

# ESPALIER HERITAGE SCHOOL

## Annual Academic Planner 2025-26

### Grade IV EVS (NCERT Syllabus)

| Sr No | Lesson Name                  | Learning Objectives/ Subtopic   | Methodology                            | Paedagogical methods                                  | Learning outcome   | Teaching Aid   | Teaching Place                         | Book referred    | No.of Periods | Class Activities  | Activities suggested                                | Work-sheets |
|-------|------------------------------|---|--|---|--|--|--|------------------|---------------|---|---|-------------|
| 1     | Going to School              | Appreciate challenges faced by children in reaching school and understand different means of transport, | Discussion, pictures and storytelling. | Experiential learning and observation-based learning. | Students develop empathy and describe various transport modes. | Books, School bags, Chart paper with bamboo bridge and pulley drawn in it    | 1.Classroom. 2.Ground. 3.Train. 4.Dome | NCERT text book. | 8             | Showing pulley and drawing bamboo bridge. Collect information on different modes by which students reach to the school in the villages. | Collect information of snowfall areas in India.     | YES         |
| 2     | Ear to Ear                   | Identify different animals through ears and develop observation skills                                  | Picture matching and activity sheets   | Activity based, inquiry learning                      | Students recognize animals and classify features               | Chart paper with different ears of animals, Video showing different animals. | 1.Classroom. 2.Ground.                 | NCERT text book. | 9             | Identifying the names of different animals from the ears images shown   | Collect information on the pet animals.             | YES         |
| 3     | A Day with Nandu             | Learning about animal habits and needs and understand food consumption                                  | Story narration, Q & A.                | Story-based learning, discussion                      | Students explain animal behaviour and food habits              | Drama on elephant, Chart paper with Nandu elephant                           | 1.Classroom. 2.Train. 3.Dome           | NCERT text book. | 9             | Amazing facts of elephants  | Collect information on animals who stay in herds    | YES         |
| 4     | The Story of Amrita          | Understand importance of trees and learn about sacrifice for nature                                     | Storytelling, role play                | Value-based learning                                  | Students show respect for environment and conservation         | Drama on Amrita  | 1.Classroom. 2.Ground. 3.Dome          | NCERT text book. | 10            | Drama showing how villagers protect the trees   | Collect information on one tree in your surrounding | YES         |
| 5     | Anita and the Honeybees      | Learn about livelihood and understand co-operative work   | Case study discussion                  | Social learning, life-skill approach                  | Students explain income generation and teamwork.               | Flash cards showing different types of bees, honey bottle                    | 1.Classroom. 2.Ground. 3.Train. 4.Dome | NCERT text book. | 10            | Draw diagram of queen bee, worker bee, Amazing facts about honey bees – make a list   | make a list   | YES         |
| 6     | Omana's Journey              | READING   |  |   |  |  |  | NCERT text book. |               |   |   |             |
| 7     | From the Window              | Observing surroundings and understand urban and rural life  | Observation and drawing                | Observation-based learning                            | Students understand changes in the surroundings.               | Chapter summary of Chart paper   | 1.Classroom. 2.Ground.                 | NCERT text book. | 9             | Learn one sentence in Malayalam, Konkani, Marathi (known), Gujarati and Kannada   | Collect information on tunnels and bridges          | YES         |
| 8     | Reaching Grandmother's House | READING   |  |   |  |  |  | NCERT text book. |               |   |   |             |
| 9     | Changing Families            | Accept social diversity by understand   | Discussion, sharing experiences        | Inclusive pedagogy                                    | Students respect family diversity                              | Flash card to name different   | 1.Classroom. 2.Ground. 3.Train.        | NCERT text book. | 8             | Activity on naming different relationship   | Collect information about number of                 | YES         |

|    |                       |   |                                   |                         |  |  |  |                  |               |   |   |
|----|-----------------------|---|-----------------------------------|-------------------------|--|--|--|------------------|---------------|---|---|
|    |                       | ing different family structures                                     |                                   |                         | relations in the family.                         |  |  |                  | in the family | years different family members stay in the neighbour  |   |
| 10 | Hu Tu Tu, Hu Tu Tu    | Learn importance of games and understand teamwork                   | Outdoor play, discussion          | Play-way method         | Students value physical activity and cooperation | Playing Kabaddi in the ground with the help of sports teacher                              | 1.Classroom. 2.Ground.                 | NCERT text book. | 9             | Playing Kabaddi   | Collect more information on Karnam Malleshwari  |
| 11 | The Valley of Flowers | Learn about diversity and understand conservation                   | Pictures , videos and discussions | Environmental education | Students explain importance of protecting nature | Different flowers Hibiscus, Sunflower, Rose, pea plant etc                                 | 1.Classroom. 2.Ground.                 | NCERT text book. | 9             | Activities to show the common parts different flowers has   | Make a collage using different flowers fallen from the trees or plants in your locality                     |
| 12 | Changing Times        | Learn about technological changes and compare past and present      | Discussion, comparison charts     | Reflective learning     | Students identify changes over time              | Models on Kaccha House, Pucca House  | 1.Classroom. 2.Ground. 3.Train. 4.Dome | NCERT text book. | 9             | List out things required to make kaccha house and pucca house   | Talk to elder members in the family or close neighbor and find different places they have changed till date |
| 13 | A River's Tale        | Understand importance of rivers and learn about pollution           | Case study, discussion            | Problem-based learning  | Students suggest ways to protect river           | Important things that we get from water Fish, lotus, salt etc                              | 1.Classroom. 2.Train. 3.Dome           | NCERT text book. | 9             | Activity showing images of river and identify it is polluted or not. If polluted the reason behind it     | Collect information how drinking water was cleaned by your parents/ grandparents when they were small       |
| 14 | Basava's Farm         | Learn about farming activities, and understand seasonal crops       | Chart, discussion                 | Experiential learning   | Students explain farming processes               | Germinated seeds and different farming equipments  | 1.Classroom. 2.Ground.                 | NCERT text book. | 10            | Activities explaining different steps in cultivation of crops   | Make a list of 6 equipments used in farming and its use   |
| 15 | From Market to Home   | READING   |                                   |                         |  |  |  | NCERT text book. |               |   |   |
| 16 | A Busy Month          | Learn about festivals and seasons and understand cultural practices | Calendar activity discussion      | Cultural pedagogy       | Students describe seasonal activities            | Chart paper with hand drawn pictures of dove, Indian Robin, Crow, Tailor bird, Sunbird etc | 1.Classroom. 2.Ground. 3.Train.        | NCERT text book. | 9             | Draw the images of birds like Dove, Indian Robin, Crow, Koel, Barbet, Tailor bird, Sunbird and Weaverbird | Find out from old people who do not have teeth – what are the kind of things that they cannot eat?          |
| 17 | Nandita in Mumbai     | READING   |                                   |                         |  |  |  | NCERT text book. |               |   |   |

|    |                                  |   |                             |                          |   |  |  |                  |    |   |  |     |
|----|----------------------------------|---|-----------------------------|--------------------------|---|--|--|------------------|----|---|--|-----|
| 18 | Too Much Water, Too Little Water | Understand floods and droughts. Learn water management            | Case study, discussion      | Problem-solving approach | Students suggest water conservation methods | Salt, Sugar, Water, Chalk, Paper, Plastic spoon, Steel spoon, Wooden spoon | 1.Classroom. 2.Ground.                 | NCERT text book. | 9  | List out the activities in daily life that require less water and more water                                    | Collect information on how that matkas can be cleaned on regular basis                 | YES |
| 19 | Abdul in the Garden              | Learn about plants and gardening and understand plant care        | Hands-on gardening activity | Experiential learning    | Students grow and care for plants           | Potato, onion, tomato, beans, green chilli, brinjal, apple, grapes         | 1.Classroom. 2.Ground.                 | NCERT text book. | 8  | Show students fruits, fruit vegetable, stem vegetable, root vegetable, leafy vegetable                          | Note down the difference we observe in the seeds after soaking in water.               | YES |
| 20 | Eating Together                  | Understand food habits and Learn equality and sharing             | Discussion, observation     | Value-based education    | Students respect food diversity             | Students tiffin box with different dishes from home                        | 1.Classroom. 2.Train.                  | NCERT text book. | 9  | Make a list of different dishes in each students tiffin for the lunch. A small step on bihu dance.              | Students to make a list of menu in the last week for the dinner from Monday to Sunday. | YES |
| 21 | Food and Fun                     | Learn about digestion and understand healthy food                 | Charts, activities          | Inquiry-based learning   | Students identify healthy eating habits     | Chart paper on Langar, Video on Langar,                                    | 1.Classroom. 2.Dome                    | NCERT text book. | 7  | Story on how langar first started.  | List out the dishes made during minimum three festivals we celebrate                   | YES |
| 22 | The World in my Home             | Learn about household diversity and understand cultural practices | Sharing experiences         | Constructivist learning  | Students respect cultural differences       | Basket with artificial bhelpuri, kulfis and balloons.                      | 1.Classroom. 2.Dome                    | NCERT text book. | 10 | Activity on how shopkeeper sometime charge less to us and what should we do in this case.                       | Ask your parents and grandparents on act of honest they have shown in the past,        | YES |
| 23 | Pochampalli                      | READING   |                             |                          |   |  |  | NCERT text book  |    |   |  |     |
| 24 | Home and Abroad                  | Learn about migration and understand life in different countries  | Comparision activities      | Global learning          | Students explain migration reasons          | Petrol, diesel, water and different countries currency coins.              | 1.Classroom. 2.Ground. 3.Train. 4.Dome | NCERT text book  | 10 | Narrate a story by selecting two students, one in India and the second to Dubai- the difference that they feel. | List out 10 points to show how India differs from China                                | YES |
| 25 | Spicy Riddles                    | Identify spices and understand sense organs                       | Smell and taste activities  | Sensory learning         | Students identify spices using senses       | Mustard, Green Peas, Potato, Tomato for riddles.                           | 1.Classroom. 2.Dome                    | NCERT text book  | 7  | Identify different spices using senses  | Students to make riddles on at least one natural resource.                             | YES |
| 26 | Defence Officer: Wahida          | READING   |                             |                          |   |  |  | NCERT text book  |    |   |  |     |
| 27 | Chuskit Goes to School           | READING   |                             |                          |   |  |  | NCERT text book  |    |   |  |     |

