

# Syllabus for Academic Session 2026-27

Class - V

Subject - The World Around Us

Term - I						
S.No.	Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
1	2. Health and Well Being	April-May	4. Our School- A Happy Place	<p>C-1.2 Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community.</p> <p>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 roles.</p> <p>C-4.7 Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that 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).</p>	<ul style="list-style-type: none"> <li>● Demonstrates positive social behaviour in school.</li> <li>● Appreciates teamwork, rules, safety, and inclusion in school life.</li> <li>● Practices emotional well-being and empathy.</li> <li>●</li> </ul>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>● Enactment of Emotions and Relationships on topics such as Friendship, Safety, Kindness</li> </ul> <p><b>Art integrated:</b></p> <ul style="list-style-type: none"> <li>● Make a traffic sign board (3-4)</li> </ul>
2	5. Our Amazing Planet		9. Rhythms of Nature	<p>C-1.3 Asks questions and makes predictions about simple patterns (seasonal change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment.</p> <p>C-2.2</p>	<ul style="list-style-type: none"> <li>● Explains natural cycles (day and night, seasons, water cycle).</li> <li>● Observes surroundings like seasonal changes and how plants, animals, people, and places transform.</li> </ul>	<p><b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>● Role play on seasons such as Vasanta, Grishma, Varsha, Sharad, Hemanta, Shishir.</li> </ul> <p><b>Project Work:</b></p>

Term - I						
S.No.	Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
				<p>Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions).</p> <p>C-4.1 Observes and describes diversity among plants, birds, and animals in their immediate environment (shape, sounds, food habits, growth, habitat).</p>	<ul style="list-style-type: none"> <li>●Encourages students to connect with their local environment and notice repeating patterns in nature.</li> </ul>	<ul style="list-style-type: none"> <li>● Collage Making on different seasons including Climatic features, plants and animals and human activities related to different seasons.</li> </ul> <p><b>Our World:</b> Topic: Climate-The Factors affecting Climate</p>
3	1. Life Around Us	July-September (Revision in September )	1. Water-The Essence of Life	<p>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 the home).</p> <p>C-4.4 Discusses how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets).</p> <p>C-4.7 Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that 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).</p>	<ul style="list-style-type: none"> <li>●Knows about the various forms of water and different sources of water.</li> <li>●Explores how water shapes the land and supports life in freshwater habitats.</li> <li>●Describes the need to conserve water and suggests the ways to conserve water.</li> </ul>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>● Activity on Condensation (Refer to book pg. no. 6).</li> <li>● Short walk in school premises to observe water taps, water tanks and drains.</li> </ul> <p><b>Art Integrated Learning:</b></p> <ul style="list-style-type: none"> <li>● Draw water cycle.</li> </ul>
4	1. Life Around Us		2. Journey of a River	<p>C-3.1 Describes the basic safety needs and protection (health and hygiene, food, water, shelter,</p>	<ul style="list-style-type: none"> <li>● Identifies human activities that affect water bodies.</li> </ul>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>● "If I Were a River" (Empathy Circle).</li> </ul>

Term - I						
S.No.	Unit No. & Name	Month	Chapter & No. Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
				<p>precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals.</p> <p>C-4.5 Identifies needs of plants, birds, and animals, and how they can be supported (water, soil, food, care).</p> <p>C-4.7 Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that 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).</p>	<ul style="list-style-type: none"> <li>● Highlights the ways how rivers support ecosystems, people, and culture.</li> <li>● Suggests the ways for sustainable use of water resources.</li> <li>● Identifies signs, directions, and locations of different objects/landmarks of a locality or places visited using maps and predicts directions in the context of positions at different places for a location.</li> <li>● Suggests ways for hygiene, health, waste management, disaster/emergency situations, and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity towards the disadvantaged/deprived.</li> </ul>	<p>Students will speak one sentence each, imagining themselves as a river.</p> <p>● <b>Stand, Still and Move Game as you hear the word like mountain, river etc.</b></p> <p>The teacher will give instructions as part of a movement-based game.</p> <p>When the teacher calls "Mountain", students will stand still.</p> <p>When the teacher calls "River", students will move freely here and there, imitating the flow of a river.</p> <p><b>Experiential Mapping – From Source to Sea</b></p> <ul style="list-style-type: none"> <li>● Children will draw the journey of a river from its source to the sea. They will include important features such as Villages, Farms, Dams.</li> </ul>
5	3. Incredible India		5. Our Vibrant Country	C-1.2 Describes relationships (including between humans and animals/nature) and traditions (art	<ul style="list-style-type: none"> <li>● Identifies diversity in culture, language, food, and clothing.</li> </ul>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>● Indian Currency Observation (Refer to</li> </ul>

Term - I						
S.No.	Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
				<p>forms, celebrations, festivals) in the family and community.</p> <p>C-1.3 Asks questions and makes predictions about simple patterns (seasonal change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment.</p> <p>C-2.3 Connects changes in the environment and the lives of their family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication).</p> <p>C-4.2 Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing).</p>	<ul style="list-style-type: none"> <li>●Introduces students to the vibrancy and diversity of India through</li> <li>●Identifies national festivals, national symbols, languages, clothing, and dances.</li> <li>●Respects different lifestyles and traditions with a sense of national pride.</li> <li>●Traces the changes in practices, customs, and techniques of the past and present through coins, paintings, monuments, museums, etc., and through interaction with elders (e.g., cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices/activities like cooking, eating, working).</li> <li>●Creates posters, designs, models, set-ups, local dishes, sketches, and maps (of neighbourhood/different places visited) using a variety of local/waste materials, and writes poems, slogans, travelogues, etc.</li> </ul>	<p>Activity 3, pg.no.80 in book)</p> <p><b>Art Integrated Learning:</b></p> <ul style="list-style-type: none"> <li>● Draw or paint various folk art forms of India such as Warli art, Madhubani art etc.</li> </ul>

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

Term - II						
S.No.	Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
6	2. Health and Well Being	October-December	3. The Mystery of Food	<p>C-1.3 Asks questions and makes predictions about simple patterns (seasonal change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment.</p> <p>C-3.1 Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals.</p> <p>C-4.7 Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that 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).</p>	<ul style="list-style-type: none"> <li>• Classifies food into nutrients and food groups.</li> <li>• Explains the role of a balanced diet in growth and health.</li> <li>• Identifies healthy and unhealthy food habits.</li> <li>• Explains the importance of food preservation, and proper food storage and consumption for maintaining good health.</li> </ul>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• My Special Tiffin Students will bring home made food and will share it with their classmates.</li> <li>• My Food Plate Activity. Students will draw their food plate (what they eat regularly) and will classify the food items in their plate into Energy giving food, protective food and body building food.</li> </ul>
7			4. Things Around Us	8. Clothes-How Things Are Made	<p>C-2.3 Connects changes in the environment and the lives of their family and community, as communicated by elders and through local stories (changes in occupation, food habits,</p>	<ul style="list-style-type: none"> <li>• Understands the process and sequence from raw materials to cloth making.</li> <li>• Appreciates the contribution of workers/weavers involved in the production of clothes.</li> </ul>

Term - II						
S.No.	Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
				<p>resources, celebrations, communication).</p> <p>C-4.2 Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing).</p> <p>C-4.3 Describes usage of natural resources in their immediate environment.</p>	<ul style="list-style-type: none"> <li>• Develops sensitivity towards sustainable and responsible consumption, such as</li> <li>• reuse, recycling, and creating new items from used material.</li> <li>• Traces the changes in practices, customs, and techniques of the past and present through coins, paintings, monuments, museums, etc., and through interaction with elders (e.g., cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices/activities like cooking, eating, working).</li> </ul>	<p>Cloth Sample collection and their classification into synthetic fibres and natural fibres.</p>
8	3. Incredible India		6. Some Unique Places	<p>C-4.7 Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that 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).</p> <p>C-5.2 Draws a sketch of their school, village, and ward using symbols and directions.</p>	<ul style="list-style-type: none"> <li>• Understands the importance of heritage and conservation.</li> <li>• Locates places on maps and describes special features of different places.</li> <li>• Develops a sense of responsibility towards preservation.</li> <li>• Creates posters, designs, models, set-ups, local dishes, sketches, and maps (of neighbourhood/different places visited) using a variety of local/waste materials, and</li> </ul>	<p><b>Project Work: (In Groups)</b></p> <ul style="list-style-type: none"> <li>• Create projects on different regions like Islands of India, North-east India, Sundarbans, Western Ghats</li> </ul> <p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Explore and present information on plants, animals and birds, culture and lifestyle of people.</li> </ul> <p><b>Art Integrated Learning:</b></p> <ul style="list-style-type: none"> <li>• Shoebox model on any one unique places mentioned in the chapter.</li> </ul>

Term - II						
S.No.	Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
				<p>C-5.3 Reads simple maps of city, state, and country to identify natural and human-made features (well, lake, post office, school, hospital) with reference to symbols and directions.</p>	<p>writes poems, slogans, travelogues, etc.</p>	
9	4. Things Around Us		7. Energy-How Things Work	<p>C-4.7 Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that 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).</p> <p>C-7.1 Gains familiarity with using the scientific method in investigations, as well as familiarity with other crosscutting concepts such as energy, matter, and systems that apply across the domains of science and engineering.</p> <p>C-7.2 Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology, and</p>	<ul style="list-style-type: none"> <li>• Understands the forms and sources of energy.</li> <li>• Recognises renewable and non-renewable sources of energy.</li> <li>• Explains the use of energy in daily life.</li> <li>• Understands the importance of energy conservation and responsible use of resources.</li> <li>• Suggests ways for hygiene, health, waste management, disaster/emergency situations, and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity towards the disadvantaged/deprived.</li> <li>• germination, spoilage, breathing, taste).</li> </ul>	<p><b>Art Integrated Learning:</b></p> <ul style="list-style-type: none"> <li>• Making a paper windmill.</li> </ul> <p><b>Physical Health and Well Being:</b></p> <ul style="list-style-type: none"> <li>• Game: "Energy in My Body"</li> </ul> <p>Students will perform the following actions:</p> <p>Run → Jump → Rest</p> <p>Run → Jump → Rest (repeat)</p>

Term - II						
S.No.	Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
				applications of science, which reflect the content that will be learned across subject areas in later Grades.		
10	5. Our Amazing Planet	January-March (Revision in February and March)	10. Earth-Our Shared Home	<p>C-1.2 Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community.</p> <p>C-2.3 Connects changes in the environment and the lives of their family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication).</p> <p>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.</p> <p>C-5.3 Reads simple maps of city, state, and country to identify natural and human-made features (well, lake, post office, school, hospital) with reference to symbols and directions.</p>	<ul style="list-style-type: none"> <li>• Understands Earth as a shared home for all living beings.</li> <li>• Develops global citizenship values (Vasudhaiva Kutumbakam).</li> <li>• Suggests solutions and sustainable practices for eco-friendly behaviour.</li> <li>• Describes the interdependence among animals, plants, and human (e.g., communities earning livelihood from animals, dispersal of seeds, etc.).</li> </ul>	<p><b>Experiential Learning:</b> “My Promise to Earth” Students will make one small action pledge to protect the Earth. Examples: I will save water. I will not waste food. I will use a cloth bag instead of plastic.</p> <p><b>Art Integrated Learning:</b> Make a poster representing Vasudhaiva Kutumbkam – one world, one family</p> <p><b>Our World</b> Topic : Formation of continents, Map Work related to Continents and Oceans</p>

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