



PIONEERING EDUCATION  
★ SINCE 1992 ★

# RAHUL INTERNATIONAL SCHOOL

## CURRICULUM OVERVIEW GRADE-5 A.Y. 2022-23

SCHOOL COPY



Dear Parents, Guardians

It is my great pleasure to extend to you a very warm welcome to Rahul International School (RIS). This Curriculum Guide provides information about the curriculum, our approach to teaching and learning in grade 5

At RIS we are a proud National /International Curriculum school that is committed to excellence in education and to the spirit of international education. In line with our mission statement, our three key focal areas as a school are academic rigour, holistic development of students and the development of internationally minded students. In addition to this we are proud to be a truly inclusive school, supporting and developing students regardless of their background or ability level. Overall, our aim is to develop a caring school community fostering respect for individual and cultural diversity, living and breathing the School Vision attitudes and the Learner Profile attributes of our school.

Our nurturing grade one staff members provide an atmosphere in which life-long learners develop in a safe and secure environment. Students are encouraged to take risks and to share their ideas, thoughts, and use problem-solving strategies during a wide-range of learning activities. We are committed to providing a variety of learning opportunities and experiences that are based on the interests, strengths, and needs of our students, and in laying the foundation for success in learning. As a school, we truly focus on helping the whole child to grow, focusing on physical, social, emotional, cognitive and linguistic development.

I look forward to seeing and meeting you in the school throughout the year. I would also like to take this opportunity to wish you and your child a happy, productive and fun time in our school in the year ahead.

Best regards, Principal

Rahul International School

**Vision:**

“A culturally diverse skill –oriented international school where children can achieve the skills of Global Citizenship, leadership, communication , Emotional intelligence , entrepreneurship , problem solving and team working for future preparedness”

**Mission:**

“To empower children to unfold their potentials as whole and unique persons, and through them create a peaceful world community through Quality education”

**Core Values:**

Achievement | Collaboration |Innovation| Integrity | Respect | Responsibility

**Our Motto:**

Towards Excellence.

## DEVELOPMENTAL STAGES OF A CHILD

Throughout the developmental stages, children demonstrate a genuine enthusiasm for learning new concepts, make strides in gaining self-confidence, and develop the necessary skills to understand the world and people around them. An appreciation of the developmental characteristics that can be anticipated of children at particular ages helps us as adults to empathize with their needs and behaviors, set appropriate expectations, and support all-round development and wellbeing.

The following section should be seen as a 'rough guide' for some of the key developments your child may make in Grade 1. The most important thing to understand the development's your child may be undergoing is to maintain an open, honest and respectful relationship with your child. This will mean that they feel comfortable to talk through their triumphs, challenges and issues. If you would like to know more about any of the following, or speak to someone regarding this, feel free to contact your child's teacher who can put you in touch with our very supportive and knowledgeable school counselors.

### Physical development

- Skips and runs quickly
- Easily dresses and undresses
- Hits a ball with a bat
- Forms letters and writes own name
- Accurately uses scissors
- Improvement of eye-hand coordination
- Better use of small muscles

### Social and emotional development

- Becomes engrossed in activities
- Concerned about being disliked
- Good sense of self-awareness developed
- Sensitive to ridicule, failure, loss of prestige
- Ability to interpret, predict, and influence other's emotional reaction improves
- Relies on language to express empathy
- Has acquired many morally relevant rules and behaviors

### Language and communication skills

- Speech is fluent and correct, using descriptive language
- Gives full name, age, birthday and address
- Enjoys jokes, singing, rhymes, etc.
- Rapidly expanding vocabulary
- Ability to write is developing, is able to write some words and copy others
- Reads simple books
- Has mastered many complex grammatical forms

### Intellectual development

- Ability to distinguish appearance from reality improves.
- Attention becomes more sustain and planful
- Recall and scripted memory and memory for unique everyday events improve
- Increasing sophistication in drawing and painting
- Sight reads ten or more words
- Can predict next events
- Knows half and whole

### How Adults Can Help

- Provide opportunities for muscular activities - climbing, etc.
- Give child the feeling that you are standing by
- Set up regular habits for food and frequent rest period
- Give some economic independence through allowance or opportunities to earn money
- Set example such as habits of tidiness, posture, and thoughtfulness
- Provide opportunities to develop moral and spiritual understanding
- Give activities in which they can use hands as well as larger muscles
- Provide opportunities to play with others their own age
- Give patient instructions concerning what is theirs, and what is another's property

## Tips for Communicating with Children

- Have a conversation on topics that interest them. Be available when your kids are most likely to talk (e.g. bedtime, before dinner, in the car)
- Find time each week for a one-on-one activity with each child, and avoid scheduling other activities during that time.
- Initiate conversations it lets your kids know you care about what's happening in their lives.
- Listen when your children are talking about concerns, stop whatever you are doing.
- Let them complete their point before you respond. Express interest
- Repeat what you heard them say to ensure that you understand them correctly.
- Soften strong reactions; kids will tune you out if you appear angry or defensive.
- Express your opinion without putting down theirs; acknowledge that it's okay to disagree.
- Resist arguing about who is right. Instead say, "I know you disagree, but it is what I think." Talk to your children — don't lecture, criticize, threaten or say hurtful things.
- Kids learn by imitating. Most often, they will follow your lead in how they deal with anger, solve problems and work through difficult feelings.
- Be sensitive to what your children need from you in a conversation, such as advice, simply listening, help in dealing with feelings or help solving a problem.
- Realize your children may test you by telling you a small part of what is bothering them. Listen carefully to what they say, encourage them to talk and they may share the rest of the story.



## OUR PEDAGOGY

At RIS, we advocate a well-rounded and holistic curriculum that encourages our learners to have a multi-faceted learning experience. Our teaching methods aim to enable the all-round development of a child, giving them the tools to become self-reliant individuals with strong personalities, along with academic and emotional intelligence. Our logo reflects our pedagogy, with the armor being an embodiment of our belief in strong values and discipline, the flame personifying creativity and an innovative spirit, and each of the six stars representing the ideologies of our Six Sigma programme. Our vision “Be the Best” is embedded on our logo, signifying its importance within our academic teachings. Our schools include CBSE, ICSE, and CAIE (IGCSE) boards that encourage adaptive and future proof learning. Our curriculum revolves around our ‘SIX SIGMA’ programme that enables our learners in the better understanding and application of concepts, while signifying the importance of innovation, compassion, values, health and community. Our six main ideologies, namely; Academics, Personality development, Values, Sports and Health, Skills and Vocational competencies and Community Care teach our learners self-reliance, discipline, empathy and basic life skills along with academic knowledge. Our curriculum is based on the idea that each learner has the capability to be the best if provided with the correct tools.



## **Academics**

Our focus at RIS is to build a strong academic foundation that our learners can benefit from. Our academic curriculum being learner centric gives each child the liberty to learn what they enjoy and choose the subjects that interest them. We offer a variety of subjects, each taught by our highly trained and qualified teachers that impart authentic subject-based knowledge, and train young minds to grasp more through individual attention. The academic education we provide is tech-enabled and reflects upon the changing academic codes globally.

## **Personality Development**

At RIS, we focus on building strong personalities of our learners by giving them the right academic and developmental tools, so as to help them excel in all areas of life. We believe that the core of a strong personality is working towards continuous self-improvement, whether it is inside a classroom or on the playground, and setting goals that push your limits and help you grow. Our teachers focus on each learner, giving them individual attention and helping them develop their own personality through educational and co-curricular activities. We believe that each learner should be compassionate.

## **Values**

Our values at RIS aim to lead our learners to the right path, so that they know wrong from right at each step of their empathetic, hardworking, and these are the value systems we aim to establish with our teaching. Our goal is to help our learners focus on the important things in life while building a community that shares that same foundational empathy, hence creating a better tomorrow.

## **Sports and Health**

We at RIS offer a balance between classrooms and playgrounds as we understand that playing sports is important for the physical and mental development of a child, and teaches them lessons in leadership, repetition, patience and team spirit. Our sports rooms are fully equipped with facilities for indoor and outdoor games, encouraging our learners to participate in a sport of their choice. Through Sports we aim to equip our learners a communal spirit, effective communication, teamwork and problem solving skills.

## **Skills and Vocational Competencies**

At RIS, we have designed and implemented this phase in order to measure learning outcomes and provide entrepreneurial experience to our learners. Our study materials, methods and strategies are designed to equip our young learners with all the necessary skills needed for them to succeed. We also focus on vocational competence, encouraging our learners to be multi-lingual.

## **Community Care**

Our community is an extension of ourselves, and so at RIS, community engagement pedagogies or 'service learning' are imbibed within academic modules. They combine learning goals and community service in ways that encourage learners to contribute positively towards their community. We continually through words and actions teach our learners the importance of community and its care.

## Thematic learning

Thematic learning enables the learner to experience learning in a larger context wherein they learn to see relationships and connections across disciplines.

Each theme enables the learner to experience learning of a given topic through various subject disciplines as a result the learner gains a complete understanding of the Phenomenon.

Following are the Themes drawn out for this academic year.

### THEME FOR UNIT TEST – 1



*Let's talk about us*

Through this unit the learner gets a holistic view of the world around him. The topic being very relevant to the learner brings out a deeper understanding about his own ideas and those generated through his interactions with the surrounding. This unit essentially strengthens the base of learning ie knowledge with understanding.

### THEME FOR TERM - I



*Care to share*

The unit aims at tapping the emotional intelligence of the learner. With the formation and development of a strong value system based on virtues familiar to the learners this unit will allow them to explore their feelings and emotion in various learning settings and imbibe the concerned values leading to perceive, access , generate and evaluate their emotions.

## **THEME FOR UNIT TEST – II**

### **Ideas and Organization**

The three common methods of organizing thinking and writing are chronological order, spatial order, and order of importance. The teaching methods targets how to make learners plan, how to arrange the information they have gathered in an outline.

## **THEME FOR TERM - II**

### **Me and the world**

This unit gives the learners a glimpse of the ecosystem that sustains him physically and emotionally. It enables the learner to identify links that connect individual existence to a part of the larger ecosystem. The teaching and learning solely focuses on providing the learner with an understanding that we are a part of the Ecosystem called Earth not apart from it.

## **Tips for communicating with children**

- Have a conversation on topics that interest them. Be available when your kids are most likely to talk (e.g. bedtime, before dinner, in the car)
  - Find the each week for a one-on-one activity with each child, and avoid scheduling other activities during that time.
  - Initiate conversation it lets your kids know you care about what's happening in their lives.
  - Listen when your children are talking about concerns, stop whatever you are doing.
  - Let them complete their point before you respond. Express interest.
  - Repeat what you heard then say to ensure that you understand them correctly.
  - Soften strong reactions; kids will tune you out if you appear angry or defensive.
  - Express your opinion without putting down theirs; acknowledge that it's okay to disagree.
  - Resist arguing about who is right. Instead say, "I know you disagree, but it is what I think." Talk to your children- don't lecture, criticize, threaten or say hurtful things.
  - Kids learn by imitating. Most often, they will follow your lead in how they deal with anger, solve problems and work through difficult feelings.
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- Be sensitive to what your children need from you in a conversation, such as advice, simply listening, help in dealing with feelings or help solving a problem.
  - Realize your children may test you by telling you a small parts of what is bothering them. Listen carefully to what they say, encourage them to talk and they may share the rest of the story.

## SUBJECTS OFFERED AT RIS: GRADE 5

<b>CORE SUBJECTS</b>
FIRST LANGUAGE: ENGLISH
SECOND LANGUAGE: HINDI
THIRD LANGUAGE: MARATHI
FOURTH LANGUAGE : FRENCH / SPANISH
MATHEMATICS
EVS
INFORMATION & COMMUNICATION TECHNOLOGY
<b>SUBSIDIARY SUBJECTS</b>
PHYSICAL EDUCATION
ART
MUSIC

**CLASS TIMETABLE**

PERIOD	TIMINGS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I	9:00am – 10:00 am					
	10:00 am – 10:30 am	SNACK BREAK				
II	10:30 am – 11:30 am					
	11:30 am – 12:00 pm	SNACK BREAK				
III	12:00 pm -1:00 pm					
IV	4:30 pm – 5:30 pm					

**WEEKLY TIME TABLE STRUCTURE**

SUBJECT	ENGLISH	HINDI	MARATHI	FOREIGN LANG.	MATH	EVS
HOURS	4	3	1	1	4	3
SUBJECT	ICT	AOK	ART	MUSIC	SPORTS	STEM
HOURS	1	1	1	1	1	1

## **DEVELOPMENTAL STAGES OF A CHILD**

Throughout the developmental stages, children demonstrate a genuine enthusiasm for learning new concepts, make strides in gaining self-confidence, and develop the necessary skills to understand the world and people around them. An appreciation of the developmental characteristics that can be anticipated of children at particular ages helps us as adults to empathize with their needs and behaviors, set appropriate expectations, and support all-round development and wellbeing.

The following section should be seen as a 'rough guide' for some of the key developments your child may make in Grade 4. Although most of the children entering Grade 4 are nine turning ten, some are younger and others are older, one youngster may be expected to differ widely from others in their group. The most important thing to understand the development's your child may be undergoing is to maintain an open, honest and respectful relationship with your child. This will mean that they feel comfortable to talk through their triumphs, challenges and issues.

If you would like to know more about any of the following, or speak to someone regarding this, feel free to contact your child's teacher who can put you in touch with our very supportive and knowledgeable school counselors.

### **PHYSICAL DEVELOPMENT**

- More graceful with movements and abilities
- Jumps, skips, chases
- Dresses and grooms self completely
- Can use tools (i.e hammer, screw driver)
- Remainder of adult teeth will develop
- Likes to sew and paint
- Increase in body strength and hand dexterity through physical activities
- Improved coordination and reaction time
- Increase in large-muscle in coordination, leading to success in organized sports & games.
- Increase in small –muscle coordination, allowing them to learn complex craft skills.
- Refinement of finger control.
- Increased stamina (They can run and swim farther.)
- Approaching or reaching puberty for girls, which can make them look grown-up.
- Refinement of group game skills and team sports skills such as throwing, catching and kicking.
- Development of manual skills and interest in things such as cooking and carpentry.
- Slow and steady growth (Arms are lengthening, hands are growing. Girls are growing faster.)

### **Social and Emotional Development**

- Learn to cooperate in group settings and group games; dislike playing alone.
- Spend a lot of time talking with peers mostly of same sex.
- Develop lasting friendship and begin to handle peer pressure.
- Fitting in with their peers may become more important.
- Friendships can be tumultuous as this stage as children are trying to define themselves. They may reject or be rejected by others, often quite painfully.
- May develop more self-awareness.
- May develop mood swings.
- May want more privacy.
- Enjoy group activities and group games that focus on a common interest.
- Demonstrate growing independence, leading to concern with rules that can lead to business.
- Use problem-solving, negotiating and compromising skills with peers.

- Develop interest in long-range projects.
- Begin to develop sportsmanship and learn about winning and losing gracefully.
- Develop competence in competitive games and team sports.
- Become sensitive to what other think of them and to adult approval.
- Begin to consider clubs & groups important.
- Become sensitive to what others think of them and to adult approval.
- Begin to consider clubs and groups important.
- Become critical of their own performance and begin to evaluate themselves.
- Develop competitiveness- want to be first and best, and get things right.
- Can express subtle emotions and experience moments of anger or frustration.
- May be quite sensitive and overly dramatic.
- Can change emotions quickly.
- Can become discouraged, which may lead to being shy in public performances.
- Show interest in being more grown- up and able to begin tackling more responsibilities and routines.
- Begin to develop their own point of view, which is sometimes different from parents' ideas.
- Likes competition and games.
- Starts to mix friends and play with children of the opposite gender.
- Modest about body.
- Enjoys clubs & groups , such as Body Scouts or Girl Scouts
- Friends are very important; may have a best friend.
- Increased interest in the opposite gender.
- Likes and respects parents.
- Enjoys talking to others.

## **Language and communication skills**

- Most children are fluent speakers, readers and writers of their language.
- Increasing use of peer influenced, coded language
- They will be reading a wider variety of texts including school journals. They may understand stories that are more complex and with more implied information.
- Children may be able to write a variety of text types. Most of their sentences may be grammatically correct and they may spell many families words correct.

## **Intellectual development**

- Develop critical and abstract thinking skills.
- Develop their own games with complicated rules.
- Become skilled in reading, writing and use of oral language.
- Begin to express creative skills through writing, acting, inventing and designing.
- Ask many questions to develop their own point of view.
- Begin to collect things and develop a sense of right and wrong.
- Care about fairness; develop a sense of right & wrong.
- Develop competitiveness.
- Start to understand puns and riddles.
- Become curious as to how things work and hoe they are made.

## **Tips for communicating with children**

- Have a conversation on topics that interest them. Be available when your kids are most likely to talk (e.g. bedtime, before dinner, in the car)
- Find the each week for a one-on-one activity with each child, and avoid scheduling other activities during that time.
- Initiate conversation it lets your kids know you care about what's happening in their lives.
- Listen when your children are talking about concerns, stop whatever you are doing.
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- Repeat what you heard then say to ensure that you understand them correctly.
- Soften strong reactions; kids will tune you out if you appear angry or defensive.
- Express your opinion without putting down theirs; acknowledge that it's okay to disagree.



- Resist arguing about who is right. Instead say, "I know you disagree, but it is what I think." Talk to your children- don't lecture, criticize, threaten or say hurtful things.
- Kids learn by imitating. Most often, they will follow your lead in how they deal with anger, solve problems and work through difficult feelings.
- Be sensitive to what your children need from you in conversation, such as advice, simply listening, help in dealing with feelings or help solving a problem.
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## **Language Arts (English)**

At RIS we believe that learners' needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than the learning of language as an isolated series of skills that need to be acquired. Our teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply and transfer their learning to different situations. The programme of inquiry provides an authentic context for learners to develop and use language. Below are Learning Objectives for Language Arts (English) for Grade 4 under the four strands of 'Reading', 'Writing', 'Viewing and Presenting' and 'Speaking and Listening'.

## **Language Arts Learning Objectives**

### **Writing**

- Plan writing using writing of a similar style or genre to them.
- Begin to recognize the vocabulary and style of writing appropriate to formal contexts.
- Use the 'present perfect' form of verbs as well as the 'past' tense correctly
- Identify and use modal verbs and adverbs in their writing to indicate degrees of likelihood or possibility
- Ensure subject and verb agreement when using singular and plural.
- Identify the 'perfect' form of verbs and begin to use this in their own writing.
- Convey more complicated information using expanded noun phrases.
- In their own writing, use relative's clauses to provide more information about an object, event or person.
- Use commas in their writing, mostly in appropriate and correct places, including after fronted adverbials.
- Identify and use possessive apostrophes in their writing to indicate possession, including with plural nouns.
- Use brackets or commas to indicate parenthesis.
- Use semi-colons to indicate a boundary between clauses.
- Use a colon to introduce a list.
- Add or remove common and less common prefixes and suffixes, and be able to say how they affect meaning.
- Spell some common words with 'silent' letters.
- Spell words that are often confused, including homophones
- Identify the audience and purpose of a piece of writing and use examples provided as models for their work.
- Plan writing, jotting down ideas and developing these by drawing on ideas discussed, read or researched.
- Begin to use suggested formats and devices to help structure a text (E.g. Bullet points, heading, lists )
- Recognize and use suggested formats and devices to help structure a text (e.g. similes, meta phors, idioms, alliteration)
- Use dialogue in stories to develop the characters and to help the reader understand what is happening.
- When writing stories, produce good descriptions of settings or characters.
- Link ideas in paragraphs using appropriate conjunctions, or adverbs; use these to link between paragraphs.
- Use a wide range of devices to build cohesion across paragraph. Using adverbials of time (e.g. Later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
- Vary sentence structure and length.
- Re-read their and others writing to assess its effectiveness, making sensible suggestions against criteria.
- Begin to spot errors in their own writing where verb tense is not used consistently.

## **Reading**

- Apply sensible and appropriate word-attack strategies when reading unfamiliar or new words.
- Recognize common and uncommon prefixes and suffixes and their effect on meaning.
- Access information in a variety of books and other texts, both on-line and in hardcopy.
- Summarize the key points in a texts, drawing on more than one paragraph and begin to identify key ideas.
- Read non-fiction texts, retrieve the main points, and record these using suitable formats.
- Recognize a theme in a text and begin to recognize literacy conventions.
- Start to say how the language, structure and format of a text affects its meaning.
- Explain the meaning of words or phrases in context, within different texts
- Ask appropriate questions to help with understanding a text.
- Predict what might happen at any point, drawing on details in the text.
- Infer what characters may be thinking, feeling or planning and give good reasons for these inference.
- Distinguish between statements of fact and opinion.
- With support, present and debate information gained from understanding what has been read.

## **Speaking and Listening**

- Take an active part in role play, performances, presentations and discussions.
- Ask relevant questions to find information and extend understanding.
- Make predictions, express or describe something imaginary and explore an idea.
- Articulate answers and give opinions, giving reasons.
- Listen with attention and respond appropriately to both adults and children

## **Viewing and Presenting**

- Understand and explain how visual effects can be used to reflect a particular context.
- Observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images Convey sound effects.
- Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved.
- Describe personal reactions to visual messages; reflect on why others may perceive the image differently.

ENGLISH SYLLABUS DISTRIBUTION					
MONTH	Week	Dates	No. of Periods Available ( )	Topic	No. of Hours
APRIL	I	4 to 9	4	Grammar Gear (2) periods chapter-1 Phrase	2
				Grammar Gear (2) periods chapter-5 Article	2
	II	11 to 16	2	Literature chapter-1 There's a lesson in that	2
	III	18 to 23	4	Literature chapter-1 There's a lesson in that	4
	IV	25 to 30	4	Grammar Gear (3) periods chapter-2 Adjective -Kinds	3
				Grammar Gear (1) periods chapter-9 Adverb -kinds	3
JUNE	I	1 TO 4	2	Grammar Gear chapter-9 Adverb -kinds	2
	II	6 TO 11	4	Grammar Gear (2) periods chapter-11 Pronouns	2
				Grammar Gear (2) periods chapter-12 Conjunction	2
	III	13 TO 18	4	Literature chapter-3 Reflection	4
	IV	20 TO 25	2	Literature chapter-3 Reflection, Picture Comprehension	2
	V	27 TO 30	0	REVISION	
JULY	I	4 TO 9	0	UNIT TEST - 1	
	II	11 TO 16	4	Literature chapter-6 different type of story	4
	III	18 TO 23	4	Grammar Gear (3) periods chapter-3 Adjective -Degree of comparison	3
				Grammar Gear (1) periods chapter-4 Adjective-Formation	1
	IV	25 TO 30	4	Grammar Gear (2) periods chapter-6 Modals	2
				Grammar Gear (2) periods chapter-7 Simple and continuous tense	2

AUGUST				Grammar Gear (1) periods chapter-7 Simple and continuous tense	1
	I	1 TO 6	4	Grammar Gear (3) periods chapter-8 Perfect tense	3
	II	8 TO 13	3	Literature chapter-2 Exploring space	3
	III	15 TO 20	2	Literature chapter-2 Exploring space	2
	IV	22 TO 27	4	Literature chapter- 4 Telling timeless tales	4
	V	29 TO 31	1	Literature chapter- 4 Telling timeless tales	1
SEPTEMBER	I	1 TO 3	0	GANPATI VACATION	
	II	5 TO 10	4	Paragraph writing and revision	1
	III	12 TO 17	0	REVISION	
	IV	19 TO 24	0	TERM -1	
	V	26 TO 30	0	TERM - 1	
OCTOBER	I	3 TO 8	2	Grammar Gear chapter-10 Adverb - Degree of comparison	2
	II	10 TO 15	4	Literature chapter-8 Share your views	4
	III	17 TO 22	1	Literature chapter-8 Share your views	1
	IV	24 TO 29	0	DIWALI VACATION	
NOVEMBER	I	1 TO 5	0	DIWALI VACATION	
	II	7 TO 12	2	Grammar Gear chapter-13 Preposition - kinds	2
	III	14 TO 19	4	Grammar Gear (3) periods chapter-16 Subject, Predicate, Object	3
				Grammar Gear (1) periods chapter-18 Sentences - Simple and Compound	1
	IV	21 TO 26	3	Grammar Gear (1) periods chapter-18 Sentences - Simple and Compound	1
				Grammar Gear (2) periods chapter-21 Vocabulary	2
	V	28 TO 30	1	Comprehension-Notice Writing	1
DECEMBER	I	1 TO 3	2	REVISION	2
	II	5 TO 9	0	REVISION	
	III	12 TO 17	0		
	IV	19 TO 24	2	Grammar Gear chapter-14 Punctuation	2
	V	25 TO 31	0	CHRISTMAS VACATION	

JANUARY	I	1 TO 7	4	Literature chapter-5 Tell me how	4
	II	9 TO 14	4	Literature chapter-7 Tell it another way	4
	III	16 TO 21	4	Literature chapter-9 Lets perform	4
	IV	23 TO 28	2	Grammar Gear chapter-15 Phrase-kinds	2
	V	30 TO 31	1	Grammar Gear chapter-17 Phrase and clause	1
FEBRUARY	I	1 TO 4	2	Grammar Gear chapter-17 Phrase and clause	2
	II	6 TO 11	4	Grammar Gear chapter -19 Voice	4
	III	13 TO 18	4	Grammar Gear chapter-20 Direct and Indirect Speech	4
	IV	20 TO 25	4	Formal and informal letter and revision	4
	V	27 TO 28	0	REVISION	
	TOTAL		106		
MARCH	FINAL EXAMS				

# ENGLISH SYLLABUS

## UNIT TEST:1

### ENGLISH TEXT

1. Chapter-1 There's a lesson in that
2. Chapter-3 Reflection ,Picture Comprehension

### ENGLISH GRAMMER & COMPOSITION

1. Chapter-1 Phrase
2. Chapter-2 Adjective-Kinds
3. Chapter-5 Article
4. Chapter-9 Adverb-kinds
5. Chapter-11 Pronouns
6. Chapter-12 Conjunction

## TERM 1

### ENGLISH TEXT

1. Chapter-2 Exploring space
2. Chapter- 4 Telling timeless tales
3. Chapter-6 different type of story

### ENGLISH GRAMMER & COMPOSITION

1. Chapter-3 Adjective -Degree of comparison
2. Chapter-4 Adjective-Formation
3. Chapter-6 Modals
4. Chapter-7 Simple and continuous tense
5. Chapter-8 Perfect tense
6. Paragraph writing

## UNIT TEST:2

### ENGLISH TEXT

1. Chapter 8 - Share your views
2. Comprehension-Notice Writing

### ENGLISH GRAMMER & COMPOSITION

1. Chapter-10 Adverb -Degree of comparison
2. Chapter-13 Preposition –kinds
3. Chapter-14 Punctuation
4. Chapter-16 Subject,Predicate,Object
5. Chapter-18 Sentences- Simple and Compound

## TERM 2

### ENGLISH TEXT

1. Chapter 5 – Tell me how
2. Chapter-7 Tell it another way
3. Chapter-9 Lets perform
4. Formal and informal letter and revision

# RAHUL INTERNATIONAL SCHOOL

## HINDI SYLLABUS DISTRIBUTION

MONTH	Week	Dates	No. of Periods Available()	Topic	No. of Hours
APRIL	I	4 to 9	3	Lesson -1 प्रार्थना, ( काव्य कंठस्थ ,स्पष्टीकरण, स्वाध्याय ) व्याकरण - अनुच्छेद लेखन ।	3 Hours
	II	11 to 16	2	Lesson -2 नादान दोस्त ( चर्चा , पठन )	2Hours
	III	18 to 23	3	नादान दोस्त स्वाध्याय , तत्सम शब्द ,पर्यायवाची शब्द, नुक्ता वाले शब्द ।	3 Hours
	IV	25 to 30	3	व्याकरण - विशेषण , विशेष्य , क्रिया - विशेषण ।	3 Hours
JUNE	I	1 TO 4	3	Lesson -3 बाबा आमटे , स्वाध्याय (व्याकरण विलोम शब्द , अनेक शब्दों के लिए एक शब्द)	3 Hours
	II	6 TO 11	3	व्याकरण - वर्णों को जोड़कर शब्द , पत्र लेखन ।	3 Hours
	III	13 TO 18	3	Lesson -4 मन की दृढ़ता , स्वाध्याय	3 Hours
	IV	20 TO 25	1	व्याकरण - चित्र वर्णन	1 Hours
	V	27 TO 30		REVISION	
JULY	I	4 TO 9		UNIT TEST ~ 1	

	II	11 TO 16	3	Lesson - 5 एक तिनका ,स्वाध्याय व्याकरण - कहानी लेखन, मुहावरे ।	3 Hours
	III	18 TO 23	3	Lesson - 6 खुशहाली लौटा आयी । स्वाध्याय .	3 Hours
	IV	25 TO 30	3	व्याकरण - निबंध लेखन , अनुच्छेद लेखन , लिंग ।	3 Hours
AUGUST	I	1 TO 6	3	Lesson -7 भारत के जैव विविधता , स्वाध्याय ।	3 Hours
	II	8 TO 13	3	व्याकरण - विशेषण ,संज्ञा ।	3 Hours
	III	15 TO 20	2	Lesson - 8 एक बूंद	2 Hours
	IV	22 TO 27	2	Lesson - 8 एक बूंद ,स्वाध्याय ।	2 Hours
	V	29 TO 31	1	व्याकरण - वचन , एक - अनेक.	1 Hours
SEPTEMBER	I	1 TO 3			
	II	5 TO 10		मूल्यांकन	2 Hours
	III	12 TO 17		REVISION	
	IV	19 TO 24		TERM - 1	
	V	26 TO 30		TERM - 1	
OCTOBER	I	3 TO 8	2	हींगवाला स्वाध्याय	2 Hours
	II	10	3	व्याकरण - कारक, अनुच्छेद	3 Hours



		TO 15		लेखन , पत्रलेखन	
	III	17 TO 22	3	घड़े की आत्मकथा , स्पष्टीकरण 	3 Hours
	IV	24 TO 29		DIWALI VACATION	
	I	1 TO 5		DIWALI VACATION	
	II	7 TO 12	2	हंसी के क्षण	3 Hours
	III	14 TO 19	3	व्याकरण - मुहावरे , तत्सम शब्द ,तद्भव शब्द	3 Hours
	IV	21 TO 26	3	कदंब का पेड़ स्पष्टीकरण .	3 Hours
NOVEMBER	V	28 TO 30	2	चित्र वर्णन	2 Hours
	I	1 TO 3	2	मुहावरे, समानार्थी शब्द , विलोम शब्द .	2 Hours
	II	5 TO 9		REVISION	
	III	12 TO 17		UNIT TEST - 2	
	IV	19 TO 24	3	बात अठन्नी की	3 Hours
DECEMBER	V	25 TO 31		CHRISTMAS VACATION	
	I	1 TO 7	3	व्याकरण -क्रिया विशेषण , पर्यायवाची शब्द , निबंध लेखन .	3 Hours
JANUARY	II	9 TO	3	नियति के साथ भेंट, स्पष्टीकरण	3 Hours

		14			
	III	16 TO 21	2	संवाद लेखन , प्रत्यय -व्याकरण	2 Hours
	IV	23 TO 28	3	सुभागी ,नाट्य वाचन	3 Hours
	V	30 TO 31	2	व्याकरण - अनुनासिक ,अनुस्वार	2 Hours
FEBRUARY	I	1 TO 4	2	पढ़कू की सूझ	2 Hours
	II	6 TO 11	2	व्याकरण - अपठित गद्यांश ,अपठित पद्यांश	2 Hours
	III	13 TO 18	2	मूल्यांकन	2 Hours
	IV	20 TO 25	2		
	V	27 TO 28		REVISION	
	TOTAL				
MARCH	FINAL EXAMS				

# HINDI SYLLABUS

## UNIT TEST:1

1. Lesson -1 प्रार्थना, ( काव्य कंठस्थ ,स्पष्टीकरण, स्वाध्याय ) व्याकरण - अनुच्छेद लेखन ।
2. Lesson -2 नादान दोस्त ( चर्चा , पठन )
3. Lesson -3 बाबा आमटे , स्वाध्याय (व्याकरण विलोम शब्द , अनेक शब्दों के लिए एक शब्द)
4. Lesson -4 मन की दृढ़ता , स्वाध्याय
5. नादान दोस्त स्वाध्याय , तत्सम शब्द ,पर्यायवाची शब्द, नुक्ता वाले शब्द ।
6. व्याकरण - विशेषण , विशेष्य , क्रिया - विशेषण ।
7. व्याकरण - वर्णों को जोड़कर शब्द , पत्र लेखन ।
8. व्याकरण - चित्र वर्णन

## TERM 1

1. Lesson - 5 एक तिनका ,स्वाध्याय व्याकरण - कहानी लेखन, मुहावरे ।
2. Lesson - 6 खुशहाली लौटा आयी । स्वाध्याय .
3. Lesson -7 भारत के जैव विविधता , स्वाध्याय ।
4. Lesson - 8 एक बूंद ,स्वाध्याय ।
5. व्याकरण - निबंध लेखन , अनुच्छेद लेखन , लिंग ।
6. व्याकरण - विशेषण ,संज्ञा ।
7. व्याकरण - वचन , एक - अनेक .
8. मूल्यांकन

## UNIT TEST:2

1. हींगवाला स्वाध्याय
2. व्याकरण - कारक, अनुच्छेद लेखन , पत्रलेखन
3. कदंब का पेड़ स्पष्टीकरण .
4. चित्र वर्णन
5. मुहावरे, समानार्थी शब्द , विलोम शब्द .

## TERM 2

1. बात अठन्नी की
2. व्याकरण -क्रिया विशेषण , पर्यायवाची शब्द , निबंध लेखन .
3. नियति के साथ भेंट, स्पष्टीकरण ।
4. संवाद लेखन , प्रत्यय –व्याकरण
5. सुभागी ,नाट्य वाचन ।
6. व्याकरण - अनुनासिक ,अनुस्वार
7. पढ़कू की सूझ
8. व्याकरण - अपठित गद्यांश ,अपठित पद्यांश ।
9. मूल्यांकन

# MARATHI SYLLABUS

## UNIT TEST:1

1. मुळाक्षरे
2. बाराखडी (लिहूया, वाचूया )
3. चित्रा संबंधी बोला
4. एकमेकाशी बोला
5. शब्द बाग 1
6. मामाची आमराई
7. शाळेतील एक दिवस

## TERM 1

1. सिंह आणि कोल्हा
2. आपण सारे खेळू
3. चित्रकथा
4. आईचा वाढदिवस
5. इलाच्या घरी
6. आमचा वर्ग
7. शब्द बाग 2
8. शब्द बाग 3

## UNIT TEST:2

1. झोका
2. चला मोजुया
3. कला आमची
4. चित्र वर्णन
5. गमती शोध
6. चला 'च' शोधायला
7. आम्ही खरेदी करतो
8. भिंगरी

## TERM 2

1. वारांचे गाणे
2. ससोबा
3. गाय
4. पाऊस पाणी
5. आठवडी बाजार
6. प्रदर्शन
7. सारे कसे छान
8. आमची सहल

## Mathematics

At RIS we see mathematics as a way of thinking rather than simply a body of knowledge to be delivered our approach to teaching and learning mathematics reflects this, with the idea that math will be fun, engaging for students and go deep into topics and concepts.

At school we use the 'Math Mastery' approach to ensure that content is not just 'covered' but that our students develop in-depth knowledge and practice skills in many different contexts. The Math Mastery approach is based on several key principles:

- **Success for all:** every child can enjoy and succeed in mathematics as long as they are given the appropriate learning opportunities. A growth mindset enables pupils to develop resilience and confidence.
  - **Deeper understanding:** Pupils must be given time and opportunities to fully explore mathematical concepts the challenge comes from investigating ideas in new and complex ways - rather than accelerating through new topics.
  - **Problem-solving:** Enabling learners to solve new problems in unfamiliar contexts is the ultimate aim of mathematics education Identifying, applying and connecting ideas enables pupils to tackle new and more complex problems.
  - **Mathematical thinking:** Successful mathematicians are known to develop mathematical 'habits of mind' To encourage this, we must support pupils to be systematic, generalize and seek out patterns Questioning is a key element of this.
  - **Mathematical language:** Mathematical language strengthens conceptual understanding by enabling pupils to explain and reason. This must be carefully introduced and reinforced through frequent discussion to ensure it is meaningfully understood.
  - **Multiple representations:** Objects, pictures, numbers and symbols enable pupils to represent ideas and make connections in different ways .This develops understanding and problem solving skills – while making lessons engaging and fun.
- Math Learning Objectives
- Number
- Read and write numbers up to 1000 in numerals and in words.
  - Compare and order numbers up to 1000.
  - Identify, represent and estimate numbers using different representations.
  - Find 10 or 100 more or less than a given number; recognize the place value of each digit in a three digit number (hundreds, tens, and ones).
  - Count from 0 in multiples of 50 and 100.
  - Solve number problems and practical problems involving these ideas.
  - Add and subtract numbers mentally, including: a three digit number and ones, a three-digit number and tens; a three-digit number and hundreds.
  - Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
  - Estimate the answer to a calculation and use inverse operations to check answers.
  - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
  - Add and subtract amounts of money to give change, using both £ and p in practical contexts.
  - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
  - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.
  - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
  - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
  - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
  - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to (m) objectives.
  - Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods.
  - Recognized use fractions as numbers: unit fractions and non-unit fractions with small denominators
  - Recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

- Count up and down in tenths.
- Recognize that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognized show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole.
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that involve all of the above.

## Measurement

- Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute.
- Record and compare time in terms of seconds, minutes and hours.
- Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events (for example to calculate the time taken by particular events or tasks).
- Measure, compare, add and subtract: lengths (m/cm/mm).
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Measure the perimeter of simple 2D shapes.
- Measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units

## Shape and Space

- Recognize angles as a property of shape or a description of turn
- identify right angles, recognize that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3-D shapes using modelling materials.
- Recognize 3-D shapes in different orientations and describe them.

## Data Handling

- Interpret and present data using bar charts, pictograms and tables.
- Solve one step and two-step questions (e.g. 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and table



# RAHUL INTERNATIONAL SCHOOL

## Math SYLLABUS DISTRIBUTION

MONTH	Week	Dates	No. of Periods Available()	Topic	No. of Hours
APRIL	I	4 to 9	4	Large Numbers	4 hours
	II	11 to 16	2	Large Numbers	4 hours
	III	18 to 23	4	Large numbers-2 Four Operation -2	4 hours
	IV	25 to 30	4	Four Operation	4 hours
JUNE	I	1 TO 4	2	Four Operation	2 hours
	II	6 TO 11	4	Multiples and Factors	4 hours
	III	13 TO 18	4	Multiples and Factors	4 hours
	IV	20 TO 25	2	Multiples and Factors	2 hours
	V	27 TO 30		REVISION	
JULY	I	4 TO 9		UNIT TEST - 1	
	II	11 TO 16	4	Fractions	4 hours
	III	18 TO 23	4	Fractions	4 hours
	IV	25 TO 30	4	Fractions -2 Decimals -2	4 hours
AUGUST	I	1 TO 6	4	Decimals	4 hours
	II	8 TO 13	3	Decimals	3 hours
	III	15 TO 20	2	Decimals	2 hours
	IV	22 TO	4	Geometry	4 hours

		27			
	V	29 TO 31	1	Geometry	1 hours
SEPTEMBER	I	1 TO 3		GANPATI VACATION	
	II	5 TO 10	4	Geometry	4 hours
	III	12 TO 17		REVISION	
	IV	19 TO 24		TERM -1	
	V	26 TO 30		TERM - 1	
OCTOBER	I	3 TO 8	2	Patterns and Symmetry	2 hours
	II	10 TO 15	4	Patterns and Symmetry	4 hours
	III	17 TO 22	1	Matric Measures	1 hours
	IV	24 TO 29		DIWALI VACATION	
NOVEMBER	I	1 TO 5		DIWALI VACATION	
	II	7 TO 12	2	Matric Measures	2 hours
	III	14 TO 19	4	Matric Measures-3	4 hours
	IV	21 TO 26	3	Time and Temperature	3 hours
	V	28 TO 30	1	Time and Temperature	1 hours
DECEMBER	I	1 TO 3	2	Time and Temperature	2 hours
	II	5 TO 9		REVISION	
	III	12 TO 17		UNIT TEST - 2	
	IV	19 TO 24	2	Mathematics in Daily life	2 hours
	V	25 TO 31		CHRISTMAS VACATION	
JANUARY	I	1 TO 7	4	Mathematics in Daily	4 hours



				life		
	II	9 TO 14	4	Mathematics in Daily life		4 hours
	III	16 TO 21	4	Perimeter Area and Volume		4 hours
	IV	23 TO 28	2	Perimeter Area and Volume		2 hours
	V	30 TO 31	1	Perimeter Area and Volume		1 hours
	I	1 TO 4	2	Perimeter Area and Volume		2 hours
	II	6 TO 11	4	Perimeter-2 Data Handling -2		4 hours
	III	13 TO 18	4	Data Handling		4 hours
	IV	20 TO 25	4	Data Handling		4 hours
FEBRUARY	V	27 TO 28	0	REVISION		
	TOTAL					
MARCH	FINAL EXAMS					

# MATH SYLLABUS

## UNIT TEST 1

1. Large Numbers
2. Four Operation
3. Multiples and Factors

## TERM 1

1. Fractions
2. Decimals
3. Geometry

## UNIT TEST 2

1. Patterns and Symmetry
2. Matric Measures
3. Time and Temprature

## TERM 2

1. Mathematics in Daily life
2. Perimeter Area and Volume
3. Data Handling

## **ENVIRONMENTAL SCIENCE**

In Grade 5, EVS is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. The inclusion of Environmental Science within the Primary level leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world.

There are three strands that the Curriculum focuses around:

Living things - The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

Material and matter - The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

RAHUL INTERNATIONAL SCHOOL					
EVS SYLLABUS DISTRIBUTION					
MONTH	Week	Dates	No. of Periods Available()	Topic	No. of Hours
APRIL	I	4 to 9	3	1. CHANGES IN A FAMILY	3 HOURS
	II	11 to 16	3	2. KNOWING OURSELVES AND OTHERS	3 HOURS
	III	18 to 23	3	6. SENSES IN ANIMALS	3 HOURS
	IV	25 to 30	3	7. IMPORTANCE OF ANIMAL	3 HOURS
JUNE	I	1 TO 4	2	8. WORLD OF PLANTS	5 HOURS
	II	6 TO 11	3	WORLD OF PLANTS	
	III	13 TO 18	3		
	IV	20 TO 25	2		
	V	27 TO 30		REVISION	
JULY	I	4 TO 9		UNIT TEST - 1	
	II	11 TO 16	3	10. IMPORTANCE OF FOOD	3 HOURS
	III	18 TO 23	3	11. FOOD STORAGE & PRESERVATION	3 HOURS
	IV	25	3	12. FOOD FOR	3 HOURS

		TO 30		PLANTS AND ANIMALS	
AUGUST	I	1 TO 6	3	13. SHELTER FOR EVERYONE	3 HOURS
	II	8 TO 13	3	15. DISEASES	3 HOURS
	III	15 TO 20	3	3. FUN AND GAMES	3 HOURS
	IV	22 TO 27	3		
	V	29 TO 31	2		
SEPTEMBER	I	1 TO 3		GANPATI VACATION	
	II	5 TO 10	3		
	III	12 TO 17		REVISION	
	IV	19 TO 24		TERM -1	
	V	26 TO 30		TERM - 1	
OCTOBER	I	3 TO 8	3	5. HOW WE BREATHE	3 HOURS
	II	10 TO 15	3	9. FOREST LIFE	3 HOURS
	III	17 TO 22	3	14. FIBRES & FABRICS	3 HOURS
	IV	24 TO		DIWALI VACATION	

		29			
NOVEMBER	I	1 TO 5		DIWALI VACATION	
	II	7 TO 12	3	18. WATER IN OUR LIVES	3 HOURS
	III	14 TO 19	3	19. PROPERTIES OF WATER	3 HOURS
	IV	21 TO 26	3	20. LIFE IN WATER	3 HOURS
	V	28 TO 30	2		
DECEMBER	I	1 TO 3	2		
	II	5 TO 9		REVISION	
	III	12 TO 17		UNIT TEST - 2	
	IV	19 TO 24	3	4. KINDS OF JOBS	3 HOURS
	V	25 TO 31		CHRISTMAS VACATION	
JANUARY	I	1 TO 7	3	16. SAFETY MEASURES	3 HOURS
	II	9 TO 14	3	17. TIMES OF EMERGENCY	3 HOURS
	III	16 TO 21	3	21. FUELS	3 HOURS
	IV	23 TO 28	3	22. THE SPIRIT OF ADVENTURE	3 HOURS
	V	30 TO	1	23. HERITAGE BUILDINGS	3 HOURS

		31			
FEBRUARY	I	1 TO 4	2	HERITAGE BUILDINGS	
	II	6 TO 11	3	24. WEATHER AND CLIMATE	6 HOURS
	III	13 TO 18	3	WEATHER AND CLIMATE	
	IV	20 TO 25	3		
	V	27 TO 28		REVISION	
	TOTAL				
MARCH	FINAL EXAMS				

# ENVIRONMENTAL SCIENCE SYLLABUS

## UNIT TEST 1

1. CHANGES IN A FAMILY
2. KNOWING OURSELVES AND OTHERS
3. SENSES IN ANIMALS
4. IMPORTANCE OF ANIMAL
5. WORLD OF PLANTS

## TERM 1

1. IMPORTANCE OF FOOD
2. FOOD STORAGE & PRESERVATION
3. FOOD FOR PLANTS AND ANIMALS
4. SHELTER FOR EVERYONE
5. DISEASES
6. FUN AND GAMES

## UNIT TEST 2

1. HOW WE BREATHE
2. FOREST LIFE
3. FIBRES & FABRICS
4. WATER IN OUR LIVES
5. PROPERTIES OF WATER
6. LIFE IN WATER

## TERM 2

1. KINDS OF JOBS
2. SAFETY MEASURES
3. TIMES OF EMERGENCY
4. FUELS
5. THE SPIRIT OF ADVENTURE
6. HERITAGE BUILDINGS
7. WEATHER AND CLIMATE



# RAHUL INTERNATIONAL SCHOOL

## ICT SYLLABUS DISTRIBUTION

MONTH	Week	Dates	No. of Periods Available()	Topic	No. of Hours
APRIL	I	4 to 9	1	What is a network?	45 mins
	II	11 to 16	1	Network Connections.	45 mins
	III	18 to 23	1	Network devices.	45 mins
	IV	25 to 30	1	The internet.	45 mins
JUNE	I	1 TO 4	1	The changing world of work.	45 mins
	II	6 TO 11	1	Living with the internet.	45 mins
	III	13 TO 18	1	Searching the web.	45 mins
	IV	20 TO 25	1	How search engines work.	45 mins
	V	27 TO 30	-	REVISION	
JULY	I	4 TO 9	-	UNIT TEST - 1	
	II	11 TO 16	1	Search results/Choosing web content.	1 hour
	III	18 TO 23	1	Giving credit.	45 mins
	IV	25 TO 30	1	Web challenge/Check what you know.	1 hour
AUGUST	I	1 TO 6	1	Use variables.	45 mins
	II	8 TO 13	1	Ask a random question.	45 mins
	III	15 TO 20	1	Check the answer.	30 mins
	IV	22 TO	1	Ask 10 questions.	30 mins

		27			
	V	29 TO 31	1	Do you want to stop.	30 mins
SEPTEMBER	I	1 TO 3	-	GANPATI VACATION	
	II	5 TO 10	1	Keep trying check what you know.	45 mins
	III	12 TO 17	-	REVISION	
	IV	19 TO 24	-	TERM -1	
	V	26 TO 30	-	TERM - 1	
OCTOBER	I	3 TO 8	1	Set the stage.	45 mins
	II	10 TO 15	1	Control the sprite.	45 mins
	III	17 TO 22	1	Add a second sprite/How do you win the game.	1 hour
	IV	24 TO 29	-	DIWALI VACATION	
NOVEMBER	I	1 TO 5	-	DIWALI VACATION	
	II	7 TO 12	1	How many flaps?	45 mins
	III	14 TO 19	1	Chase your dinner/Check what you know.	1 hour
	IV	21 TO 26	1	Plan a photo shoot.	45 mins
	V	28 TO 30	1	Take a digital photos.	45 mins
DECEMBER	I	1 TO 3	1	Share your photos.	45 mins
	II	5 TO 9	-	REVISION	
	III	12 TO 17	-	UNIT TEST - 2	
	IV	19 TO 24	1	Improve your photos/ Retouch photos.	45 mins
	V	25 TO 31	-	CHRISTMAS VACATION	
JANUARY	I	1 TO 7	1	Add photos to a document.	45 mins

	II	9 TO 14	1	Check what you know.	30 mins
	III	16 TO 21	1	Record your cost.	45 mins
	IV	23 TO 28	1	Calculate your cost.	45 mins
	V	30 TO 31	-	Calculate your profit.	45 mins
FEBRUARY	I	1 TO 4	1	Create a summary worksheet.	45 mins
	II	6 TO 11	1	Work independently.	30 mins
	III	13 TO 18	1	Use your spreadsheet model.	45 mins
	IV	20 TO 25	1	Check what you know.	30 mins
	V	27 TO 28	-	REVISION	
	TOTAL				
MARCH	FINAL EXAMS				

# Information and Communications Technology (ICT) SYLLABUS

## Unit- I

1. What is a network?
2. Network Connections.
3. Network devices.
4. The internet.
5. The changing world of work.
6. Living with the internet.
7. Searching the web.
8. How search engines work.

## **TERM 1**

1. Search results/Choosing web content.
2. Giving credit.
3. Web challenge/Check what you know.
4. Use variables.
5. Ask a random question.
6. Check the answer.
7. Ask 10 questions.
8. Do you want to stop?
9. Keep trying check what you know.

## **Unit-II**

1. Set the stage.
2. Control the sprite.
3. Add a second sprite/How do you win the game.
4. How many flaps?
5. Chase your dinner/Check what you know.
6. Plan a photo shoot.
7. Take a digital photos.
8. Share your photos.

## Term-II

1. Improve your photos/ Retouch photos.
2. Add photos to a document.
3. Check what you know.
4. Record your cost.
5. Calculate your cost.
6. Calculate your profit.
7. Create a summary worksheet.
8. Work independently.
9. Use your spreadsheet model.
10. Check what you know.

# SPANISH SYLLABUS

## Unit 1

1. Revision of previous grade
2. Names of countries and nationalities
3. Revision of greetings
4. Conversations(basic)
5. Conversations(advance)
6. High level greetings

## Term 1

1. Writing skills-My best friend
2. Irregular verb-SER
3. Usage of SER
4. Verb-TENER
5. Usage of TENER
6. Verb-ESTAR
7. Usage of ESTAR
8. Revision of the learned verbs

## Unit 2

1. Gender
2. Gender-singular and plural
3. Parts of face
4. Parts of face and body
5. Revision of gender-singular
6. Revision of gender-plural

## Term 2

1. Definite articles
2. Definite articles +Indefinite articles
3. Usage of definite and indefinite articles
4. Writing skills-My family
5. Spanish to english translation
6. Revision of definite articles
7. Revision of indefinite articles
8. Translation practice

# FRENCH SYLLABUS

## UNIT TEST: 1

### FRENCH TEXT

1. Comprehension
2. Culture & Civilization
3. Lesson No. 0 (Bienvenue en France)
4. Lesson No. 1 (Didou apprend le français)

### FRENCH GRAMMAR/VOCABULARY & COMPOSITION:

1. Alphabets
2. Greetings
3. Spellings
4. accent

## TERM 1

### FRENCH TEXT:

1. Comprehension
2. Culture & Civilization
3. Lesson No. 2 (Didou sait compter)
4. Lesson No. 3 (Didou a l'école)  
Lesson No. 4 (Vous êtes français?)

### FRENCH GRAMMAR/VOCABULARY & COMPOSITION:

1. Numbers (0 - 20) & its spellings
2. Pronoun
3. Adjectives
4. Verb (être)
5. Nationalities

## UNIT TEST: 2

### FRENCH TEXT:

1. Comprehension
2. Culture & Civilization
3. Lesson No. 5 (Didou a un crayon et une règle)
4. Lesson No. 6 (La famille d'Eric)  
Lesson No. 7 (Vous aimez les fruits les légumes )

### FRENCH GRAMMAR/VOCABULARY & COMPOSITION

1. Indefinite & Definite Article
2. Verb (avoir) & (être verbs)
3. Vocabulary of classroom
4. Members of the Family
5. Numbers (21 - 50)  
Fruits & Vegetables

## **TERM 2**

### **FRENCH TEXT:**

1. Comprehension
2. Culture & Civilization
3. Lesson No. 8 (Didou aime les couleurs)
4. Lesson No. 9 (Aujourd'hui c'est dimanche!)  
Lesson No. 10 (L'anniversaire d'Eric)

### **FRENCH GRAMMAR/VOCABULARY & COMPOSITION:**

1. Colours
2. Days of the week
3. Months of the year

### Assessment at RIS

Assessment is the gathering and analysis of information about student performance. It is an integral tool that drives teaching and learning at our school. Assessment helps to identify what students know, understand, can do and feel at various stages in the learning process.

The purposes of assessments are to:

- determine prior knowledge;
- provide information about student learning;
- promote self-reflection and goal setting;
- reflect student growth and development;
- identify strengths and areas for development;
- differentiate instruction to meet the individual learning needs of all students;
- evaluate the curriculum (and inform necessary changes); and
- Provide specific information and relevant feedback to parents.

Assessment	Session	Date of Assessment
I UNIT TEST	April ,22 – June,22	4 <sup>th</sup> July, 2022 – 8 <sup>th</sup> July, 2022
I TERM	July ,22 – September,22	21st September, 2022 to 30th September, 2022
II UNIT TEST	October ,22 – November ,22	12 <sup>th</sup> December, 2022 – 17 <sup>th</sup> December, 2022
II TERM	December ,22 – February ,2023	6 <sup>th</sup> March ,2023 – 15 <sup>th</sup> March ,2023



## SYSTEM OF ASSESSMENT FOR GRADE V

SUBJECT	TERM – I					TERM - II				
	Unit Test	S.E.A	Half Yearly Exam	Total	GRADE	Unit Test	S.E.A.	Yearly Exam	Total	GRADE
ENGLISH	30	20	50	100	A1	30	20	50	100	A1
HINDI	30	20	50	100	A1	30	20	50	100	A1
MARATHI	30	20	50	100	A1	30	20	50	100	A1
FRENCH/SPANISH	30	20	50	100	A1	30	20	50	100	A1
MATH	30	20	50	100	A1	30	20	50	100	A1
EVS	30	20	50	100	A1	30	20	50	100	A1
ICT	30	20	50	100	A1	30	20	50	100	A1
ART	N.A.	N.A.	100	100	A1	N.A.	N.A.	100	100	A1
P.E.	N.A.	N.A.	100	100	A1	N.A.	N.A.	100	100	A1

**S.E.A.: Subject Enrichment Area. Marks will be reduced to 20 marks**

## SUBJECT ENRICHMENT AREA

FIRST LANGUAGE : ENGLISH	MARKS	TERM 1	TERM 2
1. READING SKILLS : Reading Comprehension	10	JUNE,22	OCT ,22
2. LISTENING SKILLS : Listening Comprehension	10	JUNE,22	OCT,22
3. SPEAKING SKILLS : SPEECH / POEM	10	JULY , 23	NOV, 22
4. PRESENTATION : PROJECT WORK	10	AUGUST,22	JAN,23
TOTAL	40/2 =20		

SECOND LANGUAGE : HINDI	MARKS	TERM 1	TERM 2
1. READING SKILLS : Reading Comprehension	10	JUNE,22	OCT ,22
2. LISTENING SKILLS : Listening Comprehension	10	JUNE,22	OCT,22
3. SPEAKING SKILLS : SPEECH / POEM	10	JULY , 23	NOV, 22
4. PRESENTATION : PROJECT WORK	10	AUGUST,22	JAN,23
TOTAL	40/2 =20		

THIRD LANGUAGE : MARATHI	MARKS	TERM 1	TERM 2
1. READING SKILLS : Reading Comprehension	10	JUNE,22	OCT ,22
2. LISTENING SKILLS : Listening Comprehension	10	JUNE,22	OCT,22
3. SPEAKING SKILLS : SPEECH / POEM	10	JULY , 23	NOV, 22
4. PRESENTATION : PROJECT WORK	10	AUGUST,22	JAN,23
TOTAL	40/2 =20		

MATHEMATICS	MARKS	TERM 1	TERM 2
1. PRESENTATION :PROJECT WORK	20	AUGUST,22	JAN,23
2. MENTAL MATH	20	SEP , 22	JAN ,23
TOTAL	40/2 =20		

ENVIRONMENTAL SCIENCE	MARKS	TERM 1	TERM 2
1. PRESENTATION :PROJECT WORK	20	AUGUST,22	JAN,23

INFORMATION & COMMUNICATION TECHNOLOGY	MARKS	TERM 1	TERM 2
1. PRESENTATION :PROJECT WORK	40	AUGUST,22	JAN,23
TOTAL	40/2 =20		

## **Two Way Goal Setting Conferences**

In the 'Two-way Goal Setting Conferences', students will identify their major learning and social goals for the year. These conferences involve the student, parents and teacher and are held near/after the end of each Term

## **Parent Teacher Conferences**

The parent-teacher conferences are a meeting between the teacher and the parent to discuss their child's progress and attainment in the first semester. The conference is based on the Semester 1 report card and an opportunity for parents to ask specific questions regarding the report card levels and comments.

### **Student Led Conferences**

Student Led Conferences are an opportunity for students to share their learning with their parents in school. The conference involves the student and parent, with the teacher there to observe and support if needed. The student leads the conference, explaining their learning to their parents. The parents' role is to support and encourage the student and ask appropriate questions while the conference is taking place.