

Syllabus for Academic Session 2026-27

Class -5

Subject – Mathematics

S. No	Month	Chapter No	Chapter Name	Targeted Competencies	Targeted Learning Outcomes/Learning Objectives	Suggested Activities
1.	April - May	1.	We the Travellers I Teaching Points -Place Value, Nearest Tens, Hundreds and thousands	C-1.1 Represents numbers using the place-value structure of the Indian number system, appreciates the key role of zero in this system, compares the sizes of whole numbers, and knows and can read the names of very large numbers	<ul style="list-style-type: none"> Reads and write numbers bigger than 1000 and perform basic operations. Solves real life problems using four basic operations. 	<p><u>Playway learning</u> Activity - Virtual Trip Ask students to plan a trip to nearby city and give them a budget (Rs 50000) and make them calculate costs for fuel, food, tickets etc. Mental Maths -Chapter 1 and Chapter 2 Integration with EVS - Travelling now and then</p>
2.		4.	We the Travellers II Teaching points - Even Numbers, Odd numbers, Consecutive Numbers and palindrome numbers	C-1.3 Identifies relationship amongst operations and applies the four basic operations on whole numbers to solve daily life problems	<ul style="list-style-type: none"> Adds, subtracts and multiplies large numbers in travel related contexts. Identifies even, odd, consecutive and palindrome numbers 	<p><u>Fun with mathematics</u> Activity- Number Swap Challenge Students will be given different set of numbers and they need to swap numbers to make sum equal Palindrome Hunt List numbers like 404, 121, 363. Have kids find palindromes in books, magazines or newspapers. Mental maths – Chapter 1 and Chapter 2</p>
3.	July- September	2.	Fractions Teaching points - Equivalent fractions, Mixed fractions	C-1.2 Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$, etc.) as parts of unit wholes, as locations on number lines, and as divisions of whole numbers.	<ul style="list-style-type: none"> Finds the number corresponding to the part of the whole. Identifies and form equivalent fractions. 	<p><u>Art Integrated Learning:</u> Fraction Flag- Designing a flag. <u>Hands-On & Creative Activities</u> Paper Plate Fractions: Decorate paper plates as pizzas or cakes, cut them into parts (halves, quarters), and have students match pieces to build wholes or identify fractions. Fraction Strips: Use paper strips to color and label fractions, then compare, add, or find equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$) Fraction Hopscotch: Draw hopscotch squares with fractions and have students jump to a square, read the fraction, and name an equivalent one. Mental Maths - Chapter 7</p>

4		3.	Angles as Turns Teaching Points – Obtuse, Acute and right angles	C-2.1 Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties	<ul style="list-style-type: none"> Represents angles through the physical movement of turns. Classify angles as acute, right and obtuse. Identify angles in the immediate environment. 	<u>Experiential Learning /Art Integration</u> Making a paper fan and identifying obtuse, acute and right angles. 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. Inclusive Learning Use a geo board and rubber bands. Students stretch the rubber band to feel the corner. A sharp corner is acute and a square corner is Right. Mental Maths - Chapter 13
5		5.	Far and Near Teaching points – Measurement, estimation and conversion	C-3.1 Measures using non-standard and standard units and recognizes and appreciates the need for standard units. C-3.2 Uses an appropriate unit and tool for the attribute being measured. C-3.3 Carries out simple unit conversions, such as from centimeters to meters, within a system of measurement, and solves daily life problems.	<ul style="list-style-type: none"> Finds relationship between different units of measurement. Is able to use the concept of scale. Estimate relative distances between objects. 	<u>Play way learning</u> Real-Life Measuring: Use rulers/tapes to measure things like handkerchiefs (cm/mm), desks (m), or the school building (m/km) to choose the right unit. Height Comparisons: Measure people's heights in feet/inches and compare to tree/building heights. Mental Maths- Chapter 4 and Chapter 9
6.		6	Dairy Farm Teaching points- Multiplication facts, nearest Multiple, doubling and halving	C-1.3 Identifies relationships amongst operations and applies the four basic operations on whole numbers to solve daily life problem C-4.1 Solves puzzles and daily life problems involving one or more operations on whole numbers.	<ul style="list-style-type: none"> Recognizes multiplication as repeated addition Explores different ways to multiply Spot patterns in numbers to make calculations easier. 	<u>Play way learning</u> Activity -Classroom Market Set up a Dairy or Farm stall. Assign prices per item. Students take turns being customer and shopkeeper. Mental Maths -Chapter 5 Integration with EVS Wasting and Composting Dairy Cooperative
7		7.	Shapes and Patterns	C-2.5 Discovers, recognizes, describes, and extends patterns in 2D and 3D shapes.	<ul style="list-style-type: none"> Students identify different shapes and analyse their properties. 	<u>Art Integration</u> Weaving mats with paper strips. Drawing shapes using tangrams. Learning by Doing

			Teaching points – Shapes, Tiling, Tessellations		<ul style="list-style-type: none"> ● Create tiling pattern using different shapes 	<p>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.</p> <p>Mental Maths -Chapter 16</p>
The given syllabus along with revision must be completed before Mid Term Examination						

Term II						
8.	October to December	8	Weight and Capacity Teaching points - Measurement and conversion	C-3.4 Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight and volume	<ul style="list-style-type: none"> ● Estimate the weight of familiar objects. Convert different units and perform basic operations in problems involving mass, capacity etc. 	<p>Play Way Learning Activity - 100 Gram Challenge Construct a simple balance scale and set a standard 100 gm weight on one side. Challenge the students to balance the scale using objects from their immediate surroundings Mental Maths - Chapter 9</p>
9.		9	Coconut Farm Teaching Points - Divisor, dividend, quotient and remainder	C-4.2 Selects appropriate methods and tools for computing with whole numbers such as mental computation, estimation, or paper and pencil calculation, in accordance with the context.	<ul style="list-style-type: none"> ● Identifies the inverse relationship between multiplication and division. ● Use arrays (rows and columns) to solve multiplication and division problems 	<p>Playful Learning Activity-Market share division game Give students a random number of objects and ask them to share equally among the members. The leftover objects help in understanding the concept of remainder.</p> <p>Mental maths- Chapter 5</p>
10		10.	Symmetrical Designs Teaching points - Rotational symmetry and turns	C-2.4 Recognizes and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	<ul style="list-style-type: none"> ● Identify lines of symmetry in objects and patterns. ● Create symmetrical Designs using ink blots or paper folding. 	<p>Integration with Art Making a windmill Firki. Create symmetrical pattern and designs using vegetable blocks Integration with EVS Block printing of Rajasthan Mental Maths - Chapter 16</p>
11		11	Grandmother's Quilt Teaching points –	C-3.4 Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight and volume.	<ul style="list-style-type: none"> ● Explore the area and perimeter of different regular and irregular shapes. 	<p>Experiential Learning Divide the students in small groups and ask them to find perimeter of different objects in the classroom.</p> <p>Mental Maths - Chapter 14 and Chapter 17</p>

			Perimeter and area	C-3.5 Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas.	<ul style="list-style-type: none"> Explores the difference between the boundary and the region inside. 	
12		12	Racing Seconds Teaching Points- Time and conversion	CG-3 Understands measurable attributes of objects the units, systems, and processes of time, using non-standard and standard units.	<ul style="list-style-type: none"> Calculating time intervals and understanding the relationship between minutes, hours and seconds. Converts hours into minutes 	<p><u>Experiential Learning</u> Seconds vs. Minutes Estimation: Create a list of daily activities (e.g., "blinking," "drinking water," "shouting name") and have students tick whether they take seconds or minutes, then verify by timing themselves. Timed Challenges: How many times can you clap/hop/jump in 10/20 seconds? How long to write a specific word (e.g., "FRIEND") or count to 20? Mental Maths - Chapter 11</p>
13		13	Animal Jumps Teaching Points- Factors and multiples	Explores multiples and factors, their relationships and their applications.	<ul style="list-style-type: none"> Explores the concept of factors and multiples Explore the relationship between factors and multiples of a number. 	<p><u>Play way learning</u> 1.Play the dice game for factors and multiples. 2.Snake and ladders - Instead of rolling dice, students draw animal cards. Card for Kangaroo - Move forward 7 spaces Card for Frog - Move forward 4 spaces Number Line A rabbit jumps 4 steps, a frog jumps 3 steps. Mark their jumps on a number line (0, 3, 4, 6, 8, 9, 12...) to find common landing spots like 12, 24, etc. (common multiples) Mental Maths- Chapter 6</p>
14	January-March	14.	Maps And Locations Teaching Points- directions, map reading	C-2.3 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri Naksha).	<ul style="list-style-type: none"> Navigates and interprets maps in real life scenarios. Builds spatial mapping and navigation skills. 	<p><u>Play way Learning</u> Draw your classroom or house. Mark your seat/position as the center. Use N, S, E, W to describe where things like the door, windows, or furniture are relative to you. Activity - Blind Map Challenge Pair up students. Student A has a simple map (path from school to home) and Student B has a blank paper. Student A describes the map to Student B without showing. Activity: Look at maps of historical places (like Red Fort) and identify symbols for gates, gardens, etc., answering questions about what's near what Mental Maths- Chapter 19</p>
15		15.	Data Through Pictures	Selects, creates, and uses appropriate graphical representations of data, including pictographs, bar	<ul style="list-style-type: none"> Collect, represent and interpret data Collects data related to various daily life 	<p><u>Experiential learning</u></p>

			Teaching Points- Pictographs and Bar graphs	graphs, histograms, line graphs, and pie charts.	situations and represents in tabular form and interpret it.	Collect the data related to the time you spend on various activities like sleeping, studying, playing, eating etc. and represent it in tabular form. Mental Maths - Chapter 18
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