

Syllabus for Academic Session 2026-27

Class - IV

Subject - The World Around Us

Term - I					
Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
Unit 1: Our Community	April - May	1. Living Together	<ul style="list-style-type: none"> ● C-1.2 - Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community. ● C-1.4 - Explains the functioning of local institutions (family, school, bank/post office, market and panchayat) in different forms (story, drawing, tabulating data, reports), and analyses their role. 	<ul style="list-style-type: none"> ● Values their natural surroundings and public properties through mutual cooperation and care. ● Discover a culture of sharing and collaboration in all festivals celebrated by different communities in the country. 	<ul style="list-style-type: none"> ● Art Integrated Learning: <ul style="list-style-type: none"> – Role play on community helpers. – Poster on importance of trees
		2. Exploring our Neighbourhood	<ul style="list-style-type: none"> ● C-1.4- Explains the functioning of local institutions (family, school, bank/post office, market and panchayat) in different forms (story, drawing, tabulating data, reports), and analyses their role. ● C-2.1- Identifies natural and human made systems that support their lives, water supply, water cycle, river-flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in home). 	<ul style="list-style-type: none"> ● Identifies the importance of different means of transport and communication. ● Discovers the role of various community institutes. 	<ul style="list-style-type: none"> ● Art Integrated Learning: <ul style="list-style-type: none"> – Make a means of transport by using waste material. ● Written Expression: <ul style="list-style-type: none"> – Make a list of things related to them.
Unit 2: Life Around Us	July - September (Revision in September)	3. Nature Trail	<ul style="list-style-type: none"> ● C-4.1- Observes and describes diversity among plants and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat). ● C-4.5- Identifies needs of plants, birds and animals and how they can be supported (water, soil, food, care). 	<ul style="list-style-type: none"> ● Identifies different features (beaks, teeth, claws, ears, hair, nests/ Shelters etc.) of birds and animals. ● Explores the variety of plants and animals around them. 	<ul style="list-style-type: none"> ● Art Integrated Learning: <ul style="list-style-type: none"> – Make a mask of your favourite animal/bird and imitate their sound and behaviour in classroom.

Term - I					
Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
				<ul style="list-style-type: none"> Understands the interdependence in nature and society. 	
		4. Growing up with Nature	<ul style="list-style-type: none"> C-2.2 Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions) 	<ul style="list-style-type: none"> Identifies simple features (eg. Shape, colour, aroma, where they grow/ any other) of flowers, roots and fruits in immediate surroundings. 	<ul style="list-style-type: none"> Art Integrated Learning: <ul style="list-style-type: none"> Draw any five things made from bamboo. Our India: <ul style="list-style-type: none"> Topic:Festivals
Unit 3 - Health and Well Being		5. Food for Health	<ul style="list-style-type: none"> C4.4- Demonstrates how natural resources can be shared, maintained and conserved (trees, use of rainwater, benefits of millets). C-3.1- Describes the basic safety needs and protection, health and hygiene, food, water, shelter, precautions, awareness of emergency situation, abuse and unsafe situations) of humans, birds and animals. C-3.3- Develops simple labels and slogans, and participates in role play on safety and protection in the local environment to be displayed/done in school and locality. 	<ul style="list-style-type: none"> Explores the diversity of food and develops an understanding about balanced food. Understands the variety of food and its importance in maintaining good health. 	<ul style="list-style-type: none"> Art Integrated Learning: <ul style="list-style-type: none"> Poster/Slogan on 'Say No to Junk Food' Experiential: <ul style="list-style-type: none"> Organise a community lunch in your classroom. Write the recipe of your favourite food.

Note - The given syllabus must be completed before Mid-Term Examination.

Term - II					
Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
Unit 3 - Health and Well Being	October -December	6. Happy and Healthy Living	<ul style="list-style-type: none"> ● C-2.1- Identifies natural and human made systems that support their lives, water supply, water cycle, river-flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in home). ● C-3.1- Describes the basic safety needs and protection, health and hygiene, food, water, shelter, precautions, awareness of emergency situation, abuse and unsafe situations) of humans, birds and animals. 	<ul style="list-style-type: none"> ● Explain the process of producing and procuring daily need (e.g food, water) i.e., from source to home (e.g., crops from field to Mandi and home, water from local sources and waste of its purification at home. ● Voices opinion on issues observed/experienced in family/school/neighbourhood e.g. child rights and child abuse. ● Observes rules in games (local, indoor and outdoor) 	<ul style="list-style-type: none"> ● Art Integrated Learning: <ul style="list-style-type: none"> – Role play (in groups)on Good touch and bad touch. – Make a poster on Importance of sports and display it in your classroom. ● Experiential: <ul style="list-style-type: none"> – Practice different yoga poses. ● Our India: <ul style="list-style-type: none"> – Topic:Games
		7. How Things Work	<ul style="list-style-type: none"> ● C-6.1- Performs simple inquiry related to specific questions independently or in groups. ● C-7.2- Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology and applications of science, which reflect the content that will be learned across subject areas in later grades. 	<ul style="list-style-type: none"> ● Observes and investigates common phenomena related to different objects around them like spinning, floating and sinking. 	<ul style="list-style-type: none"> ● Art Integrated Learning: <ul style="list-style-type: none"> – Make a spinner using cardboard. – Make a boat using ice-cream sticks.
Unit 4 - Things Around Us	October -December	8. How Things Are Made	<ul style="list-style-type: none"> ● C-4.3- Describes usage of natural resources in their immediate environment. ● C-4.7- Learns about basic social and behavioural norms, values and dispositions that benefit our social and natural environment and that 	<ul style="list-style-type: none"> ● Suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings. ● Creates materials from waste products. 	<ul style="list-style-type: none"> ● Art Integrated Learning: <ul style="list-style-type: none"> – Make a craft using newspaper. ● Experiential: <ul style="list-style-type: none"> – Make recycled paper.

Term - II					
Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
			help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background).		
Unit 5 - Our Environment		9. Different Lands, Different Lives	<ul style="list-style-type: none"> ● C-1.1- Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment. 	<ul style="list-style-type: none"> ● Knows and differentiates the diverse landforms, and how these landscapes influence the ways people in these areas live, from their food and clothing to their houses and festivals. 	<ul style="list-style-type: none"> ● Art Integrated Learning: <ul style="list-style-type: none"> – Draw a landform and mention its type, food/ plants/ animals/ houses found there. ● Experiential: <ul style="list-style-type: none"> – Mark different landforms in physical map of India. ● Our India: <ul style="list-style-type: none"> – Topic: All the Landforms
	January-March (Revision in February and March)	10. Our Sky	<ul style="list-style-type: none"> ● C-1.3- Asks questions and makes predictions about simple patterns (season change, food chain, phases of moon, movement of stars and planets, shapes of trees, plants, leaves and flowers, rituals, celebrations) observed in the immediate environment. ● C-6.1- Performs simple inquiry related to specific questions independently or in groups. 	<ul style="list-style-type: none"> ● Identifies the different phases of moon and festivals related to the phases of moon. ● Knows about various celestial objects in the sky e.g. Sun, moon ● Observes the shadows formed at different times of the day and derive the cause of their changing lengths. ● Knows about the Chandrayaan Mission. 	<ul style="list-style-type: none"> ● Art Integrated Learning: <ul style="list-style-type: none"> – Draw different phases of moon on A-4 size sheet and label them. – Draw different constellations in your notebook.

Note - The given syllabus must be completed before 31st Jan 2027. Revision work to be done in February and March.