| | English Class V |
|---|--|
| | Term I |
| Literature | Monday Morning Blues Limits of the Mind The Tale of a Tail Poem- Adventure with Books |
| Grammar | Nouns Reflexives Apostrophe Verbs Adverbs Comparisons Determiners |
| Writing Skills | Application Writing leave (Medical/out station / change of section / change of club) etc. Dialogue completion (Guided) Paragraph Writing |
| Reading Skills, Listening Skills, Speaking Skills (Subject Enrichment Activities) | The Boy who borrowed (Reading) Just be up & Doing (Recitation) My Favorite Things (Listening / Speaking) I Wish I Were (Reading) Caring for Books (Listening / Speaking) |
| | Term II |
| 25% Syllabus of Term-I (Grammar & Writing Skills) | Application (Choice with Informal Letter) Paragraph (Choice with Story Writing) Reflexives Comparisons Verbs |
| Literature | Five Chums and the Hacker The Green Act The Fearless Fighter Poem- I Have got E-Mail |
| Grammar | Sentences Modals I and II Conditionals (Zero and Ist) Prepositions Present Perfect Tenses |
| Writing Skills | Notice Writing (Guided) Story Writing (One- Liner input Pounded) Informal Letter |

Reading Skills, Listening Skills, Speaking Skills (Subject Enrichment Activities)

- Its Getting Hotter (Reading)
- Plant A Seed (Speaking / Listening / Recitation)
- Heena's Determination (Reading)
- Brave Boy- Jitendra (Listening)
- A letter for Robonaut (Reading)
- Credit Card (Listening / Speaking)
- Love for trees (Reading)
- Green Hero (Listening)

हिंदी कक्षा पाँचवीं सत्र 2019—2020 अर्धवार्षिक परीक्षा पाठ्यक्रम

खंड - 'क' (अपठित बोध)

- अपठित गद्यांश
- अपठित पद्यांश

खंड - 'ख' (व्यावहारिक व्याकरण)

- अनुस्वार, अनुनासिक
- 'र'का प्रयोग
- संज्ञा
- কাল
- কাবক
- विशेषण—विशेष्य
- पर्यायवाची
- विलोम शब्द
- अनेक शब्दों के लिए एक शब्द
- वाक्य शुद्धिकरण
- विराम चिद्न
- मुहावरे

खंड – 'ग' (भाषा माध्रुरी)

- दिमागी लड़ाई
- 2. लौह पुरुष
- पूरे एक इज़ार (केवल पठन हेतु)
- 6. नदी यहाँ पर (कविता)
- 7. पतीले की मृत्यु (केवल पठन हेत्)
- टपके का डर
- 9. अजंता की सैर
- 10. ये बात समझ में आई नहीं (केवल पठन हेतु)
- 11. बिरसा मुंडा
- 12. अगर न नभ में बादल होते (कविता)

खंड – 'घ' (रचनात्मक लेखन)

- अनुच्छेद
- पत्र (अनौपचारिक)
- संवाद

नोट : पाठ 'पेड़' (कविता) और 'दो पहलवान' आवधिक परीक्षा में अवश्य सम्मिलित किए जाएँ।

विषय संवर्धन क्रियाकलाप : वाचन व श्रवण कौशल

हिंदी कक्षा पाँचवीं सत्र 2019—2020 वार्षिक परीक्षा पाठ्यक्रम

खंड - 'क' (अपठित बोघ)

- अपठित गद्यांश
- अपठित पद्यांश

खंड - 'ख' (व्यावहारिक व्याकरण)

- 'र' के प्रयोग
- उपसर्ग प्रत्यय
- विशेषण
- কাল
- क्रिया (अकर्मक, सकर्मक)
- কাবক
- विलोम
- वचन
- मुहावरे

खंड – 'ग' (भाषा माधुरी)

- 13. प्रिय पौधा
- 14. बुद्धिमान राजा
- 17. हार की जीत
- 18. बेट्टिना का साहस
- 19. लौट आया आत्मविश्वास (केवल पठन हेतु)
- 20. कोशिश करने वालों की हार नहीं होती(कविता)

खंड – 'घ' (रचनात्मक लेखन)

- अनुच्छेद
- पत्र (अनौपचारिक)
- चিत्र—वर्णन

नोट : पाठ 'अँघेर नगरी' और 'चाँद का कुर्ता' (कविता) आवधिक परीक्षा में अवश्य सम्मिलित किए जाएँ।

पूर्वकृत पाठ्यक्रम :

भाषा माधुरी — लौंड पुरुष, पेड़ (कविता), बिरसा मुंडा

भाषा अभ्यास — 'र' के प्रयोग, संज्ञा, सर्वनाम, काल, क्रिया

विषय संवर्धन क्रियाकलाप : सामूडिक गतिविधि — आत्म लेखन यथा — मैं पुस्तक हूँ, मैं फूल हूँ आदि

अथवा व्यवितगत गतिविधि -काव्य'पाठ

| Mathematics | | |
|-------------|---|--|
| Class V | | |
| Half Yearly | | |
| Chapter-1 | Numbers upto 99,99,99,999 | |
| Chapter-2 | Operations on Large Numbers | |
| Chapter-3 | Multiples and Factors | |
| Chapter-4 | Fractional Numbers | |
| Chapter-5 | Decimals | |
| Chapter-6 | Addition and subtraction of Decimal Numbers | |
| Chapter-16 | Triangles | |
| Chapter-17 | Data Handling | |
| | | |
| | Final Examination | |
| Chapter-7 | Multipication & Division of Decimal | |
| Chapter-8 | Simplification of numerical Expression | |
| Chapter-9 | Round Off | |
| Chapter-10 | Averages | |
| Chapter-11 | Prrofit and Loss | |
| Chapter-12 | Percentage | |
| Chapter-13 | Simple Interest | |
| Chapter-14 | Bills | |
| Chapter-15 | Temprature | |
| *Chapter-2 | Operations on Large Numbers | |
| *Chapter-16 | Triangles | |

^{*} Chapters Coming from Half Yearly

Syllabus (Science) (2019 - 20) Class - V

Term - 1

| TERM -1 | MARKS |
|--|-------|
| L-1. MY BODY | 13 |
| L - 2 PLANTS | 10 |
| L-3 FORESTS | 06 |
| L-4 ANIMALS - OUR FRIENDS | 06 |
| L-5 FOOD AND HEALTH | 13 |
| L-6 SPOILAGE AND WASTAGE OF FOOD & FOOD PRESERVATION | 12 |
| TOTAL | 60 |

| TERM - 2 | MARKS |
|-------------------------|-------|
| L-7 IMPORTANCE OF WATER | 06 |
| L-8 PROPERTIES OF WATER | 08 |
| L-9 FUELS | 10 |
| L-10 AIR | 10 |
| L-11 OUR SOLAR SYSTEM | 09 |
| L-12 OBSERVING THE SKY | 06 |
| TERM - 1 SYLLABUS (25%) | |
| L-1 MY BODY | 06 |
| L-2 PLANTS | 05 |
| TOTAL | 60 |

| Social Science | |
|----------------|---|
| Class V | |
| | Term I |
| Chapter-2 | Human Migration |
| Chapter-3 | Variation in Shelters |
| Chapter-5 | Community Services |
| Chapter-6 | Leisure Time |
| Chapter-7 | Changing trends in Occupation |
| Chapter-8 | Respecting regional differences |
| Project | Ch-1 Importance of Family |
| Term I | |
| Chapter-9 | Exploring India |
| Chapter-10 | Mapping India |
| Chapter-11 | Transport in Modern Times |
| Chapter-12 | Communication in Modern Times |
| Chapter-13 | India's Neighbours |
| Chapter-8 | Forwarded From Term-I – Respecting Regional Differences |
| Project | Ch-4 Sensitivity towards Others |

| | Map List |
|---------------------------------|---|
| | Class V |
| | Term I |
| Chapter 1 | On The Political Mapnof India Mark |
| Importance of Family | The state you belong to |
| | The State you visited during vacation with your family. |
| Chapter- 2 | Page -17 Map Skill |
| Human Migration | State Where Hiten Transferred |
| | Mark Uttar Pradesh and Lucknow |
| | State Affected by Flood due to river Jhelum. |
| Chapter -3 | Page -25 Map Skill |
| Variation in Shelters | One state which lie in plain. |
| | One state which lie in coastel Area. |
| Chapter 5 | Page 45 Map skill |
| Community Services | State where Ashoka set his Capitals |
| | States where step wells are found commonly |
| | State where kunds are commonly found. |
| | State where sisandras are commonly found |
| Chapter 6 | Page 56 Map skill |
| Leisure Time | Mark the State where story telling is famously known as |
| Kathai | |
| Chapter 7 | Page 64 Map Skill |
| Changing trends in Occupation | A State where Gandhiji was born |
| Chapter 8 | Page 76 Map skill |
| Respecting regional differences | Mark Island where cellular jail is located |
| | Mark the state famous for dal baati churma |
| | Mark the island famously known as Mini India |
| | Mark the state where Jaipur is located and Udiapur is located |

| | Term II |
|---|--|
| Chapter -4 Sensitivity towards Others | Mark the State Where kailash Satyarthi was born |
| Chapter 8 Respecting regional differences | Page 76 Map skill Mark Island where cellular jail is located Mark the state famous for dal baati churma Mark the island famously known as Mini India Mark the state where Jaipur is located and Udiapur is located |
| Chapter 9 Exploring India | Page 86 Map SkillMysore is Historical city of which state. |
| Chapter 10 Mapping India | Page 96 Map skills On the Political Maps of India Mark Northern India Southern India Eastern India Western India |
| Chapter 11 Transport in Modern Times | Page 107 Map Skill Mark the city having first momorail in India Busiest Air route in India |
| Chapter 12 Communication in Modern Times | Page 117 Map Skill |
| Chapter 13 India's Neighbours | Page 125 Southern State Where dosa is Popular Hanfu is traditional dress of which country |

संस्कृत पाठयक्रमः २०१९-२० कक्षा - पंचमी प्रथमसत्र

| खंड क रचनात्मक-कार्यम् खंड ख अनुप्रयुक्त व्याकरणम् | कुल अंक 60 |
|--|---------------|
| खंड क रचनात्मक–कार्यम् | 5 |
| चित्राधारितलेखलम् | |
| खंड ख अनुप्रयुक्त व्याकरणम् | 35 |
| शब्दरूप — राम , फल | 4 |
| सर्वनाम् शब्दरूप — किम् पु० प्रथमा द्वितीया विभक्तिः च | 3 |
| धातु रूप – पठ् लिख् चल् (लट् लकारः) | 5 |
| वर्ण विन्यास/ संयोजनम् | 4 |
| गणना 1 — 10 | 4 |
| वचनपरिवर्तनम् | 3 |
| लिंगज्ञानम् | 4 |
| अव्ययपदानि— च अपि एव अत्र—तत्र सर्वत्र | 4 |
| शब्दमेलनम् | 2 |
| कारक विभक्तिः (प्रथमात् चतुर्थी पर्यन्तम्) | 2 |

| खंड ग पठित–अवबोधनम् | 20 |
|---|----|
| प्रथमः पाठः — मधुरा प्रभातवेला | |
| द्वितीयः पाठः — मम परिवारः | |
| तृतीयः पाठः – वयम् पश्यामः जन्तुशालाम् | |
| चतुर्थः पाठः – शाकहट्टम् | |
| पंचमः पाठः — अस्माकं प्रिय मित्राणि | |
| षष्ठः पाठः — ये फलानि खादन्ति ते सुखिनः वसन्ति | |
| सप्तमः पाठः – चित्र प्रदर्शनी | |
| द्वितीय सत्र पाठयकमः | |
| खंड क रचनात्मक–कार्यम् | 5 |
| चेत्राधारितलेखलम् | |
| खंड ख अनुप्रयुक्त व्याकरणम् | 35 |
| शब्दरूप – देव, रमा ,पत्र | 4 |
| सर्वनाम् शब्दरूप — तत् पु० (प्रथमा द्वितीया विभक्तिः च) | 3 |
| धातु रूप – पट् लिख् चल् (लट् लृट लकारः) | 5 |
| वर्ण विन्यास / संयोजनम् | 4 |
| गणना 1 — 20, 1 — 4 (त्रिषु लिंगेषु) | 5 |
| अव्ययपदानि— उपरि नीचैः बहिः अधुना (पूर्व पठित अव्ययपदानि) | 4 |
| शब्दमेलनम् | 5 |
| कारक विभक्तिः (प्रथमा—सम्बोधनपर्यन्तम्) | 3 |
| प्रश्न निर्माण | 2 |
| खंड ग पठित–अवबोधनम् | 20 |
| अष्टमः पाठः — अभिनवः किं किं करोति | |
| नवमः पाठः – विडालः कुत्र अस्ति | |
| दशमः पाठः – आगच्छ ! गायामः | |
| एकादशः पाठः — हरिणं मा मारय | |
| द्वादशः पाठः – कथयन्तु कस्य कः वर्णः ? | |
| त्रयोदशः पाठः – कः चतुरः अस्ति ? | |
| चतुर्दशः पाटः – कति वस्तुनि सन्ति ? | |
| एवं पूर्व पठित पाठ — प्रथमाः पाठः, पंचम् पाठः | |

प्रथम सन्न - 2019 - 20 विषय - नैतिक ब्रिक्स कक्षा - **पाँचवी**

पाठ्यक्रम

| पाठ | |
|--------|-------------------------------|
| संख्या | पाठ का नाम |
| ı | यान्यना (हे प्रभी आनन्द दाता) |
| 2 | गायनी मन्त्र का महत्त्व |
| 3 | आर्घ समाज के नियम (७ से 10) |
| 4 | मूल दांकर का गृहत्याग |
| . 5 | त्रहिष महिमा |
| 6 | अर्था बालक |
| 9 | गुठागान |
| 10 | अहिंसा |
| | |
| | |

विषय - नीतिक बिक्षा कक्षा - पाँचवी पाठ्यक्रम

| पाठ -संख्या | तार का नाम |
|----------------|-----------------------------------|
| 3 | अभिसमाज के नियम (7 से 10) |
| 5 | ऋषि महिमा (धन्य है तुम की से ऋषि) |
| 11 - | स्वाद्याय |
| 12 | सत्संग का प्रभाव |
| 13 | सेवा |
| 15 | र्वामी विर्णानन्द सरस्वती |
| 16 | पं गुरू इत |
| 18 | स॰ भगत सिंह |
| | |
| | |
| | |