul style="list-style-type: none"> ➤ Find a dark room and use torch behind your hand and see its shadow on the wall/ board. Move the torch little away and see the shadow. Find the difference. ➤ Use this shadow play to create different creatures and ask others to guess. <p><u>Literacy</u></p> <ul style="list-style-type: none"> ➤ Work in pairs and discuss and write - <ul style="list-style-type: none"> ➤ A dog chases you ➤ You have forgotten your homework copy at home? ➤ You are alone in a room and the lights go out?
	Unit 3	ROBINSON CROUSOE DISCOVERS A FOOTPRINT	<ul style="list-style-type: none"> ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts ● C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose 	<ul style="list-style-type: none"> ● Learner answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read 	<p><u>SUGGESTIVE DISCUSSION</u></p> <ul style="list-style-type: none"> ➤ How the protagonist has reacted in the story? ➤ How would you have reacted if found in similar situation? ➤ How would you feel if you saw unknown footprints outside your home? ➤ If you were alone at home and someone knocked the door, what would you do? <p><u>ART INTEGRATION</u></p> <ul style="list-style-type: none"> ➤ Conduct a Role Play based on the read content in order to provide visual experience. ➤ Make a poster on “Safety Measures at Home” and display it in class

					<p>➤ Tell students to trace their foot and hand prints on a drawing sheet and display it in classroom.</p> <p><u>PHYSICAL/SPORTS</u></p> <p>➤ Brave Steps in the Dark: Blindfold students one by one and create a mini obstacle course (soft objects, cones, ropes). Their teammates may guide them with verbal instructions to cross the obstacles.</p>
4	Unit 4	CRYING (POEM)	<ul style="list-style-type: none"> ● C-1.1 Converses fluently and meaningfully in different contexts ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short, speeches, and class debates) ● C-2.2 Understands main ideas and draws essential conclusions from the material read ● C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs 	<ul style="list-style-type: none"> ● Learner connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences. ● Identifies kinds of noun, pronouns, adjectives etc. and differentiates between simple past and present verbs. ● Writes paragraph in English from verbal, visual, clues with appropriate punctuation marks and linkers. ● Writes a mini biography or mini autobiography 	<p><u>ART INTEGRATON</u></p> <p>➤ Make different emoticons stickers to express the current mood and express it in words as well.</p> <p><u>LITERACY</u></p> <p>➤ Discuss on feeling words and ask how emotions change when situation changes.</p> <p>➤ Write a mini biography or auto-biography? (LIBRARY)</p> <p><u>SUGGESTIVE DISCUSSION</u></p> <p>➤ Why do we feel emotions at all? What will happen if we don't feel emotions?</p>
		MY ELDER BROTHER	<ul style="list-style-type: none"> ● C-1.2 Summarizes core ideas from material read out in class ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs ● C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text 	<ul style="list-style-type: none"> ● Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read ● Infers the meaning of unfamiliar words by reading them in context ● Solves simple crossword puzzles, builds word chains, etc. 	<p><u>LITERACY (LETTER WRITING)</u></p> <p>➤ Ask students write a letter to your friends or relatives in another city telling him/ her about his activities or events in your school.</p> <p>➤ Thank you note to your brother or sister expressing your emotions.</p> <p><u>ARTS INTEGRATION (Performing arts)</u></p> <p>➤ In groups of four, choose a story and write down the dialogue and convert it into short play and present it in the class.</p>

5	Unit 5	RIP VAN WINKLE	<ul style="list-style-type: none"> ● C-1.1 Converses fluently and meaningfully in different contexts ● C-1.2 Summarizes core ideas from material read out in class ● C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different Texts ● C-2.2 Understands main ideas and draws essential conclusions from the material read 	<ul style="list-style-type: none"> ● Describes briefly, orally/in writing about events, places and/or personal experiences in English ● Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. ● Reads printed script on the classroom walls, notice board, in posters and in advertisements 	<p><u>PHYSICAL / SPORTS</u></p> <ul style="list-style-type: none"> ➤ Ask students to walk like an old man (slow steps, hunched back) and then like a young rip (normal and tough walk) and note the difference ➤ <u>TREASURE HUNT</u>: Set up a small treasure hunt where student follows the clues to find the hidden treasure. ➤ <u>FREEZE& MOVE</u>: Play music and let students walk around. The moment the music stops the students must freeze with a surprised expression, just like Rip when he returns.

The above-mentioned syllabus along with revision must be completed before Mid Term Examination

TERM II					
6	Unit 6	CLASS DISCUSSION	<ul style="list-style-type: none"> ● C-1.1 Converses fluently and meaningfully in different contexts ● C-1.2 Summarizes core ideas from material read out in class ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text 	<ul style="list-style-type: none"> ● Uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop. ● Responds to simple instructions and questions based on everyday life and stories/poems heard or read. 	<p><u>ART INTEGRATION</u></p> <p>➤ Divide the students into groups and ask them to pick a scene from the classroom and enact that with dialogues and expressions.</p> <p><u>LITERACY</u></p> <p>➤ Students will write a notice board announcement about a library committee or an upcoming football match.</p>
	Unit6	THE TALKATIVE BARBER	<ul style="list-style-type: none"> ● C-1.2 Summarizes core ideas from material read out in class ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose ● C-3.4 Uses appropriate grammar and structure in their writing their understanding and experience. 	<ul style="list-style-type: none"> ● Learner connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences ● Writing paragraph in English from verbal visuals/ clues with appropriate, punctuations, marks and linkers. ● Writes a mini biography or mini autobiography. ● Identifies kinds of nouns, pronouns, adjectives etc., and differentiates between simple past and simple present tense. 	<p><u>ART INTEGRATION</u></p> <p>➤ Students will observe the work done around them and list out the different professions and their works and create a collage book and write few words about them.</p> <p><u>GROUP ACTIVITY</u></p> <p>➤ "Mystery Object Description"- Place various objects (e.g., a soft toy, a rough stone, a shiny spoon) in a bag. Each student picks an object without looking and describes its texture, shape, size, and color using adjectives (e.g., "It is round, smooth, and shiny"). The class then guesses the object based on the description!</p>
7	Unit7	TOPSY TURVY LAND	<ul style="list-style-type: none"> ● C-1.2 Summarizes core ideas from material read out in class ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-2.1 Applies varied comprehension strategies (inference, prediction, 	<ul style="list-style-type: none"> ● Identifies kinds of nouns, pronouns, adjectives etc. and differentiates between simple past and simple present verbs ● Writing paragraph in English from verbal visuals/ clues with appropriate, punctuations, marks and linkers 	<p><u>ART INTEGRATION</u></p> <p>➤ Ask students to draw a world where everything is upside down like houses in sky, trees growing downward, people walking on their heads.</p> <p>➤ Use old newspapers, magazine and colored paper to create a collage of a Topsy turvy city.</p> <p><u>PHYSICAL</u></p>

			visualization) to understand different texts	<ul style="list-style-type: none"> • Describes briefly, orally/in writing about events, places and/or personal experiences in English 	<ul style="list-style-type: none"> ➤ Conduct a race where students walk/ run backwards assuming to be living in Topsy turvy land. ➤ Play music and call out opposite movements of actions like walk forward, sit down, jump. <p><u>ICT</u></p> <ul style="list-style-type: none"> ➤ Make students watch republic day parade recording or documentaries on bravery to create awareness regarding bravery awards (in reference to republic day).
	Unit 7	GULLIVER'S TRAVEL	<ul style="list-style-type: none"> • C-1.2 Summarizes core ideas from material read out in class • C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) • C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts • C-3.4 Uses appropriate grammar and structure in their writing their understanding and Experiences 	<ul style="list-style-type: none"> • Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences. • Writes a 'mini biography' and 'mini autobiography'. • Identifies kinds of nouns, pronouns, adjectives etc. and differentiates between simple past and simple present verbs 	<p><u>PERFORMING ARTS</u></p> <ul style="list-style-type: none"> ➤ Students will act out the story and perform in the group with mutual coordination. ➤ Express about your adventure through drawing, scribbling and making collage. <p><u>LITERACY</u></p> <ul style="list-style-type: none"> ➤ Diary writing on travelling experiences ➤ Write a letter to Gulliver sharing about one of your experience while travelling. ➤ Suppose one day you woke up in morning in the land of desserts/forest/ beaches. Write a paragraph sharing your experience and how you got home back. <p><u>SUGGESTIVE DISCUSSION</u></p> <ul style="list-style-type: none"> ➤ Tell your friend the story of Gulliver and explain how he has overcome this journey. ➤ What are the other places they can land up in India, what would they see over there and what changes were required to survive there?
8	Unit 8	NOBODY'S FRIEND	<ul style="list-style-type: none"> • C-1.2 Summarizes core ideas from material read out in class • C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) 	<ul style="list-style-type: none"> • Identifies kinds of nouns, pronouns, adjectives etc. and differentiates between simple past and simple present verbs. • Writing paragraph in English from verbal, visual, clues with 	<p><u>PERFORMING ARTS</u></p> <ul style="list-style-type: none"> ➤ Read aloud the poem and comprehend ➤ Perform the poem with actions to achieve the purpose. (LIBRARY) <p><u>ART INTEGRATION</u></p> <ul style="list-style-type: none"> ➤ Students will recite the poem in group.

			<ul style="list-style-type: none"> ● C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text 	<p>appropriate punctuation marks and linkers.</p> <ul style="list-style-type: none"> ● Reads the simple printed matter in the surroundings (school name, advertisements on hoardings, newspapers, sign-posts etc.) or experiences of day-to-day life etc. 	<p>➤ Extend the poem on your own under facilitation of the teacher.</p> <p><u>GROUP WORK – DISCUSS AND WRITE</u></p> <p>➤ Why do we need to share our things with others?</p> <p>➤ What will happen if someone denies to help you when you genuinely need them. Elaborate.</p>
8	Unit 8	THE LITTLE BULLY	<ul style="list-style-type: none"> ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose ● C-3.4 Uses appropriate grammar and structure in their writing their understanding and experiences 	<ul style="list-style-type: none"> ● Learner writes and speaks on peace, equality etc. ● Identifies kinds of noun, pronouns, adjectives etc. and differentiates between simple past and present verbs. ● Writes paragraph in English from verbal, visual, clues with appropriate punctuation marks and linkers. 	<p><u>PERFORMING ARTS</u></p> <p>➤ Prepare a “NUKKAD NATAK” in order to create awareness related to bullying in school colleges and other institutions under the facilitation the teacher.</p> <p><u>ART INTEGRATION</u></p> <p>➤ Poster making on any social issue (gender differences/ bullying/ peace)</p> <p><u>SUGGESTIVE DISCUSSION</u></p> <p>➤ Summarize the whole story of the little bully in your own words.</p> <p>➤ What would you have done if you were Hari?</p>
9	Unit 9	SING A SONG OF PEOPLE	<ul style="list-style-type: none"> ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text ● C-3.3 Creates posters, invites, simple poems, stories and ● dialogues, with appropriate information and purpose ● C-3.4 Uses appropriate grammar and structure in their writing their understanding and experiences 	<ul style="list-style-type: none"> ● Learner appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/ heard in his/her day-to-day life, in storybooks/ heard in narratives/ seen in videos, films etc. ● Identifies kinds of noun, pronouns, adjectives etc. and differentiates between simple past and present verbs. ● Reads the simple printed matter in the surroundings (school name, advertisements 	<p><u>ART INTEGRATION</u></p> <p>➤ Students will make a traffic light model and Sign posts used on road.</p> <p>➤ Can we use signs and marks in the schools as well? If yes, then what signs and marks will be included.</p> <p><u>SPATIAL SKILLS</u></p> <p>➤ Students will draw a map of the school highlighting the key landmarks along the way.</p> <p><u>ICT</u></p> <p>➤ Show documentary on the village life and urban life and encourage the students to discuss the difference in lifestyle, culture, facilities, issues and concerns.</p> <p><u>LITERACY</u></p>

				on hoardings, newspapers, sign-posts etc.) or experiences of day-to-day life etc.	➤ Picture Comprehension: Divide students in groups and provide them pictures of various events and ask them to discuss, comprehend and share with all.
10	Unit 10	MALU BHALU	<ul style="list-style-type: none"> ● C-1.2 Summarizes core ideas from material read out in class ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text 	<ul style="list-style-type: none"> ● Identifies kinds of noun, pronouns, adjectives etc. and differentiates between simple past and present verbs. ● Writes paragraph in English from verbal, visual, clues with appropriate punctuation marks and linkers 	<p><u>ART INTEGRATION</u></p> <p>➤ Prepare an interesting collage on animals who live in unique places and have a very different life altogether (Polar bear, penguin, Neel gay etc.,)</p> <p><u>LITERACY</u></p> <p>➤ Character sketch: Prepare a character sketch of Malu Bhalu based on the chapter's understanding.</p> <p><u>SUGGESTIVE DISCUSSION</u></p> <p>➤ Where did the Malu Bhalu lived? Write a brief note on the lifestyle of the character.</p> <p>➤ How its life is different from the animals living in our surrounding.</p>
	Unit 10	WHO WILL BE THE NINGHTO U?	<ul style="list-style-type: none"> ● C-1.2 Summarizes core ideas from material read out in class ● C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ● C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts ● C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs 	<ul style="list-style-type: none"> ● Learner appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/ heard in his/her day-to-day life, in storybooks/ heard in narratives/ seen in videos, films etc. ● Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences. ● Writes a 'mini biography' and 'mini autobiography' 	<p><u>ART INTEGRATION</u></p> <p>➤ Create a paper crown and decorate it with words like Kindness, wisdom, strength etc.</p> <p><u>PERFORMING ARTS & EXPLORATION</u></p> <p>➤ Freeze & Act: Call out several situations and ask students to react and provide the solution for that situation. (e.g.- A bird is trapped, what will you do?)</p> <p><u>LITERACY</u></p> <p>Ask students to read a book and summarize in their own words. (LIBRARY)</p>
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