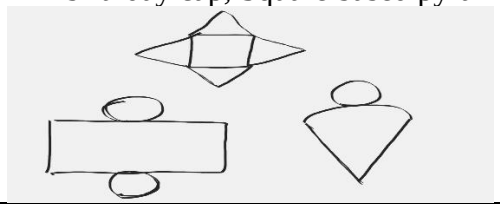
Syllabus for Academic Session 2025-26					
Class : 5					
Subject - Mathematics					
S. No.	**Chapter No.**	**Chapter Name**	**Targeted Competencies**	**Targeted Learning Outcomes / Learning Objectives**	**Suggested Activities**
1	1	The Fish tale	Recognizes and uses numerals to represents quantities up to 99 with the understanding of decimal place value system.	• Reads and writes numbers bigger than 1000 being used in the surroundings and performs four basic arithmetic operations on them. • Differentiates between the place value of digits in different numbers. Can write expanded form in terms of place value	• Write examples of some daily life situations where we use numbers greater than 1000. • **Role-Play** In this activity, students will practice verbal counting and mental addition through a pretend shopping game. The classroom becomes a mini market with items like fruits, snacks, and stationery labeled with simple prices (e.g., Rs. 5, Rs. 10, Rs. 20). Each student gets play money (e.g., Rs. 100) and a short shopping list. As they shop, they say the prices out loud and add them up verbally (e.g., "Rs. 10 plus Rs. 5 equals Rs. 15"), making sure they stay within their budget.
2	2	Shapes and angles	Recognizes basic geometry shapes and their observable properties. Formulates and solves simple mathematical problems related to shapes.	• Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing.	**Learning by Doing** 1. In this activity, students will explore geometric shapes and angles in a fun and hands-on way. First, they will use matchsticks or ice cream sticks to create different shapes such as triangles, squares, rectangles etc. While making these shapes, they will count the number of sides and corners each shape has. They will also observe the angles in the given shape and try to decide if they are acute, obtuse, or right. 2. Students will look around their classroom or home to find real-life angles. They can observe open doors and windows to see the angles formed where the door or window meets the wall. They will describe whether the angle is acute, obtuse, or a right angle, and try to draw at least three different angles in their notebook.

3	3	How many squares?	Performs simple measurement of length.	• Relates different commonly used larger and smaller units of length.	**Integration of Art** Trace different types of leaves, colour them and find out the area using square grids. Take a transparent sheet and use a ruler and permanent marker to draw a grid of small squares on it. Try to make each square the same size, like 1 cm by 1 cm. Now, pick an object such as an eraser, diary, ruler, watch, or a floor tile. Place your plastic sheet with the grid on top of the object. Look closely and count how many squares are fully covered by the object. If some squares are only half-covered, you can put two halves together to make one full square. The number of squares the object covers shows its area.
4	4	Parts and whole	Understanding, comparing, and performing operations with fractions, and applying them in real-life situations.	• Finds the number corresponding to the part of a collection. Identifies and forms equivalent fractions of a given fraction.	• **Integration of Art** • Take a square piece of paper. First, fold it into 2 equal parts. Open it and look at the fold — you now have two halves. Each part is called one-half (½). Now fold the same paper again into 4 equal parts. Open it and you will see four equal sections. Each part is called one-fourth (¼). Try the same activity using a rectangular or triangular sheet of paper. • Take a fruit like an apple or orange. Cut it into 2 equal parts (do this under the supervision of an adult). Each part is ½ of the whole fruit. Now take another fruit and cut it into 4 or 8 equal parts. Each part is a fraction of the whole. For example, one piece out of 4 parts is ¼, and one piece out of 8 parts is ⅛.. You can also do this using chapatti.

5	5	Does it look the same	Understanding and identifying basic geometric shapes, their properties, symmetry, and measurement of angles and sides.	• Identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes.	**Integration of Art** Draw mandala art using similar shapes and patterns. Find out which letters in English alphabets look the same after half a turn.
6	6	Be my multiple, I will be your factor	Explore multiples and factors, their relationships, and their applications.	• Understands the concept of Factors and Multiples. • Explores the relationship between factors and multiples of a number.	**Playway Learning** Play the dice game for multiples and factors. Multiple card games can also be used.
7	7	Can you see the pattern?	• Identifies and extends simple patterns in their surroundings, shapes, and numbers	• Identifies the pattern in triangular number and square number. • Identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes.	**Integration of Art** 1.Find out patterns in any object at your home and draw it. (eg. saree, dupatta, bedsheet, walls etc.) 2.In pairs, students will draw a colorful rangoli design on paper using patterns, shapes, and colors. Once finished, they will exchange their rangoli with their partner. Each partner will then carefully observe the rangoli they received and identify the patterns used in it—such as repeating shapes, lines, or color arrangements.

THE ABOVE-MENTIONED SYLLABUS ALONG WITH REVISION MUST BE COMPLETED BEFORE MID TERM EXAMINATION.

Term-II					
8	8	Mapping your way	Understanding of how to navigate and interpret maps in real-life scenarios.	• Relates different commonly used larger and smaller units of length.	**Integration of Art** 1. Draw a map from your home to your school. 2. Give directions to reach a place in map. 3. Draw the map of your school etc.

9	9	Boxes and Sketches	Builds spatial understanding and helps students explore the properties of solid objects.	• Makes net pattern of cylinder, cube and cuboid & can differentiate between their capacities using a non-standardized fixed capacity container like bottle/bowl etc.	**Experiential Learning** 1. Observe the type pf boxes at your home (cubical/cuboidal) measure the length, breadth and height and note it down. 2. Making Net patterns of the objects present around us. For example- Net of shuttle box, birthday cap, Square based pyramid etc. 
10	10	Tenths and Hundredths	Understand and work with decimals, focusing on place value, comparing and ordering decimals, converting fractions to decimals, and performing basic operations with decimals	• Understands the concept of Decimal and applies the four fundamental arithmetic operations in solving problems involving decimals.	**Playway Learning** Create bingo cards with decimal numbers between 1.5 to 9.5. play the game with your friends.
11	11	Area and its boundary	Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements	• Explores the area and perimeter of different regular an1d irregular shapes in square units.	**Experiential Learning** Divide the students in small groups of 4-5.And ask them to find the perimeter of different objects in their classroom (eg. Door, window, desk, table, blackboard, almirah etc.)
12	12	Smart charts	To collect, represent, and interpret data using pictographs and bar graphs, focusing on reading, creating, and comparing data visually.	• Collects data related to various daily life situations / represents it in tabular form and as bar graph and interprets it.	**Experiential Learning** Do a survey of 20 students of your classroom, asking their favourite fruit and organise the data in tabular form using tally marks. Do more such surveys from home/ community.
13	13	Ways to multiply and divide	Recognises multiplication as repeated addition and division as equal sharing	• Performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers. Estimates Sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking	**Playway Learning** **Multiplication war** – use a deck of cards (face cards removed). Each player draws two cards and multiplies them together. The player with the highest product wins the round. **Activity for division** • Make Number cards 1 to 100 • Students come turn wise two at a time and draw a card each.

				a number and then using operation. (For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients) • Divides a given number by another number using standard algorithms.	• The larger number becomes the dividend, and the smaller number the divisor. • Students solve the division problem and write the quotient. • The students with the higher quotient wins the round.
14	14	How Big? How Heavy?	Performs simple measurements of weight of objects in their immediate environment	• Relates commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa. • Applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals.	**Experiential Learning** 1.Divide students in groups of 4-5. Ask each group to come one by one and measure their weight on a weighing scale in the classroom and find out the student with the maximum weight in each group. 2.Make a simple balance using a hanger, two small cups, and string. Hang the cups on either side of the hanger and tie it up so it stays balanced. Use it to weigh small objects. 3.Collect a few items from home like a pencil, book, spoon, toy, pillow, and water bottle. Hold two items in your hands and feel which one is heavier and which is lighter. Make a list of 5 pairs and write which object is heavier in each pair. Example: Pencil and book → Book is heavier Spoon and toy car → Toy car is heavier

THE ABOVE-MENTIONED SYLLABUS ALONG WITH REVISION MUST BE COMPLETED BEFORE THE ANNUAL EXAMINATION.