

English 1

1st Term

1. Types of Sentences
2. Parts of a Sentence
3. Articles
4. Nouns
5. Singular and Plural
6. Tenses
7. Verbs
8. Adverbs
9. Word Order
10. Countable and Uncountable Nouns
11. Gender
12. The Phrase

2nd Term

13. Punctuation
14. Adjectives
15. Degrees of Comparison
16. Sound words: usage.
17. Verbs and their Objects
18. Prepositions
19. Pronouns
20. Conjunctions
21. Interjections
22. Possessives
23. Subject and Predicate

Creative Writing / Activities.

1. Introduction to simple Formal letter writing.
2. Comprehension.
3. Descriptive composition.
4. Narrative composition
5. Informal Letter writing.

Teaching Points and Learning Objectives

Writing Practice

By this time the children will have obtained some skill and fluency in writing, but nevertheless oral work should still form an essential prelude to written work. Children can be given more definite work.

Descriptive

1. Writing descriptions of various events held in School
2. Describe something seen eg. a bird's nest; an unusual bird, a tree.
3. Describe: a visit to the some place.
4. Visit to a historical monument in your city.

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Narrative

1. Any incident.
2. My first visit to the dentist.
3. An accident.
4. A quarrel.
5. An adventure (clues given eg. my cycle brakes failed/had a puncture etc.)

Exposition

1. How to choose good mangoes/guavas etc.
2. How to look after a pet.
3. How to arrange a party.
4. How to arrange a picnic.
5. How to clean my room.

Letter Writing

1. Accepting an invitation to a friend's party.
2. Refusing an invitation to a friend's party.
3. A letter to your teacher requesting permission to leave school early.
4. A letter to an editor asking for a magazine subscription.
5. A letter for your uncle/aunt describing your school.

English 2

1st Term

1. Sinbad the Sailor
2. The Pied Piper of Hamelin
3. *Fairies*
4. Maggie Runs Away
5. Homesickness
6. *My Shadow*
7. A Hero
8. Grandfather's many Faces
9. *April Rain Song*

2nd Term

10. The World Of Heidi-I
11. The World Of Heidi-II
12. *The Complaint of the Camel*
13. Just Desserts!
14. The Parrot Who Wouldn't Talk
15. *Traveller's Joys*
16. The Harvest Festival
17. Haroun, Iff and the Way to Kahani
18. *The Beggar Maid*

Note : In Eng 2 Syllabus, words in Italics indicate poems

Teaching Points and Learning Objectives

Criteria of Good Handwriting

1. It should be distinctive – each letter should have a characteristic of its own.
2. It should be simple with no unnecessary flourishes.
3. Letters and words should be evenly spaced, neither too far apart nor crowded together.
4. There should be uniformity in size of letters, spacing, alignment and direction of slant.
5. The script should be such that it can be executed at a reasonable speed. It should not be laboured. It must however be emphasized that speed should not be aimed for in the earlier stages of writing. It should be kept in mind as a goal to be achieved by older pupils.

Spelling

1. Direct the children's attention to the appearance; sound and structure of the words and to irregularities among the words and so help them to acquire a feel for the underlying rules of spelling.
2. Give children a lot of practice so that good spelling becomes habitual and automatic.
3. Help pupils develop strategies for discovering correct spelling when they are in doubt. Help them in the correct use of the dictionary for this purpose.
4. Effective teaching of spelling must be geared to individual needs. Each child will have different needs and teaching spelling to a class as a whole or from word lists may not always be a satisfactory answer to individual problems. The pupil needs to practice those words, which he himself spells incorrectly.

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Compilation of Dictionaries

1. One-way of creating an interest in spelling is to encourage pupils to compile their own dictionaries. The dictionary of each pupil will consist of words which he has used in writing work, or which he has mis-spelt. It should also include words which have aroused his interest and which he has come across in reading and which he would like to use.
2. Teachers can help their pupils to increase the vocabulary in their dictionaries by going through written work carefully and compiling lists of words, which are most commonly used in the class. To this may be added lists of words, which are commonly mis – spelt.
3. The active (writing) vocabulary given in **Appendix II** is to be used as a “check” list. It should be regarded as the writing vocabulary to be acquired by the end of Standard V.

2nd Language - HINDI

1ST TERM

GUNJAN HINDI PATHMALA-5

- 1) Hum Balak Hai Veer Desh Ke
- 2) Bhiksha Patra
- 3) Abraham Lincon
- 4) Ekta Main Bal
- 5) Ek Boond
- 6) Mahadani Karn
- 7) Helen Keller

HINDI VYAKARAN EVAM BHASHA BODHAN-5

- 1) Bhasha Aur Vyakaran
- 2) Varna Vichar
- 3) Vartani Shudh Karo
- 4) Sangya
- 5) Ling
- 6) Vachan
- 7) Sarvanam
- 8) Anek Shabdon Ke Liye Ek Shabad
- 9) Vipreet Arth Wale Dhabad
- 10) Letter Writing
- 11) Essay Writing
- 12) Unseen Passage
- 13) Story Writing

2ND TERM

GUNJAN HINDI PATHMALA-5

- 1) Chota Jadugar
- 2) Jhansi Ki Rani
- 3) Dohe
- 4) Prayashchit
- 5) Devdar Ka Vriksha
- 6) Rakt Ki Kahani
- 7) Bhikaji Kama

HINDI VYAKARAN EVAM BHASHA BODHAN-5

- | | |
|--------------------------------------|--------------------|
| 1) Visheshan | 8) Muhavare |
| 2) Kriya | 9) Letter Writing |
| 3) Kaal | 10) Essay Writing |
| 4) Viram Chinha | 11) Unseen Passage |
| 5) Karak Ka Samanya Parichay | |
| 6) Paryayvachi | |
| 7) Samandarshi Bhin Arth Wale Shabad | |

2nd Language - BENGALI

Grammar

- 1) Bhasha
- 2) Saroborna 0 Banjanbarno
- 3) Shabdo , pad and Bakya
- 4) Uddayasha and Bedaho
- 5) Padh parechai (Bishasya , Bishasan,Sarbonam,Abbey,Kria)
- 6) Sandhi

Patra likhan – Byaktigat

Anuched

Bodh parakshan

Sahitya Path – Galpo

- 1) Sriramkrishna
- 2) Sonakhalir rather mela
- 3) Kalketu o Phullara
- 4) Jati bicher
- 5) Chiattarer Mannanter

Sahitya Path – Kabita

- 1) Kajadidi
- 2) Gandhabicher
- 3) Sabar ami Chatra
- 4) Bango Basha
- 5) Sankalpo

Galpo Sankalan

- 1) Vagya ganana – Abonindanath Thakur
- 2) Lalur patha bali – Sarat Chandra Chattapadhaya
- 3) Sabha kabi – Sailoananda Mukhopadhya
- 4) Amer kushi – Bibhuti bhushan Bandhapadhaya
- 5) Mama dadur ghorabaje – Lila Majumder
- 6) Lucknowte Faluda – Satyajit Roy
- 7) Atapurur daya – Shirshendu Mukhopadhya
- 8) Rajar bari cithi – Nikhel Chandra Sarkar

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3rd Language – Bengali

1st Semester

Sahaj Bagla Path – Prabeshika – 1
1-38 Pata
Aami Likhi – 1- 24 Pata
Chabir sathe Aksher parechai
Sahaj Bakya rachana

2nd Semester

Sahaj bangle Path – Probesika-1
Pata 39- 64
Aamilikhi – 25-48 Pata chabi Sohojoge Aksher Parechai
Sahaj Bakya rachana

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3RD Language - GUJARATI

1ST Term

1. Revision of Swar and Vyanjan
2. Matra ni Orakh.
3. Numbers- 1 to 50 pages 14 to 36.
4. Ganit- page- 1 to 13.
5. Gujarati-K Thi Gna page- 28 to 64

2nd Term

1. Prathana a) Ame to tara. b) Nasta samay ne prathana
2. Jodakana a) Dhingli. b) Lal lal Bus. c) Aabrasad. d) Badari Badari
3. Samanya Gyan- Paltu pranio
Jangalee pranio
Pakshio
Sakbhajio
Phal
Phul
Vahvano
Rang
Aakar

Mathematics

1. Numbers
2. Operations on large numbers
3. Basic geometrical concepts
4. H.C.F. and L.C.M.
5. Fractions
6. Angles
7. Construction of angles using protractor
8. Construction of angles using ruler and compasses only
9. Simplification of numerical expressions
10. Roman numerals
11. Decimals
12. Average
13. Integers
14. Ratio
15. Percentages
16. Profit and loss
17. Triangles
18. Simple Interest
19. Measurement of length, mass and capacity
20. Areas
21. Approximation
22. Unitary Method
23. Circles

Teaching Points and Learning Objectives

1. Understanding whole numbers and numerals
2. Review – 0 to 999999 whole number system extended up to a hundred million or 10 crores; can read and count and expand numerals up to hundred million or 10 crores and can match numeral and number name.
3. Through expanded notation can state the place value of a digit in a numeral from 10 – 100000000 and can distinguish between the place value and face value of the digit.
4. Arranges 7,8, or 9 – digit numerals, given in periods of 10, in ascending and descending order and gives their number names in two ways.
5. Identifies the numeral/numerals before, after or between any numeral/numerals between 1000000 and 100000000: can identify the greatest or least from a set of 7 – digit or 8 – digit or 9 – digit numerals.
6. Compare the numbers from 1000000 to 100000000 using the signs $<$ or $>$ and the sign $=$.
7. Review section 1.4.6. of class 4; can factorize a composite counting number and express it in index notation; calculates H.C.F. and L.C.M. of 2 or 3 numbers using factors and multiples.
8. Ability to Add, Subtract, Multiply, Divide whole numbers. (Expect division by Zero.)
9. Adds two or three 7 – digit, 8 – digit or 9 – digit numbers without carrying and the sum not exceeding 100000000; reads and writes the number name for the sum.
10. Adds two or three 7 – digit, 8 – digit or 9 – digit numbers with carrying provided the sum does not exceed 100000000.
11. Solves 1 – 2 step environmental /daily life problems on addition.
12. Can subtract using 7 – digit, 8 – digit or 9 – digit numbers without giving or breaking up.
13. Can subtract using up to 9 – digit numbers with giving or breaking up.
14. Can solve environmental /daily life problems involving the subtraction skills.

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15. Can solve environmental /daily life problems involving the addition or subtraction skills.
16. Can multiply without carrying, product not exceeding 10 million.
17. Can multiply without and with carrying, the product not exceeding 10 million.
18. Can solve 1 – step environmental/daily life problems involving the multiplication skills.
19. Can divide without or with giving or without or with remainder, the dividend not exceeding 10 million; can multiply and divide using factors; can factorise a composite number, build a factor tree: can express a composite number as a product of prime numbers/factors using index notation and can find H. C. F. and L. C. M. using factors.
20. Can solve 1 step environmental/daily life problems using the division skills.
21. Can solve 2 – step problems involving multiplication and division using the skills.
22. Can solve 2 – step problems within the limits set for class 4 except that the sum, product and dividend should not exceed 9000.
23. Ability to use Fractions, Decimals, Ratio, and Percentage, Profit, Loss and Interest, Integers, Fractions

Fractions

1. Can identify a unit fraction, proper fraction, improper fraction and mixed numbers; demonstrates understanding of equivalent fractions of a given fraction (Denominator ≤ 20).
2. Can reduce a fraction to its lowest terms; compare two or more fractions.
3. Can add and subtract two fractions with (i) like denominators and (ii) unlike denominators; can multiply and divide a fraction by a counting number and multiply by zero; mental work for simple cases.
4. Can add more than two fractions and mixed numbers with like and unlike denominators; can subtract two fractions or mixed numbers with like and unlike denominations.
5. Can multiply two fractions or mixed numbers; demonstrates understanding of the reciprocal of a fraction; divide one fraction or mixed number by a counting number or another fraction or mixed number, denominator ≤ 20 .
6. Can solve daily life problems involving addition, subtraction, multiplication and division of fractions or mixed numbers.

Decimals

1. Demonstrates understanding of and use of decimals up to 2 decimal places concretely through money and the metric units of measure.
2. Can compare decimals up to 2 decimal places and arrange decimals in ascending and descending order.
3. Can add and subtract decimals up to 2 decimal places (i) without carrying or giving and (ii) with carrying or giving.
4. Can multiply a decimal by a counting number the decimal not exceeding 2 decimal places; can multiply a decimal (one or two places) by 10 and 100; can divide a decimal up to 2 decimal places by a one digit or 2 – digit counting number, quotients having up to 2 decimal places and exact division only. Can divide a decimal by 10, quotient not exceeding 2 decimal point.
5. Can solve daily life problems involving the multiplication and divisions.

Ratio and Percentage

1. Demonstrates understanding and use of ratio as a way of comparing two quantities; can simplify a ratio Demonstrates understanding of a percent ($< 100\%$) as parts of a hundred; can express a fraction (denominator a factor of 100) as a percent and then as a decimal (using square divided into 100 parts); can convert a percent into a decimal and into a fraction in lowest.
2. Demonstrates understanding of a percent ($< 100\%$) as parts of a hundred; can express a fraction (denominator a factor of 100) as a percent and then as a decimal (using square divided into 100 parts); can convert a percent into a decimal and into a fraction in lowest terms; decimals as percents and certain

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fractions as percents. as the ability to work with percents in daily life problems involving money, time and metric units of length, weight and capacity

Profit, loss and Interest

1. Demonstrates understanding of the terms ‘Profit’ and ‘Loss’, can express Profit/Loss as a percent of the Cost Price; can calculate the Profit/Loss given the cost price and percentage profit/loss.
2. Understand the meaning of the terms ‘Simple Interest’ and ‘Principal’ and can calculate the simple interest given the Principal, Time and Rate of Interest per year.

Integers

1. Demonstrates understanding of integers through concrete situations and through movement on the number line and by reflection in zero on the number line; can add two integers by movement on the number line.
2. Demonstrates understanding of the term ‘opposite’ as applied to integers and of the term **absolute value** can express a subtraction sentence involving integers as an addition sentence and solve the addition sentence to solve the Subtraction.

Roman Numerals

1. Understands the meaning of the symbols L,C,M and can write the Roman numerals for 1 – 200 and reversely.
2. Ability to use and solve daily life problems, relating to Money, Time and Units of Length, Mass (weight) Capacity, Area

Money

Solves simple money problems including ratio, profit, loss, percentage and interests as in 3.5.10 to 3.5.15.

Time

Can calculate the simple interest for a given number of years.

Length

Understands the meanings of the pre-fixes milli-, centi-, deci-, deca-, hector-, and kilo- and can use the corresponding units of length in conversion, addition, subtraction, multiplication and division problems.

Weight (Mass)

Understands and uses the metric units quintal, kilo hector, deca, gram, deci, centi, and milli in conversion, addition, subtraction, multiplication and division (exact) and daily life problems using what has been learnt.

Capacity

Can solve problems including daily life problems involving the use of standard units (ml, cl, dl, l) in conversion, addition, subtraction, multiplication and division.

Area

Can use formulae to find the area of a rectangular or square region; can use cm- square paper to find the area of a triangle; can calculate the area of shapes formed from rectangles and squares in cm^2 , m^2 and km^2 .

History

1ST TERM

1. Sources of History
2. India- At a Glance
3. Culture and Heritage of India
4. India- A Land of Monuments
5. India,s Literature, Art and Science
10. Interdependence in Society

2nd TERM

6. A Land Of Diverse Languages.
7. New Ideas, New Age
8. Coming of the foreigners
9. Call for Freedom
10. Citizen's of he Wold
11. The World—A Global Village

Teaching Points and Learning Objectives

Understanding change

Communications – from ancient to modern times – e.g. runners pigeon post, postal service, newspapers, telephones, telegraph, radio/TV, satellite communications, computers, Internet. The manner in which they have changed our lives.

Other inventions that have changed our lives – any three or four to be selected – e.g. paper, an electric bulb, motorcar – to be dealt with briefly.

Modern lifestyles – problems of pollution, environmental changes – positive and negative – what can individuals / groups do about these.

History in your neighborhood – visit, observe **buildings**/monuments/ crafts people find out related anecdotes....how to preserve these monuments.

Independence

Division of labour – how many persons may involved in making a consumer item which we use – e.g. watch assembly line.

How we use the same idea to finish some of our jobs quickly – e.g. division of work for Annual Day.

Services we depend on services and materials from all over India and from other countries. How do these get to us? Suitable examples.

Rights and Duties (in the simplest terms – with the child as a consumes/future citizen)

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Communities choose leaders to govern them. These are often elected. What are their roles?

1. How India is governed – in simple terms – electing leaders at state/national level.
2. Nations can work together to solve their problems – the UN (in brief)

Our country – The people

Religions and religious festivals –

- (a) Names of principal religions practiced in India, the founders of these.
- (b) Celebrating some important festivals of these religions.

Ancient Civilizations – life in Mohenjodaro/Harappa.

Achievers: Brief stories/anecdotes about Indians who made their mark in various spheres...sample list to be attached.

National Leaders – 1857 and the freedom movement

Geography

1. The Movement of the Earth
2. Seasons
3. World Geography
4. Hot Zone
5. Temperate Zone
6. The Natural Wealth of India
7. Imaginary Lines
8. India's Wet Wealth
9. Buried Treasure
10. Green Earth
11. Living Planet
12. Figid Zone
13. Our Earth – Small Planet
14. A Precious Planet
15. Staying Connected

Map Marking:

1. World Map (the continents and the oceans)
2. River Map of India

Project:

1. Seasons
2. India's Wet Wealth.

Teaching Points and Learning Objectives

Our country – The land

Using maps seen in newspapers and elsewhere, showing rainfall or other data like agriculture, minerals etc.

The world

Movements of the earth – rotation and revolution.

1. Day and night
2. The seasons – to be very briefly explained.

Climate and the way we live

Climate affects the natural vegetation, flora and fauna and the life styles of people. Any two examples may be selected from these areas – hot deserts, the Polar Regions, equatorial regions, temperate grasslands.

Asian Countries

Names, capitals, languages, flag.

Our immediate neighbors

Pakistan, Nepal, Bhutan, Myanmar, Bangladesh, Sri Lanka – a brief introduction to prominent physical features and culture, cultural exchanges in the past.

Achievers

Brief stories/anecdotes about leaders who made their mark in various spheres – see sample list attached.

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Mapping

1. Reading a map of a section of your city.
2. Make a lay – out plan of monument you have visited (see Understanding Change).
3. Using a map of the world to locate oceans, continents and their physical features (atlas).

4. Marking the continents and oceans on an out line world map.
5. Locating countries of the world and their capital cities.
6. Latitude and longitude – a brief introduction to using them (without defining the terms).
7. Special latitudes: 0° , $23\frac{1}{2}^\circ$, $66\frac{1}{2}^\circ$, 90° N and S – their names.
8. Using a Globe.

Environmental Education

1. The Environment
2. Food Water and Air
3. Shelter
4. Clothing
5. Functions and festivals
6. Health and Hygiene
7. Effect of advancement in transport and communication
8. Care and Protection of the Environment

Teaching Points and Learning Objectives

The Environment

1. What is environment? Interaction between living and non living components.
2. Distinguish the Similarities and differences between plants and animals.
3. Functions of some internal organs eg: (lungs, heart and stomach) of the human body and their functions.
4. Physical features of hills, plains, deserts, valleys.
5. General features of the people, plants and animals living in specific regions.
6. Importance of plants and animals -land and water .
7. Weather and climate (local), their effects on daily life.
8. The Environment and Child's Needs

Food Water and Air

1. Dependence on the environment for food.
2. Healthy combination of food items.
3. Different types of food- body building, energy providing and protective (against diseases).

Shelter

Buildings in the locality -school, panchayat ghar, health centre, post office, railway station, police station, need for their proper maintenance.

Clothing

Different types of fibres their sources and various stages in making of fabrics.(plants, animals and man made).

Functions and Festivals

1. Celebration of important National and International days.
2. Types of recreational activities in the locality -fairs, games, folk dances, music, weekly market, story books, games, radio, television, drama and puppetry .

Health and Hygiene

1. Some common infectious diseases –eg: common cold, flu, diarrhoea.
2. Precautions for maintaining proper health and protection against infectious diseases.
3. First aid as a safety measure.
4. Personnel responsible for community, health and hygiene.

Effect of advancement in transport and communication systems

1. Simple measures to be practised to reduce pollution - air, water and noise.

Care and Protection of the Environment

1. Major natural resources –need for their preservation and conservation.
2. Renewable and non-renewable sources of energy.
3. Interdependence of human beings, plants and animals.
4. Deforestation and urbanization and their effect on the environment.
5. Common ways of water conservation -water harvesting.
6. Care for plants and animals including pets in the locality.
7. Care of parks, gardens, orchards, ponds, wells, sanctuaries, museums and historical monuments.
8. Simple safety measures in the event of a fire, earthquake, flood.

Computer Application

1. Exploring the Net
2. Notepad
3. Introduction to HTML
 - Tags used in HTML
 - Formatting Text
 - Types of Lists
 - Inserting Images
 - Tables
4. Designing web page
5. Computer Network
6. Typing Tutor

Science

1. Growing in numbers
2. Lifestyles of animals
3. Safety and first aid
4. Housing
5. Our Universe
6. The human body
7. The nervous system
8. Food and health
9. Soil erosion and conservation
10. Air and water
11. Simple machines
12. Solids, liquids and gases

Teaching Points and Learning Objectives

1. Exercises as done in classes III and IV – may become more complex.
2. Experiments help to **compare things** – e.g. conditions for the growth of plants – the need to change only one variable at a time not to be done theoretically. Talk about what makes a **fair comparison**.
3. e.g. Can a Tug – of – War take place between teams having unequal numbers?
4. Simple ideas about **predicting results**: linked with themes studied.
5. **Cause and Effect** - why did something happen?

The Circulatory System

1. Functions of blood – transporting oxygen, food, carbon dioxide and other waste materials.
2. Parts of the circulatory – system: heart, arteries, veins, capillaries – structure of the heart (in simple terms), differences between arteries and veins (no technical terms needed).
3. The circulatory process explained with the help of a simple schematic diagram.
4. Blood contains red and white blood corpuscles – their main function.
5. How blood coats and helps in the healing of cuts and wounds.
6. Count the pulse and observe changes after exercise or rest.

Suggested Activities

1. Listen to a friend's heart beat using a stethoscope or a roll of newspaper.
2. Learn to count the pulse rate, find out if everyone in the class has the same pulse rate – find the average rate for the class (if mathematics is known) Explore the effect of exercise and rest on the pulse rate.
3. Learning about simple First Aid measures for cuts and small wounds which may occur on the playground or elsewhere.

The Nervous System

1. The nervous system consists of the brain, the spinal cord and the nervous.
2. In simple terms, a few functions of the brain coordinating and controlling body processes*, movement, interpreting sensations (linked with the sense organs – eyes, ears, nose, tongue and skin), thinking, speech, learning and memory.
3. Differentiate between and give a few examples of action that be controlled by will and others (like breathing, digestion, movement of food through the digestive system) which are not voluntary.
4. Eg: involuntary reflex actions.
5. Name the different systems of the body.

6. Skeletal and muscular system, respiratory system, digestive, circulatory system, their organs and briefly mention their functions.

Suggested Activities

1. Working in pairs, students can explore reflex actions like blinking at sudden movements/noises, the reaction of the pupils in the eye to bright light etc.

Simple Rules for Health, Hygiene and Accident Prevention

1. Revise briefly, need for balanced diet, good posture, adequate exercise and rest.
2. Cleanliness of the body/clothes/food and water/ surroundings prevents sickness – examples of problems arising out of lack of cleanliness.
3. Prevention of disease through inoculations is sometimes needed.
4. Preventing accidents – **through actual examples and discussion** – avoiding use of fire, sharp objects, careless storage of dangerous items like tools, using electricity with care. Safety measures on the playground and on roads.

Plant Reproduction

1. Plants, like all living things reproduce more of their own kind – most new plants grow from seeds.
2. Some plants grow from other parts of a plant – potatoes, onion, ginger, carrot, from cutting of stems (money plant/ jasmine/Hibiscus etc.), bananas etc.
3. Parts of a flower – draw /label (e.g. lily or hibiscus).
4. Pollination – how seeds are formed.
5. Germination of seeds (brief revision).
6. Dispersal of seeds – through air, water, animals or explosion

Suggested Activities

1. Grow carrot tops, potatoes, onions, and money plant cuttings.
2. Students should actually observe the parts of a flower and draw them
3. Discuss the varied uses of flowers – as food, medicine, dyes and perfumes; in religion/culture.
4. Collect seedpods of local trees to see how they disperse the seeds.
5. Find out names of seasonal flowers and learn to identify them.

Solids, Liquids, Gas

1. Revision of general properties studied in class III.
2. Solids can have many other properties – find examples from everyday life – powders, can be bent, broken stretched, can catch fire, edible/inedible.
3. Liquids – sticky, sweet, edible, can burn.
4. Gases – can burn, found all around, needed for breathing etc.
5. Crystals of salt/sugar seen with a magnifying glass have tiny particles.
6. Substances are also made up of tiny particles – too small to be seen – called molecules. All molecules of one substance are exactly alike and different from those of another substance. How molecules are arranged in solids, liquids and gases. What happens during a change of state?

Suggested Activities

1. Role – play (analogy) to understand molecular arrangement – students in a classroom – what happens when the teacher leaves – what happens when they are let into playground?
2. Sand in a jar full of marbles goes into the interior – marble spaces.

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Air

1. Air can exert a push (called pressure) – used to move and lift things. When air is compressed into small spaces it exerts pressure – e.g. car and cycle tyres.
2. The atmosphere also exerts pressure. This helps us to use droppers, drinking straws, pour juice out of cans etc.
3. Warm air is lighter and rises; cool air is heavier and sinks – together they form convection currents – land and sea breezes. During summer, warm air above the land rise; moisture – laden winds blow in from the sea (monsoon).
4. Uses of Ventilators

Suggested Activities

1. Use inflated balloons to lift books, glass etc.
2. See air lift cars at petrol pumps.
3. Find out why we make two holes in a can of juice.
4. Watch how air pressure helps you use a drinking straw/dropper.
5. Find out about hot air balloons.

Soils

1. Sand, clay, loam – which is best for plants?
2. A good garden soil contains humus (dead plants/animals) moisture and air. Plants use water and minerals from soil.
3. Dead leaves, twigs, vegetable peels decay to make compost/manure (bio – degradable). Litter like plastic, glass metal etc will not decay and enrich soil - should be disposed off separately.
4. Soil erosion – caused by flowing water, wind. Prevention – terracing, plant trees/grass.
5. Animals in the soil: earth worms – turn the soil and make it fertile.
6. Tetanus germs in the soil can cause dangerous disease – how to look after wounds to avoid tetanus.

Suggested Activities

1. Observe different soils under a hand lens.
2. Compare quantity of water retained by equal amounts of different soils (Demonstration).
3. Soil in closed jar, in the sun, releases water vapour.
4. Observe the effect of a fan on bare/soil/soil with seedling in trays.
5. Anti – litter campaigns.
6. Looking after Planet Earth
7. Living things are inter – dependent – plants are the only producers – all others living things are consumers – simple food chains – scavengers and decomposers.

What happens if there is an imbalance in nature?

1. Simple examples: forest fires, hunting by Man..... .Man uses the earth – air, water, and soil – how do they get polluted?
2. **Water:** sewage, chemicals.
3. **Air:** Dust, fumes.
4. **Soil:** Garbage does not decay, chemicals, oil, DDT etc.
5. Noise pollution.
6. Pollution after affects the health of human beings.
7. Preventing pollution is everybody's responsibility.
8. Conservation – use all resources with care and avoid waste.
9. What steps can be taken by children of their age at their level?

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CLASS 5 SYLLABUS

2015-2016

Suggested Activities

1. Campaigns to avoid plastics save water and electricity, paper etc. build attitudes/habits.
2. Discuss/practice re-use of materials/objects.
3. Plant/adopt trees - develop love for nature.
4. Form Clubs. Collect films and posters from various sources.
5. Picture collages etc.

Keeping Warm

1. All living things need heat – germination – we get heat from burning fuels – from electricity.
2. Excess heat can kill (e.g. pasteurization kills germs in milk, boiling purifies water for drinking.)
3. Some materials like metals get hot quickly – others do not – hence utensils have handles of plastic/wood.
4. Some things catch fire easily – paper./matches.
5. Burns – first aid.

Socially Useful Productive Work (SUPW)

1. Health and hygiene
2. Food
3. Shelter
4. Clothing
5. Culture and gardening
6. Community work and social service

Teaching Points and Learning Objectives

Activities practices, crafts and services

Health and hygiene

1. Helping in work situations.
2. At home and in school.
3. Dusting of furniture.
4. Cleaning of classrooms, school buildings, school compound and its vicinity.
5. Manipulating simple materials with simple tools for creative self-expression.

Food

1. Learning about food habits/dishes of different parts of the country.
2. Vegetable gardening or pot culture or cooking of simple meals.

Shelter

1. Learning about different types of shelter.
2. Relationship between climate and types of shelter. Knowledge of clothing materials.
3. Construction with plastic pliable and rigid material.

Clothing

1. Clothing in different weather conditions.
2. Attire of people of different people in different parts of the country.
3. Stitching, mending, embroidery etc.

Culture and gardening

1. Participation in social and school activities and knowing about their significance.
2. Decorating the classroom, the school and flower gardening.
3. Participating in the celebration of special national days, festivals and school functions.

Community work and social service

1. Knowing about the problems and needs of the community and ways of helping it, out of them.
2. Cleaning the neighbourhood.
3. Preparation, maintenance and use of compost pit.
4. Planting and care of shady trees.
5. Running of cooperative stores, organizing school parliament etc.
6. Helping parents in family vocations.

Curriculum Transaction – Aspects of emphasis

Academic Areas

Knowledge of

1. Needs and problems of the community
2. Availability of resources

Concern for the community and environment

Interests, attitudes and values, concern for the community and the environment. Interest in the activity in which participating as demonstrated through:

1. Discipline
2. Dignity of labour
3. Initiative
4. Originality
5. Self reliance

Process of work

1. Planning and execution of work in the desired sequence.
2. Correct selection of tools as also their maintenance and manipulation.
3. Adherence to safety rules

Product of work

1. Quality of the finished product
2. Originality
3. Sale ability of the products

Report

Evaluation Criteria

1. Collection and interpretation of information
2. Self evaluation
3. Social usefulness of the task
4. Precautions taken
5. Results obtained

Format of a teaching learning unit

1. Area under which the content unit falls
2. Class
3. Estimated time for the completion of the task
4. Other inputs/tools etc. as needed
5. Steps of operation
6. Procedures for evaluation

Physical Education

General

1. Basic rules of games like tennis, table tennis and Chess
2. Exercises in general
3. Football and cricket tournaments for boys
4. Carom tournaments for girls

Number of Periods

Physical Exercises

- 2 Warm up exercises
- 2 Aerobics
- 2 Cooling down
- 3 Skipping, Dumbbells

Games

- 2 Khokho
- 2 Dodge Ball
- 2 Table Tennis
- 3 Carom

Theory

- 2 Basics of athletic
- 2 Structure of 400mt track.
- 2 Rules for carom and Table Tennis
- 2 Khokho, Dodge ball rules
- 1 Olympics and other events

Videos

- 1 ICC WORLD CUP 1/4 FINALS
- 1 ICC WORLD CUP SEM FNL
- 1 ICC WORLD CUP FINALS
- 2 ICC WC 2011 IND VS ENG
- 2 IPL 2008 DISC 1
- 2 IPL 2008 DISC 2

General Knowledge

(Common to all Classes with varying degree of learning objective)

1. **SUCCESS SKILL - PERSONALITY DEVELOPMENT**
 - The grooming of self-confidence begins with the developing of one communication skills.
 - Just bookish knowledge is not enough
 - To be successful in today's world, we must know how to express what we know.

2. **SUCCESS SKILL – LIFE SKILL**
 - The relevant knowledge required for everyday existence.
 - To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.

3. **SUCCESS SKILL – GENERAL KNOWLEDGE**
 - Relevant and useful information for everyday life.
 - Gradation of knowledge according to class.

4. **SUCCESS SKILL – CREATIVITY AND THINKING SKILLS**
 - Like our bodies, our brain too needs regular exercise.
 - Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

Note :

- Classwise detailed syllabus will be as per the series of the prescribed book. (The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
 - b) Quiz /Scrap books on different topics
 - c) Projects – Current affairs, Geography, History etc
 - d) Quiz may be conducted by the students on any of the above mentioned subjects.
 - e) Question bank may be compiled.

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CLASS 5 SYLLABUS

2015-2016

Value Education

(Common to all Classes with varying degree of learning objective)

Suggestions

- 1) No books to be prescribed, no evaluation.
- 2) Teachers to plan out specific topics for allotted classes * (same topic from I-IV but different approach).
- 3) Library periods will be utilised for both Value education and library (Every section will be divided for library and value education class, on the basis of gender. When the boys go to the library, the girls will be attending value education class and vice versa)
- 4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.
- 5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.
- 6) Awards will be given at the end of the year based on the student's all-round personality development.

Suggested Topics

- 1) Discipline
- 2) Honesty
- 3) Health & Hygiene
- 4) Friendship
- 5) Respect towards elders
- 6) To develop healthy competitive spirit.
- 7) To develop a sense of responsibility.
- 8) Etiquette

- These can be channelized into academics for senior students in the following ways-
- The writing skills can be channelised into literary works which involves imagination.
- Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.
- If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.
- All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.