

Annual Curriculum Plan

2026-27

STD-V

U. P. Public School

Annual Curriculum Plan

2026-2027

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**MISSION STATEMENT FOR
U.P. PUBLIC SCHOOL
SURI, BIRBHUM, W.B.**

1. *To inspire academic, creative and flexible learning environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to the society and they can think beyond parameter.*
2. *To aim at providing high quality education with modern infrastructural support in excellent learning environment to provide wide opportunities for pupils to nurture, stimulate and develop creative thoughts and to create an environment that fosters consideration, empathy and concern for others.*
3. *To give the values of the partnership which exists between school, parents and community. Within the partnership, we provide each student with the knowledge skills, and attitude to become a productive citizen in a challenging, technological and diverse world.*
4. *To provide support and training to all faculty and staff so that they are equipped with adequate preparation and support to perform the responsibility for developing a student for their educational, emotional and social growth.*

National Curriculum Framework

The National Curriculum Framework for School Education (NCF) is developed based on the vision of the National Education Policy (NEP) 2020, and to enable its implementation.

The NCF addresses education for the age group 3 to 18 years, across the entire range of diverse institutions in India. This is across the four Stages in the 5+3+3+4 Curricular and Pedagogical restructuring of School Education as envisioned in NEP 2020.

NCF from the NEP

The NCF brings to life the aims and commitments of the NEP.

- a. The **Aims of Education** are articulated in the NEP from which the curricular goals for the NCF are derived which then informs the rest of the elements.
- b. This includes the full **range of human capacities, values and dispositions** that are aimed to be developed in school education. Pedagogy, practices, and culture must work in tandem to develop these, and move away from an overemphasis on memorization and content accumulation; in fact, content reduction is required to create space for such development.
- c. The **5+3+3+4 Curricular and Pedagogical structure** of school education is reflected in the learning standards, the content, the pedagogy, and the assessment approaches.
- d. It is **integrative and holistic** with equal status to all subjects and learning domains from Maths to Sports. It integrates vocational education in all schools, and there is integration across subjects while developing rigorous subject understanding and capacities.
- e. It **confronts and address real challenges** facing our countries' education system. Notably that of literacy and numeracy, rote memorization, narrow goals, and inadequate resources.
- f. It is **deeply rooted in India**. This is in content and learning of languages, in the pedagogical approaches including tools and resources, and most importantly in the philosophical basis—in the aims and in the epistemic approach.

Objectives of the NCF

The overarching objective of this NCF is to help in positively transforming the school education system of India as envisioned in NEP 2020, through corresponding positive changes in the curriculum including pedagogy.

In particular, the NCF aims to help change practices in education and not just ideas; indeed, since the word 'curriculum' encapsulates the overall experiences that a student has in school, 'practices' do not just refer to curricular content and pedagogy, but also include school environment and culture. It is this holistic overall transformation of the curriculum that will enable us to positively transform overall learning experiences for students.

Aims of School Education (NCF)

The purposes, vision, and the goals of education (as in earlier sections) have been organized into five Aims of School Education. These Aims give clear direction to the choice of knowledge, capacities, and values and dispositions that need to be included in the curriculum.

- a. **Rational Thought and Autonomy** : Making choices based on rational analysis and a ground understanding of the world and acting on those choices is an exercise of autonomy. This indicates that the individual should have the capacity for rational reasoning and sufficient knowledge to understand the world around them. This understanding develops through knowledge in breadth and depth. Thus, achieving knowledge in depth and breadth, becomes one of the key goals in the NCF.
- b. **Health and Well-being** : A healthy mind and a healthy body are the foundations for an individual to pursue a good life and contribute meaningfully to society. School education should be a wholesome experience for students, and they should acquire capacities and dispositions that keep their bodies and mind healthy.
- c. **Democratic Participation** : The knowledge, capacities, and values and dispositions developed are to be oriented towards sustaining and improving the democratic functioning of Indian society. Democracy is not just a form of governance, but it is a "mode of associated living". The goals articulated in the NEP 2020 point to the development of an individual who can participate and contribute meaningfully to sustaining and improving the democratic vision of the Indian Constitution.
- d. **Economic Participation** : In the current context of India, a healthy economy needs to go along with a healthy democracy. Effective participation in the economy has positive impact on both the individual and the society. It provides material sustenance for the individual and also generates economic opportunities for others in society. The achievement of these aims makes individuals productive members of the economy. The exposure and preparation of vocational education in particular develops capacities and dispositions to enter the world of work.
- e. **Cultural and Social Participation**: Along with democracy and the economy, culture and the society play an important role in the "mode of associated living". Cultures maintain continuity as well as change over time. The NEP 2020 expect students to have 'a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions'. They should also acquire capacities and a disposition to contribute meaningfully to culture.

A society with individuals who are healthy, knowledgeable, and with capacities and values and dispositions to participate effectively and meaningfully in a democracy, economy, and culture would be a vibrant, pluralistic, and democratic knowledge society.

Child Development

Around the world, the experiences of children growing up are different, depending on various circumstances – social, cultural, and economic. But there are some common processes and stages too in the maturation and growth of the child. It is critically important to understand the development of a child to have realistic expectations at a particular age. In the field of education realising the significance of child development leads to the development of a quality curriculum with developmentally appropriate pedagogy and assessment.

Child development is influenced by the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes. Biological, cognitive, and socioemotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent.

A child's development is usually described in terms of periods corresponding to approximate age ranges.

1. **Infancy** : This period ranges from birth to 24 months of age. A child in this period is highly dependent on adults. Children are beginning to learn about the things around them, learn to focus their vision and explore.
2. **Early childhood** : This period begins around 3 and usually extends up to 6-7 years of age. Children begin to become more self-sufficient and spend more time with peers. This is also a period of intense exploration through play.
3. **Middle to late childhood** : This developmental period is from 6-7 years to 10-11 years of age before they hit puberty. During this period children master the fundamental capacities and understanding for survival and growth. They grow physically, emotionally, and cognitively through exposure to the wider world around them and their culture.
4. **Adolescence** : This period is the transition period from childhood to early adulthood. A child enters adolescence at approximately the age of 12 years. Adolescence begins with rapid physical changes – gains in height and weight, changes in body contour and development of sexual characteristics. At this stage, the development of identity and the quest for independence is the central theme in children.

Developmental milestone across domains.

Physical Development : Middle and late childhood is the calm before the rapid growth spurt in adolescence. It involves slow and consistent growth in height and weight. There is improved muscle tone, and the strength capacity also doubles during these years. After slowing through childhood, adolescence experiences a growth surge during puberty.

Sensory and motor development : children develop rolling, sitting, standing and other motor skills in a particular sequence and within specific time frames. Infants are also born with certain reflexes which are built-in reactions to stimuli. Reflexes govern the new-born's movements, which are automatic and beyond the new-born's control. Reflexes are genetically carried survival mechanisms. They allow infants to respond adaptively to their environment before they have had an opportunity to learn. They include the sucking, rooting, and Moro reflexes when the baby gets startled by an unexpected sound, light, or movement, all of which typically disappear after three to four months. Some reflexes, such as blinking and yawning, persist throughout life; components of other reflexes are incorporated into voluntary actions.

Gross motor skills involve large-muscle activities. Key skills developed during infancy include control of posture and walking. Mastering a motor skill requires the infant's active efforts to coordinate several components of the skill. Infants explore and select possible solutions to the demands of a new task; they assemble adaptive patterns by modifying their current movement patterns. Gross motor skills improve dramatically during the childhood years. Boys usually outperform girls in gross motor skills involving large-muscle activity.

Fine motor skills involve finely tuned movements. The onset of reaching and grasping is a significant accomplishment. Fine motor skills continue to develop throughout the childhood years and by 4 years of age are much more precise. Children can use their hands as tools by middle childhood, and at 10 to 12 years of age start to show fine motor skills similar to those of adults.

Cognitive Development : By now, the child can think through reasons using language and ideas, understand well how people and things work around them, and give order to these things in terms of value and size. Their capacity to remember and use what they remember to do activities is growing in leaps and bounds. They even devise ways to remember better and are able to analyse, problem-solve, imagine alternatives

Language Development : Children gradually become more analytical and logical in their approach to words and grammar. They become increasingly able to use complex grammar and produce narratives that make sense. Improvements in metalinguistic awareness - knowledge about language - become evident as children start defining words, expand their knowledge of syntax, and understand better how to use language in culturally appropriate ways.

Socio-emotional Development :

Emotional and Personality Development : Self-understanding increasingly involves social and psychological characteristics, including social comparison. The development of self-regulation is an important aspect of this stage. Developmental changes in emotion include increased understanding of complex emotions such as

pride and shame, improvements in the ability to suppress and conceal negative emotions, and the use of strategies to redirect feelings. Children use a greater variety of coping strategies.

Role of Families : Children begin to form strong bonds with peers, while families continue to play a significant role in their emotional development. The socio-emotional state of peer groups and social groups have a strong influence on the child's socio-emotional dispositions.

Role of Peers : Children form stronger bonds with peers that goes beyond play. Friendships are formed and friend groups become an important source for emotional development. Children continue to seek confirmation from adults both at home and in school

Moral Development : Children begin to express objective ideas on fairness. Children believe that equity can mean that people with special needs or merit need special treatment.

Modes of Inquiry

Beyond the nature of knowledge and growth in capacities for literacy, the modes of inquiry used by children to develop conceptual understanding play a very important role in the selection of content, pedagogy, and assessment. The progression of these modes of inquiry also has implications for the stages of schooling.

Play and Exploration

Young children learn various concepts, particularly perceptual and practical concepts, largely through play and open exploration. Their incredibly curious and absorbent minds are constantly exploring the natural and social world around them. They are intuitive problem solvers and grasp conventions of language use and social behaviour through observation and imitation. At this stage, a stimulating environment and the freedom to explore and play are the biggest and most effective sources of learning. The stimulation doesn't come only from the material environment but also from an attentive and active adult and peer group.

Capacities for Inquiry

From a broad and free exploration, children need to acquire more specific capacities that have an important role in further inquiry. In addition to the foundational capacities of literacy and numeracy, they acquire skills in observation, data collection, analysis, and more. Gross motor skills and fine motor skills relevant to physical education and arts, and vocational education are developed. Further, capacities for attention, perseverance, and memory are also developed. These capacities are utilized in informal methods of inquiry to make sense of the world around them and to respond to the practical necessities of life. These capacities can be developed by giving learning experiences that are practical and within the social context of the student. The opportunities for learning can be guided explorations with the specific intent to develop these capacities.

Disciplinary Exploration

In this stage, students gain disciplinary depth within each form of understanding. The mode of inquiry becomes exploratory again like in the first stage, but within a framework of a discipline or a form. For e.g., a student with sufficient capacities/skills for dancing and a grounded knowledge of *Bharatanatyam* as a form of dance can now use these capacities and knowledge for creative expressions through dance. Similarly, in after gaining sufficient capacities for scientific inquiry through experimentation and instrumentation in Biology, students can pursue interesting and challenging questions about life forms and attempt to answer these questions within the discipline of Biology. A more sophisticated form of exploration would be to utilize their knowledge in multiple disciplines and approach problems with interdisciplinary solutions.

ASSESSMENT SYSTEM

Approach to Assessment

The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education. [NEP 2020,]

Purposes of Assessment

Assessment has two purpose-measuring achievement of student learning and gauging effectiveness of classroom processes and teaching materials in teaching and learning. In the everyday of the classroom, assessment refers to any process of gathering information about student learning that can be interpreted, analysed, and used by the Teacher (mainly) for guiding the teaching-learning process, aggregating student learning at relevant junctures and in reporting student progress over time. Educational assessment, thus, plays a critical role in improving teaching and learning.

Assessment of Learning ; Assessment for Learning; Assessment as Learning

Assessment of learning refers to the measurement of achievement of student learning.

Assessment for learning refers to evidence of student learning gathered by the Teacher that provides inputs to guide the teaching-learning processes. Assessment, when designed meaningfully, can be used as a powerful tool that contributes to and supports better student learning and teaching practices. Teachers who have a good sense of where students in class do well and where they struggle, can thus take more informed decisions about their pedagogical practices. Recent studies have shown that students can play an active role in taking charge of their own learning. When assessments are introduced as non-threatening tools for self-reflection and introspection, they become developmental and constructive in nature. This is referred to as *assessment as learning*. In school education, one needs to look at all three approaches to assessments mentioned above- *assessment of learning, for learning and as learning*.

Assessments could be formative or summative, both are equally important for improving teaching and learning.

a. **Formative assessment** are continuous and ongoing. They are used to track student learning to provide ongoing feedback that can be used by both Teachers to improve their teaching and students to improve their learning. Formative assessments are generally low stakes and do not have strong consequences. Some examples of formative assessments include observing student behaviour in class, asking students to draw a concept map in class to represent their understanding of a topic or write a few sentences with a friend on a poem they have read.

b. **Summative assessments** evaluate student learning at the end of a lesson or a logical period of teaching. Summative assessments are normally high stakes in that they compare student performance to a benchmark or standard and have some consequence. Some examples of summative assessments include a term-end test, submission of a project or writing a paper. Results of summative assessment can also be used for formative purposes i.e., informing teaching and learning.

The School session is divided into two terms :

FIRST TERM : APRIL to SEPTEMBER

SECOND TERM : OCTOBER to MARCH

Each term will have Formative and Summative Assessment.

Syllabus covered in first term will not be repeated in the second term.

FORMATIVE ASSESSMENT

- SUBJECT ENRICHMENT
- MULTIPLE ASSESSMENT
- PORTFOLIO

Formative assessment includes the various types of activities such as :

- QUIZ
- FIELD TRIP
- NOTE BOOK SUBMISSION
- LAB ACTIVITY
- WORKSHEET
- ORAL
- ROLE PLAY
- ASSESSMENT ON SPEAKING AND LISTENING
- PROJECT (GROUP \ INDIVIDUAL)
- MONDAY TEST
- RECITATION
- GROUP DISCUSSION
- ORAL TEST

- DEBATE
- PARTICIPATION IN EXHIBITION

GRADING SYSTEM

The performance of a child in scholastic area will be assessed in term of marks. The grades will be reflected in the Holistic progress card. Marks will be converted into grades as per following pattern :

GRADING SYSTEM (SCHOLASTIC)		
MARKS RANGE	GRADE	REMARKS
90 % – 100%	A*	OUTSTANDING
75 % – 89%	A	EXCELLENT
56 % – 74%	B	VERY GOOD
35 % – 55%	C	GOOD
BELOW 35%	D	SCOPE FOR IMPROVEMENT

GRADING SYSTEM (CO-SCHOLASTIC)		
MARKS RANGE	GRADE	REMARKS
90 % – 100%	A	OUTSTANDING
75 % – 89%	B	EXCELLENT
56 % – 74%	C	VERY GOOD
35 % – 55%	D	GOOD
BELOW 35%	E	SCOPE FOR IMPROVEMENT

STRUCTURE OF ASSESSMENT (STD : III to V)

TERM-I

PATTERN	MONDAY TEST	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	PERIODIC TEST	ACTIVITY 4	WRITTEN ASSESSMENT	TOTAL
TIME	WEEKLY	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	
F.M.	10	10	10	10	30	10	60	
AVERAGE MARKS	10	5	5	5	10	5	60	100

TERM-II

PATTERN	MONDAY TEST	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	PERIODIC TEST	ACTIVITY 4	WRITTEN ASSESSMENT	TOTAL
TIME	WEEKLY	OCTOBER	DECEMBER	JANUARY	NOVEMBER	FEBRUARY	MARCH	
F.M.	10	10	10	10	30	10	60	
AVERAGE MARKS	10	5	5	5	10	5	60	100

ACTIVITY 1 : Subject Enrichment
 ACTIVITY 2 : Multiple Assessment
 ACTIVITY 3 : Note Book Submission
 ACTIVITY 4 : Portfolio and Attendance

ASSESSMENT SCHEDULE 2026-27

EXAMINATIONS	DATE	Days	V
PERIODIC ASSESSMENT-I	06-07-2026	Monday	English
	07-07-2026	Tuesday	EVS
	08-07-2026	Wednesday	2 nd Language
	09-07-2026	Thursday	Mathematics
	25-07-2026	Saturday	RESULT DECLARATION
MID TERM	07-09-2026	Monday	Mathematics
	09-09-2026	Wednesday	2 nd Language
	11-09-2026	Friday	EVS
	14-09-2026	Monday	English
	03-10-2026	Saturday	RESULT DECLARATION
PERIODIC ASSESSMENT-II	23-11-2026	Monday	2 nd Language
	25-11-2026	Wednesday	English
	26-11-2026	Thursday	EVS
	27-11-2026	Friday	Mathematics
	12-12-2026	Saturday	RESULT DECLARATION
ANNUAL EXAMINATION	01-03-2027	Monday	Mathematics
	03-03-2027	Thursday	EVS
	05-03-2027	Friday	English
	08-03-2027	Monday	2 nd Language
	20-03-2027 24-03-2027	Saturday Wednesday	RESULT DECLARATION

MONDAY TEST SCHEDULE 2026-27		
S. No.	DATE	STD-V
		TERM-I
1	27-04-2026	Mathematics
2	04-05-2026	EVS
3	11-05-2026	English
4	29-06-2026	2 nd Language
5	20-07-2026	Reserved Day
6	27-07-2026	Mathematics
7	03-08-2026	EVS
8	10-08-2026	English
9	17-08-2026	2 nd Language
10	24-08-2026	Reserved Day
		TERM-II
1	05-10-2026	Mathematics
2	12-10-2026	EVS
3	02-11-2026	English
4	16-11-2026	2 nd Language
5	07-12-2026	RESERVED DAY
6	14-12-2026	Mathematics
7	11-01-2027	EVS
8	18-01-2027	English
09	01-02-2027	2 nd Language
10	08-02-2027	RESERVED DAY

Note • Monday test will not be repeated. It can be rescheduled if school will fail to conduct the Monday test on schedule date.

• Best of all Monday tests in each subject will be considered as one of the activities in each term

PARENT TEACHERS ASSOCIATION SCHEDULE 2026-27				
DATE	DAYS	DIVISION	CLASS	PURPOSE
19.03.2026	Thursday	Preparatory	Std : III	Introductory Meeting
23.03.2026	Monday	Preparatory	Std IV, V	Introductory Meeting
27.06.2026	Saturday	Preparatory	Std III to V	Doubt Clearance
25.07.2026	Saturday	Preparatory	Std III to V	Discussion on Student's Performance
22.08.2026	Saturday	Preparatory	Std III to V	Doubt Clearance Session (Mid Term)
03.10.2026	Saturday	Preparatory	Std III to V	Discussion on Students Performance
14.11.2026	Saturday	Preparatory	Std III to V	Doubt Clearance
12.12.2026	Saturday	Preparatory	Std III to V	Discussion on Students Performance
20.02.2027	Saturday	Preparatory	Std III to V	Doubt Clearance
20.03.2027	Saturday	Preparatory	Std : V	RESULT
24.03.2027	Wednesday	Preparatory	Std : III, IV	RESULT and Introductory Meeting

Note : All the dates are tentative, changes may occur as per situations.

SCHOOL CALENDER (LIST OF WORKING DAYS FOR 2026-27)		
MONTH	Instructional Days	TOTAL
APRIL (2026)	1, 2, 4, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 20, 21, 22, 23, 24, 27, 28, 29, 30	22
MAY	1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15	13
JUNE	15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 27, 29, 30	13
JULY	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31	27
AUGUST	1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 31	24
SEPTEMBER	1, 2, 3, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 21, 22, 23, 24, 25, 26, 28, 29, 30	23
OCTOBER	1, 3, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 27, 28, 29, 30, 31	18
NOVEMBER	2, 3, 4, 5, 6, 7, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 30	21
DECEMBER	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22	19
JANUARY 2027	4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30	24
FEBRUARY	1, 2, 3, 4, 5, 6, 8, 9, 10, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27	22
MARCH	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 29, 30, 31	27
Total Instructional Days 202		
Non Instructional days 63		
Total Working Days 265		

HOLIDAYS IN U.P. PUBLIC SCHOOL

2026-27

DATE	DAY	HOLIYDAYS
1 JANUARY, 2026	THURSDAY	NEW YEAR DAY
24 JANUARY 2026	SATURDAY	DADHI KARMA
15 FEBRUARY, 2026	SUNDAY	MAHA SIVARATRI
3 & 4 MARCH	TUESDAY & WEDNESDAY	DOLJATRA & HOLI
21 MARCH, 2026	SATURDAY	ED-ULFITR
27 MARCH, 2026	FRIDAY	RAMA NAVAMI
3 APRIL, 2026	FRIDAY	GOOD FRIDAY
15 APRIL, 2026	WEDNESDAY	BENGALI NEW YEAR
18 APRIL, 2026	Saturday	SCHOOL FOUNDATION DAY
16 MAY to 14TH JUNE Saturday to Sunday SUMMER VACATION		
27 MAY, 2026	WEDNESDAY	BAKRID/ID-UL-JUHA
26 JUNE, 2026	FRIDAY	MUHARRAM
26 AUGUST, 2026	WEDNESDAY	MILADULNAVI
04 SEPTEMBER, 2026	FRIDAY	JANMASTAMI
18 SEPTEMBER, 2026	FRIDAY	VISWAKARMAPUJA
02 OCTOBER, 2026	FRIDAY	GANDHI JAYANTI
10 OCTOBER, 2026	SATURDAY	MAHALAYA
16 OCTO. to 26 OCTO, 2026 SATURDAY PUJA VACATION		
8 NOV. to 12 NOV. 2026 KALI PUJA/DIWALI VACATION		
24 NOVEMBER, 2026	TUESDAY	GURU NANAK JAYANTI
25 DECEMBER, 2026	FRIDAY	CHRISTMAS DAY
26 DECEMBER, 2026	SATURDAY	VEERBAL DIWAS
27 DEC. to 1 JANU., 2027		WINTER VACATION
12 FEBRUARY, 2027	FRIDAY	DADHI KARMA
6 MARCH, 2027	SATURDAY	SHIVARATRI
10 MARCH, 2027	WEDNESDAY	ED-ULFITR
22 MARCH, 2027	MONDAY	DOLJATRA/HOLI
26 MARCH, 2027	FRIDAY	GOOD FRIDAY

SCHOOL WILL REMAIN CLOSED IF ANY PARTY CALLS BANDHI.

OUR OBSERVATION DAYS 2026-27		
Date	days	Observation
12 January, 2026	Monday	Swami Vivekanda Jayanti (National Youth Day)
23 January	Friday	Netaji Subhas Chandra Bose Jayanti
26 January	Monday	Republic Day
23 January	Friday	Vasant Panchami / Saraswati Puja
19 February	Wednesday	Chhatrapati Shivaji Jayanti
14 April	Tuesday	Dr. Ambedkar Jayanti
23 April	Thursday	World Book Day
01 May	Friday	May Day
05 May to 05 June		Environment Maha
08 May	Friday	Rabindra Jayanti
09 May	Saturday	Maharana Pratap Jayanti
21 June	Sunday	International Yoga Day
01 July	Wednesday	Doctor's Day
09 August	Sunday	Raksha Bandhan
15 August	Saturday	Independence Day
05 September	Saturday	Teachers Day
26 September	Saturday	Iswarchandra Vidyasagar Birthday
07 October	Wednesday	Valmiki Jayanti
15 October	Thursday	Students Day
31 October	Saturday	Rastriya Ekta Diwas
14 November	Saturday	Childrens Day
19 November	Thursday	Rani Laxmi Bai Jayanti
19 November	Thursday	National Integration Day
11 December	Friday	Bhasa Utsav
23 & 24 Dec.	Wednesday & Thursday	Quest Carnival
12 January 2027	Tuesday	Swami Vivekanda Jayanti
20 January 2027	Wednesday	Annual Sports Meet
23 January 2027	Saturday	Netaji Subhas Chandra Bose Jayanti
26 January 2027	Tuesday	Republic Day
11 February 2027	Thursday	Saraswati Puja
19 February 2027	Friday	Sivaji Jayanti
HARVEST FESTIVAL	MONTH	STATES WHERE IT IS CELEBRATED
Makar Sankranti	JANUARY	Gujarat, Kerala, Tamil Nadu, Haryana, Himachal, West Bengal And Punjab.
Baisakhi/Vaisakhi	APRIL	Punjab and Haryana
Ladakh Harvest Festival	SEPTEMBER	Ladakh, Zaskar and Kargil
Lohri	JANUARY	Punjab
Bohag Bihu	APRIL	Assam
Wangala	SEPTE. and DECE.	Meghalaya and Assam
Ka Pomblang Nongkrem	October or November	Meghalaya
Nuakhai	SEPTEMBER	Orissa
Nbanna	APRIL	West Bengal
Onam	SEPTEMBER	Kerala
Pongal	JANUARY	Tamil Nadu
Vishu	VISHU	Kerala and Karnataka
Gudi Padwa	APRIL	Maharashtra, Karnataka and Andhra Pra.

SCHOOL CALENDAR : 2026-27		
APRIL 2026		
DATE	DAYS	CURRICULAR ACTIVITIES
1	Wednesday	New Academic year will start for Std. I to XII
2	Thursday	Story Telling Activity
3	Friday	GOOD FRIDAY (Holiday)
4	Saturday	
5	Sunday	
6	Monday	
7	Tuesday	World Health Day
8	Wednesday	
9	Thursday	
10	Friday	Investiture Ceremony
11	Saturday	
12	Sunday	
13	Monday	
14	Tuesday	Dr. Ambedkar Jayanti (Observance Day)
15	Wednesday	Bengali New Year (Holiday)
16	Thursday	
17	Friday	Story Telling (III, IV) News Reading (V) Competition
18	Saturday	School Foundation Day
19	Sunday	
20	Monday	
21	Tuesday	International Creativity & Innovation Day
22	Wednesday	Mother Earth Day
23	Thursday	World Book Day-Visit to the Library (Foundation)
24	Friday	Inter House Drama Competition (III-V)
25	Saturday	
26	Sunday	
27	Monday	
28	Tuesday	
29	Wednesday	International Dance Day
30	Thursday	Dance Activity (Foundation)

SCHOOL CALENDAR : 2026-27

MAY 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Friday	May Day(Observance Day) InterHouse Drama Competition (III-V)
2	Saturday	
3	Sunday	
4	Monday	
5	Tuesday	Environment Maha Starts Observance Month (I to X)
6	Wednesday	
7	Thursday	Table Manner Day (Foundation)
8	Friday	Inter House Drama (Final)
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	
13	Wednesday	
14	Thursday	
15	Friday	
16	Saturday	Summer Vacation will Start for II to V
17	Sunday	
18	Monday	
19	Tuesday	
20	Wednesday	
21	Thursday	
22	Friday	
23	Saturday	
24	Sunday	
25	Monday	
26	Tuesday	
27	Wednesday	Bakri-Id-Holiday
28	Thursday	
29	Friday	
30	Saturday	Summer Vacation will Start for Std X to XII
31	Sunday	

SCHOOL CALENDAR : 2026-27

JUNE 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	School will reopen after Summer Vacation
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	Interhouse Recitation Selection Round (III-V)
20	Saturday	
21	Sunday	International Yoga Day
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	Muharram (Holiday)
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	World Social Media Day

SCHOOL CALENDAR : 2026-27

JULY 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Wednesday	Doctor's Day
2	Thursday	World UFO Day
3	Friday	Interhouse Recitation Competation (Final)
4	Saturday	
5	Sunday	
6	Monday	Periodic Test-I / Unit Test-I for Std I to XII
7	Tuesday	Global Forgiveness Day, World Chocolate Day
8	Wednesday	
9	Thursday	
10	Friday	Interhouse Music Competation (Vocal)
11	Saturday	
12	Sunday	
13	Monday	
14	Tuesday	
15	Wednesday	
16	Thursday	
17	Friday	Interhouse Music Competation (Vocal)
18	Saturday	
19	Sunday	
20	Monday	
21	Tuesday	
22	Wednesday	
23	Thursday	
24	Friday	Interhouse Dance Competation
25	Saturday	Copy Showing of PA-I (Std. III to V)
26	Sunday	
27	Monday	
28	Tuesday	
29	Wednesday	
30	Thursday	
31	Friday	Interhouse Dance Competation (Final)

SCHOOL CALENDAR : 2026-27

AUGUST 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Saturday	
2	Sunday	
3	Monday	
4	Tuesday	
5	Wednesday	
6	Thursday	
7	Friday	Interhouse Poster Making Competition
8	Saturday	
9	Sunday	
10	Monday	
11	Tuesday	
12	Wednesday	
13	Thursday	
14	Friday	Independence Day (Practice)
15	Saturday	INDEPENDENCE DAY (Observance Day)
16	Sunday	
17	Monday	
18	Tuesday	
19	Wednesday	World Humanitarian Day
20	Thursday	
21	Friday	Interhouse Quiz Competition
22	Saturday	Doubt Clearance (III to V)
23	Sunday	
24	Monday	
25	Tuesday	
26	Wednesday	Milad ul Navi (Holiday)
27	Thursday	
28	Friday	Rakhi Making Competition
29	Saturday	
30	Sunday	
31	Monday	

SCHOOL CALENDAR : 2026-27

SEPTEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Tuesday	World Coconut Day
2	Wednesday	
3	Thursday	
4	Friday	Janmastami (holiday)
5	Saturday	Teachers Day (Observance Day)
6	Sunday	
7	Monday	Mid Term Starts (Std I to XII)
8	Tuesday	International Literacy Day
9	Wednesday	
10	Thursday	
11	Friday	
12	Saturday	
13	Sunday	Grand Parents Day
14	Monday	Ganesh Chaturthi (Hindi Diwas)
15	Tuesday	
16	Wednesday	
17	Thursday	Interhouse Indoor Games
18	Friday	Viswakarma Puja (Holiday)
19	Saturday	
20	Sunday	
21	Monday	International Day of Peace
22	Tuesday	
23	Wednesday	
24	Thursday	
25	Friday	Interhouse Indoor Games
26	Saturday	Iswarchandra Vidyasagar Jayanti (Odserveance Day)
27	Sunday	
28	Monday	
29	Tuesday	
30	Wednesday	

SCHOOL CALENDAR : 2026-27

OCTOBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Thursday	
2	Friday	Gandhi Jayanti and Lal Bahadur Shastri Jayanti (Holiday)
3	Saturday	Copy Showing (Mid Term) III to V
4	Sunday	World Animal Day
5	Monday	
6	Tuesday	
7	Wednesday	World Cotton Day
8	Thursday	Indian Air Force Day
9	Friday	Interhouse Instrumental Competition
10	Saturday	MAHALAYA (Holiday)
11	Sunday	
12	Monday	
13	Tuesday	
14	Wednesday	
15	Thursday	
16	Friday	PUJA VACATION STARTS
17	Saturday	
18	Sunday	
19	Monday	
20	Tuesday	
21	Wednesday	
22	Thursday	
23	Friday	
24	Saturday	
25	Sunday	
26	Monday	
27	Tuesday	School will Reopen
28	Wednesday	
29	Thursday	
30	Friday	Extempore Competition (III), Debate (IV & V)
31	Saturday	Rastriya 'Ekta' Diwas Run for Unity (Observance Day)

PUJA VACATION

SCHOOL CALENDAR : 2026-27

NOVEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Sunday	
2	Monday	
3	Tuesday	
4	Wednesday	
5	Thursday	
6	Friday	Interhouse Art & Craft Competition
7	Saturday	
8	Sunday	Dipawali Vacation Starts
9	Monday	DIPAWALI VACATION
10	Tuesday	
11	Wednesday	Bhatri Dwtitya
12	Thursday	
13	Friday	School Will Reopen, Interhouse Calligraphy Competition
14	Saturday	
15	Sunday	
16	Monday	
17	Tuesday	
18	Wednesday	
19	Thursday	Rani Laxmi Bai Jayanti (Observance Day)
20	Friday	National Intigration Day (Observance Day)
21	Saturday	Interhouse Kho-Kho Competition (III-V)
22	Sunday	
23	Monday	PA-II (Std III to V) Starts
24	Tuesday	Gururanak Jayanti (Holiday)
25	Wednesday	
26	Thursday	
27	Friday	Interhouse Kho-Kho Competition (III-V)
28	Saturday	
29	Sunday	
30	Monday	

SCHOOL CALENDAR : 2026-27

DECEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Tuesday	
2	Wednesday	
3	Thursday	
4	Friday	Wildlife Conservation Day, Exhibition (Selection of Students)
5	Saturday	World Soil Day
6	Sunday	
7	Monday	International Civil Aviation Day
8	Tuesday	
9	Wednesday	
10	Thursday	
11	Friday	Quest Carnival (Practice)
12	Saturday	Copy Showing Std III to V
13	Sunday	
14	Monday	
15	Tuesday	
16	Wednesday	
17	Thursday	
18	Friday	Practice for Quest Carnival (Std I to V)
19	Saturday	
20	Sunday	
21	Monday	Veer Bal Divas
22	Tuesday	
23	Wednesday	Quest Carnival Day-1
24	Thursday	Quest Carnival Day-2
25	Friday	Christmass Day
26	Saturday	Winter Vacation Starts
27	Sunday	WINTER VACATION
28	Monday	
29	Tuesday	
30	Wednesday	
31	Thursday	

SCHOOL CALENDAR : 2026-27

JANUARY 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Friday	New Years Day (Holiday)
2	Saturday	
3	Sunday	
4	Monday	School will Reopen
5	Tuesday	
6	Wednesday	
7	Thursday	
8	Friday	Card Designing
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	Swami Vivekananda Jayanti (Observance Day)
13	Wednesday	
14	Thursday	
15	Friday	Drawing Competition
16	Saturday	
17	Sunday	
18	Monday	
19	Tuesday	
20	Wednesday	Annual Sports
21	Thursday	
22	Friday	Republic Day (Practice)
23	Saturday	Netaji Jayanti (Observance Day)
24	Sunday	
25	Monday	
26	Tuesday	Republic Day (Observance Day)
27	Wednesday	
28	Thursday	
29	Friday	Card Designing, Interhouse Yoga Competition
30	Saturday	
31	Sunday	

SCHOOL CALENDAR : 2026-27

FEBRUARY 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	Interhouse Yoga Competition
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	Vasanta Panchami (Saraswati Puja) Observance Day
12	Friday	Dadhi Karma (Holiday)
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	Interhouse Kabadi Competition
20	Saturday	Doubt Clearance (III to V)
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	

SCHOOL CALENDAR : 2026-27

MARCH 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	
31	Wednesday	

Syllabus for Class-V, Subject-ENGLISH Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
APRIL	<u>LITERATURE:</u> 1. PAPA'S SPECTACLES (POEM) <u>GRAMMAR:</u> 1. SENTENCE AND ITS TYPES 2. INTERROGATIVE SENTENCES. 3. TYPES OF PREPOSITIONS <u>WRITING:</u> STORY WRITING	TERM - I • ABLE TO RECITE AND UNDERSTAND THE POEM • ABLE TO ANSWER THE QUESTIONS • ABLE TO WRITE A SENTENCE PROPERLY • ABLE TO IDENTIFY DIFFERENT TYPES OF SENTENCES • ABLE TO USE PREPOSITIONS • ABLE TO COMPREHEND • ABLE TO WRITE A STORY	<u>LANGUAGE LAB:</u> COMPREHENSION : CHAP 1 & 2 SPELLING TEST	20
MAY	<u>LITERATURE:</u> 1. GONE WITH THE SCOOTER (STORY) <u>GRAMMAR:</u> ADVERBS AND THEIR TYPES. <u>WRITING:</u> STORY WRITING	• ABLE TO READ AND UNDERSTAND THE STORY • ABLE TO ANSWER THE QUESTIONS • ABLE TO UNDERSTAND THE CONCEPT OF ADVERBS AND THEIR TYPES • ABLE TO COMPREHEND • ABLE TO WRITE A STORY PROPERLY	<u>LANGUAGE LAB:</u> COMPREHENSION : CHAP 4 PROJECT : PREPARE A BOARD GAME TO PLAY 'TIGERS AND GOATS' FORMATIVE ASSESSMENT : SUBJECT ENRICHMENT	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JUNE	LITERATURE: THE RAINBOW (POEM) GRAMMAR: ARTICLES WRITING: PARAGRAPH WRITING	- ABLE TO RECITE AND UNDERSTAND THE POEM - ABLE TO ANSWER THE QUESTION - ABLE TO UNDERSTAND THE CONCEPT OF ARTICLES - ABLE TO WRITE DIFFERENT TYPES OF PARAGRAPHS - ABLE TO COMPREHEND	<u>LANGUAGE LAB:</u> COMPREHENSION : CHAPTER -6 PROJECT- COLLECT PICTURES AND INFORMATION ABOUT DIFFERENT TYPES OF BOATS <u>EXPERIENTIAL LEARNING :</u> HUMAN- MADE THINGS & NATURAL THINGS	10
JULY	LITERATURE: THE WISE PARROT (STORY) GRAMMAR : CONJUNCTIONS WRITING: MESSAGE WRITING	- ABLE TO READ AND UNDERSTAND THE STORY - ABLE TO ANSWER THE QUESTIONS - ABLE TO UNDERSTAND THE CONCEPT OF CONJUNCTIONS - ABLE TO COMPREHEND - ABLE TO WRITE A PARAGRAPH	LANG LAB : CHAP 7 SPELLING TEST PERIODIC ASSESSMENT-I	16+6 (Exam Days)=22

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
AUGUST	LITERATURE: THE FROG (POEM) GRAMMAR: ADJECTIVES AND THEIR TYPES, MODALS WRITING: MAKE SENTENCES	- ABLE TO RECITE AND UNDERSTAND THE POEM - ABLE TO ANSWER THE QUESTIONS - ABLE TO UNDERSTAND THE CONCEPT OF ADJECTIVES & MODALS - ABLE TO WRITE A SENTENCE PROPERLY - ABLE TO COMPREHEND	<u>LANGUAGE LAB:</u> COMPREHENSION : CHAPTER 9 & 10 MODULE CLASSES <u>EXPERIENTIAL LEARNING</u> TOWGUE TWISTERS <u>FORMATIVE ASSESSMENT:</u> MULTIPLE ASSESSMENT	20
SEPTEMBER	REVISION		MID TERM ASSESSMENT	05+12 (Exam Days)=17
OCTOBER	LITERATURE: 1. WHAT A TANK (STORY) GRAMMAR: SIMPLE PRESENT TENSE, PRESENT CONTINUOUS TENSE WRITING: DIARY ENTRY	TERM - II - ABLE TO READ AND UNDERSTAND THE STORY - ABLE TO ANSWER THE QUESTIONS - ABLE TO UNDERSTAND THE CONCEPT OF TENSE - ABLE TO WRITE A FORMAL LETTER - ABLE TO COMPREHEND	<u>LANGUAGE LAB: MODULE CLASSES</u> COMPREHENSION- CHAP 11 & 12 PROJECT: DESIGN A POSTER FORMATIVE ASSESSMENT: SUBJECT ENRICHMENT	15

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
NOVEMBER	LITERATURE: GILLI DANDA (POEM) GRAMMAR: PRESENT PERFECT TENSE, SIMPLE PAST TENSE WRITING: INFORMAL LETTER	• ABLE TO RECITE AND UNDERSTAND THE POEM • ABLE TO ANSWER THE QUESTIONS • ABLE TO UNDERSTAND THE CONCEPT OF TENSE • ABLE TO WRITE AN INFORMAL LETTER • ABLE TO COMPREHEND	LANGUAGE LAB: MODULE CLASSES COMPREHENSION CHAP 13 & 14 PERIODIC ASSESSMENT-II	19
DECEMBER	LITERATURE: THE DECISION OF THE PANCHAYAT (STORY) GRAMMAR: PAST CONTINUOUS TENSE, WRITING: POSTER WRITING	• ABLE TO READ AND UNDERSTAND THE STORY • ABLE TO ANSWER THE QUESTION • ABLE TO UNDERSTAND THE CONCEPT OF TENSE • ABLE TO WRITE A FORMAL LETTER • ABLE TO COMPREHEND	LANG LAB: COMPREHENSION: CHAP - 15 PROJECT: MAKING A COLLAGE USING PAPER CUTTINGS	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JANUARY	LITERATURE: 1. VOCATIONS (POEM) GRAMMAR: SIMPLE FUTURE TENSE, FUTURE CONTINUOUS TENSE WRITING: NOTICE WRITING	• ABLE TO RECITE AND UNDERSTAND THE POEM • ABLE TO ANSWER THE QUESTION • ABLE TO UNDERSTAND THE CONCEPT OF FUTURE TENSE • ABLE TO WRITE NOTICE • ABLE TO COMPREHEND	LANGUAGE LAB COMPREHENSION: CHAP 19 & 20 MODULE CLASSES ART INTEGRATED LEARNING DOING A ROLE PLAY FORMATIVE ASSESSMENT MULTIPLE ASSESSMENT	18
FEBRUARY	LITERATURE: 1. GLASS BANGLES (STORY) GRAMMAR: SUBJECT VERB AGREEMENT WRITING: NOTICE WRITING	• ABLE TO READ AND UNDERSTAND THE STORY • ABLE TO ANSWER THE QUESTION • ABLE TO UNDERSTAND THE CONCEPT OF SUBJECT VERB AGREEMENT • ABLE TO WRITE NOTICE • ABLE TO COMPREHEND	LANGUAGE LAB: COMPREHENSION: CHAP 21, 22, MODULE CLASSES	18
MARCH			FINAL ASSESSMENT	6+12

Syllabus for Class-V, Subject-BENGALI
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM - I		
APRIL	গদ্য : বুড়ো আংলা ও কাঠবেড়ালি পদ্য : তালগাছ অনুচ্ছেদ রচনা	■ গল্পটি আমাদের শেখায়—লোভ ত্যাগ করে সত্যতা ও বুদ্ধির সঙ্গে জীবন চললে তবেই মঙ্গল। ■ তালগাছের মতো দৃঢ়, ঐশ্বর্যশীল ও স্থির হতে শিখবে। ■ ছোট ছোট অনুচ্ছেদ নিজে লিখতে শিখবে।	MONDAY TEST	20
MAY	গদ্য : ফ্লোরেন্সনাইটিঙ্গেল ব্যাকরণ : পদের শ্রেণি বিভাগ পত্র লিখন : (ব্যক্তিগত)	■ গল্পটি পড়ে শিখবে বাধা বিপত্তি এলেও নিজের আদর্শ থেকে বিচ্যুত হওয়া যায় না। ■ প্রত্যেকটি পদের শ্রেণি বিভাগ সম্পর্কে অবগত হবে। ■ ব্যক্তিগত পত্র লেখার অভ্যাস হবে।	SUBJECT ENRICHMENT	11
JUNE	পদ্য : মানুষ বোধ পরীক্ষণ	■ এই কবিতাটি পড়ে শিখবে মানবতাই আমাদের সবশ্রেষ্ঠ ধর্ম। ■ অতিরিক্ত বোধ জন্মাবে।	MULTIPLE ASSESSMENT	10

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JULY	গদ্য : দাদুর উত্তর পদ্য : সন্ধি (সরস্বতী, ১ থেকে ৮ নম্বর সূত্র পর্যন্ত) পত্রলিখন— ব্যক্তিগত।	■ গল্পটির মূল বিষয় বুদ্ধি ও উপস্থিত বুদ্ধি দিয়ে কঠিন পরিস্থিতির সমাধান করা যায়। ■ সন্ধিবিচ্ছেদ করতে শিখবে। ■ পত্র লেখার দক্ষতা বাড়বে।	PERIODIC ASSESSMENT-I	10
AUGUST	গদ্য : শংকরের স্বপ্ন। ব্যাকরণ : ক্রিয়ার কাল। রচনা—অনুচ্ছেদ রচনা।	■ এই গল্পটি আমাদের স্বপ্নবান, পরিশ্রমী ও আত্মবিশ্বাসী মানুষ হতে শেখায়। ■ ক্রিয়ার কর্ম অনুযায়ী কালের ভাগ শিখবে। ■ স্বদক্ষতায় অনুচ্ছেদ লিখতে শিখবে।	PORTFOLIO & ATTENDANCE	20
SEPTEMBER	বোধ পরীক্ষণ পুনরাভ্যাসকরণ প্রথম পর্ব মূল্যায়ন	■ স্বদক্ষতায় প্রশ্ন উত্তর লিখতে শিখবে। ■ পুনরাভ্যাসকরণ হবে। ■ পরীক্ষা দিতে শিখবে।	MID TERM ASSESSMENT	05+12 (Exam Days) =17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM - II		
OCTOBER	গদ্য : ছেলেবেলা। পদ্য : বাক্যের শ্রেণি বিভাগ।	- এই গল্পটি আমাদের শৈশবের মূল্য বুঝতে ও শিশুমনের প্রতি সংবেদনশীল হতে শেখায়। - বাক্যের প্রকার ভেদ শিখবে।	MONDAY TEST	15
NOVEMBER	গদ্য : মাসুলিক। বাক্যরূপ : সদানন্দের খুঁদে জগৎ। রচনা-অনুচ্ছেদ রচনা।	- এই কবিতাটি আমাদের শুভ বোধ, মানবপ্রেম ও কল্যাণকামী মানসিকতা গড়ে তুলতে শেখায়। - গল্পটি আমাদের কৌতূহলী, মনোযোগী ও প্রকৃতিপ্রেমী হতে শেখায়। - অনুচ্ছেদ রচনা লেখার দক্ষতা বাড়বে।	SUBJECT ENRICHMENT	19
DECEMBER	গদ্য : বাংলাদেশ। বাক্যরূপ : এককথায় প্রকাশ। পত্রলিখন-বৈয়্যিক পত্র	- কবিতাটি পড়ে নিজের দেশ ও মাতৃভূমিকে ভালবাসতে শিখবে। - বাক্যসংকোচন শিখবে। - বৈয়্যিক পত্র লিখতে শিখবে।	PERIODIC ASSESSMENT-II	10+6 (Exam Days) =16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JANUARY	গদ্য : হাওয়া থেকে শক্তি পদ্য : পদ পরিবর্তন রচনা-অনুচ্ছেদ রচনা।	- এই গল্পটি পড়ে আমাদের বিজ্ঞানমনস্ক, পরিবেশ সচেতন ও উদ্ভাবনী হতে শেখায়। - পদ পরিবর্তন করতে শিখবে। - নতুন নতুন শব্দ ভাণ্ডার বৃদ্ধি পাবে।	MULTIPLE ASSESSMENT	18
FEBRUARY	পত্রলিখন-বৈয়্যিক পত্র বোধ পরীক্ষণ	- বৈয়্যিক পত্র লেখা শিখবে। - অতিরিক্ত বোধ জন্মাবে।	PORTFOLIO & ATTENDANCE	18
MARCH	পুনরাভ্যাসকরণ দ্বিতীয় পর্ব মূল্যায়ন	- পুনরাভ্যাসকরণ হবে। - পরীক্ষা দেবার প্রস্তুতি নিতে শিখবে।	FINAL ASSESSMENT	6+12

Syllabus for Class-V, Subject-HINDI
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-I		
APRIL	Lit-Ch-1 : किरण Gr-Ch-1 : भाषा और व्याकरण Ch-18 : श्रुतिसम भिन्नार्थक शब्द Writing : पत्र लेखन	• Able to recite Poem with correct pronunciation. • Able to have clear concept about Bhasa & Bhinarthak Sabda. • Able to write patr correctly.	MONDAY TEST	20
MAY	Lit-Ch-2 : न्याय की कुर्सी Gr-Ch-2 : वर्ण विचार	• Able to recite poem with correct pronunciation. • Able to identify Swar & Vyanjan Warth.	SUBJECT ENRICHMENT	11
JUNE	Lit-Ch-3 : चाँद का कुरता Gr-Ch-3 : शब्द और वाक्य	• Able to recite poem with correct pronunciation. • Able to identify sabd its types. • Able to identify subject, predicate.	MULTIPLE ASSESSMENT	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JULY	Lit-Ch-4 : साइकल Gr-Ch-4 : संज्ञा, Gr-Ch-4 : लिंग Writing : पत्र लेखन	• Able to understand the story properly. • Able to identify Sanga & Ling. • Able to write patr properly.	PERIODIC ASSESSMENT-I	23
AUGUST	Lit-Ch-5 : सुंदरिया Gr-Ch-6 : वचन, कारक Writing : अनुच्छेद लेखन, अपठित गद्यांश	• Able to read & understand the story. • Able to identify Vachan & Karak. • Able to describe topic of Anuchhed properly.	PORTFOLIO & ATTENDANCE	20
SEPTEMBER	Lit-Ch-6 : चतुर चित्रकार Gr-Ch-15 : पर्यायवाची शब्द Writing : अनुच्छेद	• Able to understand the story properly. • Able to know meaning of Muhaware correctly. • Able to write story from outline.	MID TERM ASSESSMENT	17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-II		
OCTOBER	Lit-Ch-7 : मेरा बचपन Gr-Ch-20 : मुहावरे Writing : कहानी लेखन	• Able to understand the story properly. • Able to know meanings of Muhavare Correctly. • Able to write story from outline.	MONDAY TEST	15
NOVEMBER	Lit-Ch-8 : काजीरंगा राष्ट्रीय उद्यान की यात्रा Ch-9 : न्याय Ch-8 : सर्वनाम Ch-14 : विलोम शब्द Writing : निबंध	• Able to understand the Pattern & able to play the role correctly. • Able to identify Sarwanaam & Vilomsabda correctly. • Able to Write Niband of given topic properly.	SUBJECT ENRICHMENT	20
DECEMBER	Lit-Ch-10 : तीन मछलियाँ Gr-Ch-9 : विशेषण Writing : कहानी लेखन	• Able to have clear idea the story. • Able to identify viseshan. • Able to write story correctly.	PERIODIC ASSESSMENT-II	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JANUARY	Lit-Ch-11 : हमारे ये कलामंदिर Gr-Ch-10 : क्रिया, Ch-10 : अनेक शब्द के लिए एक शब्द	• Able to understand the story. • Able to identify kriya. • Able to write Anek Sabdo Ke Ek Sabdo Correctly.	MULTIPLE ASSESSMENT	19
FEBRUARY	Lit-Ch-12 : गंगा की कहानी Gr-Ch-11 : काल Writing : निबंध अपठित गद्यांश	• Able to read & understand the story. • Able to identify correctly Kaal. • Able to write Nibandh properly.	PORTFOLIO & ATTENDANCE	18
MARCH	REVISION		FINAL ASSESSMENT	

Syllabus for Class-V, Subject-MATHEMATICS

Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
APRIL	CHAPTER : 1 We the Travellers - I	TERM-I Students will be able to : * Works with large numbers. * Perform four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers. * Estimates sum, difference, product and quotient of numbers and verifies using different strategies. Students will be able to : * Works with fractions- identifies half, one-fourth, three-fourths of a whole in a given picture by paper folding and also in a collection of objects * Represents the fractions as half, one-fourth and three-fourth by using numbers / numerals * Show the equivalence of a fraction with other fractions * Convert the fractions into decimals and vice versa	INFORMATION LITERACY : Population of different states in India ENVIRONMENTAL STUDYMATHS LAB : (a) Distance of planets from the Sun and write the large numbers in Place Value Chart and colour them. (b) Top 5 forest cover states in India and locate them in the Map ART INTEGRATION : Paper folding to show fraction EXPERIENTIAL LEARNING : Prepare a bill on the following headings, types of vegetable bought, their rate and total expenditure. MATHS LAB : INFORMATION LITERACY Draw or paste flags of different countries and discuss on the colour distribution.	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
MAY	CHAPTER : 3 ANGLES AND TURNS	Students will be able to : * Classifies angles into right angles, acute angles, obtuse angles and represents the same by drawing the tracing * Identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes * Makes cube, cylinder and cone using nets designed for this purpose.	ART INTEGRATED : Making polygons with rubber tube and matchsticks. MATHS LAB : INFORMATION LITERACY: i) Discussion on bee dance ii) ART INTEGRATION Yoga postures	11
JUNE	CHAPTER : 4 WE THE TRAVELLERS - II	Students will be able to : * Reads and writes numbers beyond 1000 using Indian numeration system * Perform the arithmetic operations on large numbers using place value * Estimates and verifies calculations using different strategies * Applies operations in problems involving money, length, mass, capacity and time.	INFORMATION LITERACY : State wise wage rate for unskilled labour under MGNREGA in agriculture	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JULY	CHAPTER : 5 FAR AND NEAR	Students will be able to : * Relates different units of length and converts between larger and smaller units. * Applies measurement knowledge in daily life situations. * Solves problems involving addition and subtraction of lengths.	EXPERIENTIAL LEARNING : i) Measurement of some Indian notes and discussion on their features ii) Discussion on fake notes	23
AUGUST	CHAPTER : 6 THE DAIRY FARM CHAPTER : 7 SHAPES AND PATTERNS	Students will be able to : * Performs multiplication using different strategies and methods. * Uses mental strategies for quick calculations. * Solves word problems involving multiplication in practical contexts. Students will be able to : * Shapes : Identifies 2D shapes with rotation and reflection symmetry * Patterns : Identifies patterns in triangular and square numbers. * Measurement: Estimates volume using known units.	MATHS LAB : INFORMATION LITERACY A proper diet of a student MATHS LAB : EXPERIENTIAL LEARNING i) Find the area and perimeter of their classroom MATHS LAB : INFORMATION LITERACY : i) Discussion on bee dance ii) ART INTEGRATION Yoga postures	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
SEPTEMBER	WEIGHT AND CAPACITY	Students will be able to : * Unit Conversation : Realises and converts larger/smaller units of weight and volume * Estimation : Estimates volume of solid bodies in known units * Problem Solving : Applies four operations in problems involving mass, capacity and time.		05+12 (Exam Days) =17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-II		
OCTOBER	CHAPTER : 9 COCONUT FARM	Students will able to : * performs four basic operations on numbers beyond 1000 * Applies operations in money, length, mass, capacity problems. * Estimates results and verifies strategies.	EXPERIENTIAL LEARNING : i) Measurement of some Indian notes and discussion on their features ii) Discussion on fake notes	15
	CHAPTER : 10 SYMMETRICAL DESIGN	Students will able to : * Identifies 2D shapes with rotation and reflection symmetry * Create symmetrical design using paper folding techniques * Distinguishes between reflection and rotational symmetry. * Applies symmetry knowledge to make practical objects.	ART INTEGRATION : i) Making a toy windmill ii) To make different symmetrical figures by paper folding (using ink)	

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
NOVEMBER	CHAPTER : 11 GRANDMOTHER'S QUILT	* Explores area perimeter of rectangles and squares using unit squares. * Estimates and measures area using standard units. * Applies formula for area and perimeter in real situations * Solves daily problems involving length and area calculations. * Reads clock time in hours, minutes and seconds * Converts between 12 hours and 24 hours time formats * Calculates time elapsed and duration between events * Estimates appropriate time units for different activities.	MATHS LAB : INFORMATION LITERACY A proper diet of a student MATHS LAB : EXPERIENTIAL LEARNING i) Find the area and perimeter of their classroom ART INTEGRATION : Concept of area and perimeter discussion by cutting of a postcard.	20
	CHAPTER : 12 RACING SECONDS	* Develops concept of multiplies through multiplication facts and skip counting. * Develops concept of factors through division and array arrangements * Identifies common factors and multiples of given numbers. * Recognize prime numbers through array exploration	ART INTEGRATED : Draw a clock with proper angle measurement. MATHS LAB : Discussion on thermometers EXPERIENTIAL LEARNING : Duration of two CCA Classes.	
DECEMBER	CHAPTER : 13 ANIMAL JUMPS		ART INTEGRATION : Paste replica of notes and coins used in different countries. MATHS LAB : ENVIRONMENTAL STUDY Comparative study of the temperature of different cities noted on a particular day.	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JANUARY	CHAPTER : 14 MAPS AND LOCATIONS	* Describe location using cardinal directions * Reads and interprets simple maps with grid references * Use coordinate system to locate objects on grid maps * Use coordinates system to locate objects on grid maps * Plans route and calculates distances on maps.	INFORMATION LITERACY : Study the Indian Map MATHS LAB : EXPERIENTIAL LEARNING : Take information about the educational tour and plot it accordingly.	19
FEBRUARY	CHAPTER 15 : DATA THROUGH PICTURES	* Collect data from daily life; represents in tables and bargraph; interprets it. * Records data using tally marks; represents pictorially; draws conclusion	Bar Graph and Pi-Chart drawing with different informations.	18
MARCH	REVISION		FINAL ASSESSMENT	

Syllabus for Class-V, Subject-EVS
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-I		
APRIL	1. WATER- THE ESSENCE OF LIFE 2. JOURNEY OF A RIVER	BY THE END OF THIS LESSON, THE STUDENTS WILL BE ABLE TO : • Students understand the importance of water in our daily lives. • They learn about the water cycle and its processes. • They recognize the need for water conservation and ways to save water. • They understand the concept of water pollution and its effects. • Students understand the origin and journey of a river. • They learn about the different stages of a river (source, course, and mouth). • They recognize the importance of rivers in human life and the environment. • They develop an appreciation for the natural beauty of rivers.	PROJECT : WATER CYCLE LAB : RIVER MAP	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
MAY, JUNE	3. THE MYSTERY OF FOOD	- Students understand the concept of food and its sources. - They learn about different types of food and their components. - They recognize the importance of a balanced diet. - They develop an understanding of food habits and nutrition.	FORMATIVE ASSESSMENT : SUBJECT ENRICHMENT ART INTEGRATION PROJECT : CREATE A FOOD COLLAGE (MAGAZINE CUTOUTS)	11+11
JULY	4. OUR SCHOOL - A HAPPY PLACE	- Students understand the importance of school in their lives. - They learn about the roles of different people in the school. - They recognize the value of teamwork and cooperation. - They develop an appreciation for the school environment.	PROJECT : GREENERY AROUND US PERIODIC ASSESSMENT -I	23

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
AUGUST	5. OUR VIBRANT COUNTRY 6. SOME UNIQUE PLACES	- Students understand India's diversity and unity. - They learn about India's geographical features and climate. - They recognize the importance of national symbols and festivals. - They develop an appreciation for India's rich cultural heritage. - Students understand the geographical and cultural uniqueness of specific places (e.g., deserts, mountains, islands). - They learn about adaptations of people and animals in these unique places. - They recognize the importance of preserving these unique ecosystems. - They develop an appreciation for India's diverse geographical features	LAB ACTIVITY : OBSERVE AND DISCUSS INDIAN CURRENCY NOTES (FEATURES, SYMBOLS) FORMATIVE ASSESSMENT : MULTIPLE ASSESSMENT PROJECT : COMPARE TWO UNIQUE PLACES IN INDIA	20
SEPTEMBER	REVISION	REVISION	MID TERM ASSESSMENT	

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-II		
OCTOBER	7. ENERGY - HOW THINGS WORK	- Students understand different forms of energy (e.g., solar, wind, water). - They learn how energy is used in daily life (e.g., electricity, machines). - They recognize the importance of energy conservation. - They develop an understanding of simple machines and their uses.	ART INTEGRATED LEARNING-DRAW AND LABEL ENERGY SOURCES (RENEWABLE, NON-RENEWABLE)	15
NOVEMBER	8. CLOTHES-HOW THINGS ARE MADE	- Students understand the process of making clothes (from fibre to fabric). - They learn about different types of fibres and fabrics. - They recognize the importance of clothing in daily life. - They develop an appreciation for the efforts involved in making clothes.	LAB : ACTIVITY PERIODIC ASSESSMENT-II	20
DECEMBER	9. RHYTHMS OF NATURE	- Students understand natural cycles (e.g., day night, seasons, life cycles). - They learn about the impact of these cycles on living things. - They recognize the importance of adapting to nature's rhythms. - They develop an appreciation for nature's patterns and cycles.	FORMATIVE ASSESSMENT : SUBJECT ENRICHMENT	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JANUARY, FEBRUARY	10. EARTH - OUR SHARED HOME	- Students understand Earth's composition (land, water, air). - They learn about the importance of conserving Earth's resources. - They recognize the interconnectedness of Earth's components. - They develop a sense of responsibility towards protecting the planet.	LAB : INTERACTIVE VIDEOS FORMATIVE ASSESSMENT : MULTIPLE ASSESSMENT	19+18
MARCH			FINAL ASSESSMENT	

Syllabus for Class-V, Subject-COMPUTER

Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-I		
APRIL	Generation of Computer	Students will be able to learn about the five generation of computer and evolution of computers across distinct eras (generations).	Project on Generation of Computer	20
MAY	Computer memory and storage devices	Students will be able to learn about different types of memory and (RAM differentiating between primary/ROM) and secondary storage, explaining how data is read/written	Project on different types of memory.	11
JUNE	More on Power Point Presentation	Students will be able to learn about power point Presentation : add text, graphics, charts, and multimedia.	Creation of presentation of Independence day	11
JULY	More on Power Point Presentation	- Students will be able to use of smart look up - Students will be able to use and apply themes, use transitions, and add animations.	PERIODIC ASSESSMENT -I	17+6 (Exam Days) =23

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
AUGUST	Working with Slide objects	- Students will be able to work with shapes - Students will be able to insert table	Creation of a presentation : Our Country India	20
SEPTEMBER	Working with Slide objects	- Students will be able to apply animation on objects - Students will be able to apply transition on slide.	MID TERM ASSESSMENT	05+12 (Exam Days) =17
		TERM-II		
OCTOBER	Microsoft Excel 2016	- Students will be able to create a workbook in excel - Students will be able to use features of excel	Create database of students	15
NOVEMBER	Microsoft Excel 2016	Students will be able to apply formula of addition, percentage	Create database of students result and calculate percentage, Average	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
DECEMBER	- Microsoft Excel 2016 - Algorithm and Flowchart	- Students will be able to use of chart in excel workbook - Students will be able to learn what is algorithm how flowchart is drawn according to algorithm.	PERIODIC ASSESSMENT-II	10+6 (Exam Days) =16
JANUARY	Algorithm and Flowchart	Students will be able to write an algorithm (Process to complete some particular task. How task is completed within a process).	Writing algorithm of different process in MS Word	19
FEBRUARY	Algorithm and Flowchart	Students will be able to draw a flowchart according to the algorithm.	Draw flowchart in MS Word	18
MARCH	REVISION		FINAL ASSESSMENT	

Syllabus for Class-V, Subject-PHYSICAL EDUCATION AND WELL-BEING

Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-I		
APRIL	Warm-up and Cool-down Unit 1 — Basic Motor Movements 1 : Throwing and Catching Unit 3 — Yoga 6 : Yoga for Daily Life - The joyful journey of yoga	- Understand the meaning of warm up and cool down. - Explain why warm up is important before playing or exercising. - Explain why cool down is necessary after physical activities. - Identify some common warm-up exercises. - Identify some common cool-down exercises. - Develop the habit of starting and ending exercise safely. - Understand how warm up and cool down help in preventing injuries and reducing body pain. To develop throwing and catching ability along with hand eye coordination - Makes learning joyful and active - Helps children relax and focus - Encourages regular yoga practice	Activity WC - 1 - Hush Hush Throw-BM-1 - Count andrep - BM - 2 - Hand theBall - BM - 3 - YG - 1 - YG - 2	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
MAY	Unit 3 — Yoga 6 : Yoga for Daily Life • Paths of Yoga • Ashtanga Yoga	• Understand what Yoga means. • Name the four paths of Yoga. • Explain each path briefly. • Tell the importance of Yoga in daily life. • Develop good habits like discipline and self-control.	Activity • YG - 3 • YG - 4	11
JUNE	Unit 3 — Yoga 7 : Yoga Sadhana • Jnaya Yoga and Bhakti Yoga	• Makes learning joyful and active • Helps children relax and focus • Encourages regular yoga practice	Activity • YG-5 • YG-6	10
JULY	Unit 3 — Yoga 7 : Yoga Sadhana	• Makes learning joyful and active • Helps children relax and focus • Encourages regular yoga practice	Activity • YG-7 • YG-8	16+06 (Exam Days) =22
AUGUST	Unit 1 — Basic Motor Movements 2: Kicking and Receiving Unit 3 — Yoga 7 : Yoga Sadhana	1. To learn transferring skills, imitation and anticipation. 2. Development of coordination and emotional control • Makes learning joyful and active • Helps children relax and focus • Encourages regular yoga practice	• Friendly Goal - BM - 4 • YG - 9	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
SEPTEMBER	Unit 1 — Basic Motor Movements • 3 : Strike the Ball	1. Improving handeye coordination and timing 2. Development of focus and concentration, anticipation of balls trajectory.	Activity • BM - 5 • BM - 6	05+12 (Exam Days) =17
OCTOBER	Unit 1 — Basic Motor Movements • 4 : Little Steps Unit 3 — Yoga 7—Yoga Sadhana	TERM II 1. Develops balancing ability, strategic thinking, shifting of weights with or against gravity, and decision-making. 1. To enrich the ability to remain stable with the help of limbs in changing situations.	Activity • BM - 7 • BM - 8 • YG - 10	15
NOVEMBER	Unit 2 — Our Games • 5 : Local and Traditional Games • Nadan Panthu Kali • Attakalam • Jodi Baki	• To develop hand-eye, leg-eye coordination and range for kicking. • To develop strength and teamwork. • To promote teamwork and quick decision making skills	Activity • OG - 1 • OG - 2 • OG - 3	19

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
DECEMBER	Unit 2 — Our Games • 5 : Local and Traditional Games • Nakal Kho • Mai Bhi Maindhak • Damru Relay	- To develop lower body strength and teamwork. - To improve balance, coordination, agility, and quick reflexes. - To run efficiently and start quickly	Activity • OG - 4 • OG - 5 • OG - 6	10+6 (Exam Days) =16
JANUARY	Unit 2 — Our Games • 5 : Local and Traditional Games • Aahwan Kabadli • Bhukha Sher	- To improve agility, reaction time, strategic thinking, and breath control, while promoting teamwork and excitement - To develop core strength and anticipation	Activity • OG - 7 • OG - 8	
FEBRUARY	Unit 2 — Our Games • 5 : Local and Traditional Games • GharPehchano • Daicholu • Chikka - Chikka	- Development of anticipation, erception, spatial sense and feel of patriotism for our beloved soil - To develop core strength. - To develop spatial sense and agility.	Activity • OG - 9 • OG - 10 • OG - 11	
MARCH	Re-practice, Exam.		FINAL ASSESSMENT	6+12

Syllabus for Class-V, Subject-PERFORMING ARTS (MUSIC)
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-I		
APRIL	Sing and play Prayer song- Itinshakti humedena data Group singing Singing in sections (Marathi song- MiDolkara)	Will be able to sing simple songs confidently, maintain rhythm and beat, recognize pitch difference	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	20
MAY	Sing and play Clap along, Cup song Sing with accompaniment Beatboxing or vocal percussion	Will be able to identify animal and bird sound, associate sounds with sources Will be able to learn new song	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	11
JUNE	Sing and play A Cappella or voicing instrument Music around me chart, Share charts	Will be able to do vocal and instrumental parts by voices Will be able to encounter music and different sounds	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	10

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JULY	Music around me Describing music Recording sounds around	Describes music using terminologies like pitch, tempo and volume	PERIODIC ASSESSMENT-I	16+6 (Exam Days)
AUGUST	Music around me Songs for themes Flag song- Mahakavi in Malayalam language and Traditional Song- Chambakitin in Himachali language	Will be able to learn new songs based on new languages	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	20
SEPTEMBER	Sounds and Instruments Identify the instrument from its sound, Identify the instrument from its picture Decorate an instrument (Story of santoor)	Will be able to identify instrument sound by listening, identify instruments by picture or models Is able to make a model of an instrument	MID TERM ASSESSMENT	5+12 (Exam Days)

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-II		
OCTOBER	Sounds and Instruments One stringed instrument (Make an Ektara) Bird whistle Bengali Song- Baadol baaul baajay	will be able to know about Ektara and make an Ektara by own Learns about musical instruments that mimic sounds in nature New Song, new experience	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	15
NOVEMBER	Building blocks Box breathing What is Dhvani, what is Naada Sargam or swara patterns Hindustani Music (Raag- Khamaj) Carnatic Music (Two Geethams)	Learns the importance of breathing for singing Will be able to know about some basic forms of Indian classical music (Hindustani as well as Carnatic)	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	19
DECEMBER	Building blocks Practice Journal Attend a classical music performance	Will be able to chart their doings and progress in music. Experience live example	PERIODIC ASSESSMENT-II	10+6 (Exam Days)

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JANUARY	Ideas and Inspiration Responding to music Choosing Music Analyzing Music (Gujarati song Akash ganga)	Will be able to listen attentively to musical pieces and respond by identifying rhythm, tempo or mood Will be able to choose and analyse music	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	18
FEBRUARY	Idea: and Inspiration Kannada song Kodagana Koli) Inspiring Musicians (Purna Das Baul, D K Pattammal)	New language songs learn about music legends and enrich yourself	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	18
MARCH	Continue Practicing	Improve accuracy	FINAL ASSESSMENT	6+12 (Exam Days)

Syllabus for Class-V, Subject-VISUAL ART
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Activity	Assessment	Instruc tional Days
		TERM I			
APRIL	Objects on the Move	- Understands how to show movement in drawing - Develops observation of moving objects - Learn to use of lines to express speed and direction - Combines [parts of objects] imaginatively to create patterns, new forms, and object - Improves proportion and placement	- Draw a vehicle - Creating patterns from parts - Solve the puzzle - My dream vehicle - Halting places - Create action lines to show motion - Colour the final composition	- Ability to depict movement - Correct use of action lines in drawing - Neatness and effort - Creativity in composition - Trainer observation during activities	20
MAY & JUNE	Peeping out of the Window	- Portrays scenes from nature as observed in different times and seasons - Imaginatively uses visual elements to create patterns seen in nature - Creating low relief artwork using a suitable medium - Develops imaginative thinking - Enhances detailing skills - Observes scenes from different viewpoints - Understands about perspective	- Creepers and climbers in low relief - Magic with colour - Composing an outdoor scene - Colours of time and season - Create a window-frame collage - Imagine and draw "What I see from my dream window" - Draw view from the classroom window	- Proper framing of scene - Sense of depth and placement - Originality of idea - Use of colour and detail - Classroom participation PERIODIC ASSESSMENT-I	11+11

Month	Chapters' Name	Learning Outcome	Activity	Assessment	Instruc tional Days
JULY & AUGUST	Imaginary Beings	- Creates imaginary beings by combining different parts of animal, plants, humans and objects - Shares and discusses stories of mythical character - Combines animal and human features - Develops creative thinking - Enhances drawing confidence	- Fill in the names of the animal parts you see - My ideal being - Creating my imaginary being - The world of my imaginary being - Create a mask of an imaginary being - Write and draw "My invented creature"	- Uniqueness of design - Combination of forms - Group project work - Decorative detailing - Presentation quality PERIODIC ASSESSMENT I (July)	23+20
		TERM-II			
SEPTEMBER	Picture Stories	- Create artwork that depicts emotions and moods through facial expression - Creates own images and visual stories through shadow play - Develops visual narration skills - Improves expression through art	- Trace the shadow - Draw the shadows - Stories in shadows - Creating emojis - Making a storyboard	- Imaginative character or object crating - Observation during Creation - Clear story sequence - Expression in characters - Continuity between frames - Participation in group work Mid Term (September)	17

Month	Chapters' Name	Learning Outcome	Activity	Assessment	Instruc tional Days
OCTOBER	Spreading the Message	- Consider different contexts for making posters and plans work accordingly - Uses the design principals while making posters - Expresses social and environmental messages - Uses symbols and slogans - Develops awareness and responsibility	Create your poster	- Display posters in class - Clarity of message - Visual impact - Colour harmony - Lettering and layout	15
NOVEMBER & DECEMBER	Paper Craft and Decorative Element making	- Demonstrate neatness and proper use of art materials - Apply creativity in designing patterns and color combinations - Create simple decorative elements using paper - Demonstrate neatness and proper use of art materials - Identify different types of paper crafts	- Folding paper neatly - Cutting simple shapes - Origami fun 3D paper craft - Paper fun decorations - Overall presentation of Craft work	- Participation in activities - Neatness in folding and cutting - Group project work - Final group submission PERIODIC ASSESSMENT -II (November)	20+16

Month	Chapters' Name	Learning Outcome	Activity	Assessment	Instruc tional Days
JANUARY & FEBRUARY	Revision of all chapters	• Best artwork selection • Class art exhibition • Reflection discussion: "What was learned in art" • Recognized natural and man-made forms in Art • Control of pencil and colouring tools • Share ideas with classmate • Show confidence in presenting Artwork	• Portfolio of student work • Exhibition participation • Self-expression and confidence • Continuous observation • Spot the mistakes • My creative corner	• Art portfolio • Class participation • Creativity and originality • Neatness and effort • Explanation of arrangement	19+18
MARCH	EXAM			FINAL ASSESSMENT	23

STUDENT'S LEAVE APPLICATION FORMAT : 2026-2027

(To be applied in advance for short and long leave)

1. Name of The student.....
Class..... Section..... ADM. No.....
2. Duration of Leave from..... to.....
No. of Instructional days.....
3. Reasons of Leave.....
4. Leave taken earlier during the session.....

Signature of the Parent
(Father/Mother/ Guardian)

Date

Full Signature
of the Student

5. Class Teacher's remarks regarding academic performance and others

.....
.....
.....
.....

Leave Recommended/Not Recommended

Signature of the Class Teacher

Leave Sanctioned/Not Sanctioned

Signature of the Principal

Class Teacher should file up this application for future reference

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U. P. PUBLIC SCHOOL (Affiliated to CBSE)
ABDARPUR, SURI, BIRBHUM
OLYMPIAD AND TALENT SEARCH EXAM FORM 2026-27

EMAIL ID : upps.talentexam@gmail.com

Dear Parents,

Like previous years, this year, too, (2025-26) we are going to organize **G.K., Cyber, Science, Mathematics, English Olympiad & National Science Talent search examinations** in our school. So you are requested to get your ward(s) enrolled for the examinations. The last date to fill up the form on or before **18th July 2026** & should be submitted to the concerned class teacher or in the cash counter.

OLYMPIAD & TALENT SEARCH EXAMINATIONS are a diagnostic test which actually helps students to improve.

Unlike regular tests which try only to find out how much a child knows (or has memorized), **OLYMPIAD & TALENT SEARCH EXAMINATIONS** measures how well a student has understood concepts and gives detailed feedback on the same, to help them improve.

Thus **OLYMPIAD & TALENT SEARCH EXAMINATIONS** helps each student know whether he/she has actually understood a concept early on so that immediate action can be taken. Often students have conceptual gaps which increase as they progress and when they reach the higher classes, they develop a "phobia" for the subject.

School tests including board exams tend to be superficial, testing what children have memorised. But the important skills like the ability to think independently and reason logically critical in today's world are often not emphasised in school tests.

The focus on fundamentals is so important that when the child finishes studies he/she will have to face the competitive world armed with these fundamentals. Even while opting for higher studies, the student has to go through a complete scan of what he/she knows and how much. Exams like IIT-JEE, AIEEE, AFMC, AIIMS, GRE, GMAT, CAT etc., are so designed to test the fundamental strength of student. Hence the need of the hour is building the fundamentals base as strong as possible.

*This exactly is the philosophy of U. P. Public School behind the conducting **OLYMPIAD & TALENT SEARCH EXAMINATIONS***

Syllabus (all exams are based on CBSE Syllabus)

Examination Date and Fees

Exams	Date of Exam	Classes	Fees
International General Knowledge Olympiad	22.09.2026	I to X	170
International Computer Science Olympiad	24.09.2026	I to XII	170
Aptitude & Reasoning Olympiad	30.09.2026	I to XII	220
International Hindi Olympiad	06.10.2026	I to X	170
International AI Olympiad	07.10.26	III to IX	270
International Science Olympiad	30.10.2026	I to XII	170
International English Olympiad	17.11.2026	I to XII	170
International Commerce Olympiad	30.11.2026	XI, XII	170
National Level Science Talent Search Exam.	02.12.2026	I to XII	170
International Mathematics Olympiad	10.12.2026	I to XII	170
International Social Science Olympiad	19.01.27	VI to X	170
Vidyarthi Vigyan Manthan		VI to XI	200
Green Olympiad		IV to X	200

EXAMINATION PATTERN

SOF LEVEL I

NCO Paper Pattern

Class	Logical Reasoning			Computers & IT			Achievers Section			Grand Total	
	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Total Marks
2 to 4	10	1	10	20	1	20	5	2	10	35	40
5 to 12	15	1	15	30	1	30	5	3	15	50	60

NSO Paper Pattern

Class	Logical Reasoning			Science/EVS			Achievers Section			Grand Total	
	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Total Marks
2 to 4	10	1	10	20	1	20	5	2	10	35	40
5 to 10	15	1	15	30	1	30	5	3	15	50	60

Class	Physic & Chemistry			Mathematics/Biology			Achievers Section			Grand Total	
	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Total Marks
11 & 12	25	1	25	20	1	20	5	3	15	50	60

IMO Paper Pattern

Class	Logical Reasoning			Mathematical Reasoning			Everyday Mathematics			Achievers Section			Grand Total	
	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Total Marks
1 to 4	10	1	10	10	1	10	10	1	10	05	02	10	35	40
5 to 12	15	1	15	20	1	20	10	1	10	05	03	15	50	50

IEO Paper Pattern

Word and Structure Knowledge		Reading	Spoken and Writing Expression	Achievers Section			Grand Total	
Class	No. of Questions	Marks per Question	Total Marks	No. of Question	Marks per Question	Total Marks	No. of Question	Total Marks
1 to 4	30	01	30	05	02	10	35	40
5 to 12	45	01	45	05	03	15	50	60

NSTSE Paper Pattern

Class	EVS	MATHEMATICS	General Knowledge	Physics	Chemistry	Biology	Total Marks
1	15	25					40
2	25	25					50
3	35	40					75
4 & 5	45						100
6 to 10		25	10				100
XI-XII		40	10	25	20	20	100
			10	25	25	40	100

U. P. PUBLIC SCHOOL

(Affiliated to CBSE)

ABDARPUR, SURI, BIRBHUM

OLYMPIAD AND TALENT SEARCH EXAMFORM 2026-27

DETAILS OF THE STUDENTS

Name of The student.....

Class Section..... Gender : (Male / Female)

D.O.B. :/...../.....Adhar No.....

(D D / M M / Y Y Y Y)

Mother's Name :

Father's Name :

Father is in Defence Service : (YES / NO)

Mobile No. :

Alt. Contc. No. :

Email ID (Mandatory) :

Select Examinations for your Child :

Name of the Exams.....	Exams Selected
International General Knowledge Olympiad	
International Computer Science Olympiad	
Aptitude & Reasoning Olympiad	
International Hindi Olympiad	
International AI Olympiad	
International Science Olympiad	
International English Olympiad	
International Commerce Olympiad	
National Level Science Talent Search Exam.	
International Mathematics Olympiad	
International Social Science Olympiad	
Vidyarthi Vigyan Manthan	
Green Olympiad	
TOTAL	
GRAND TOTAL	

Signature of Guardian.....

Date.....

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OLYMPIAD AND TALENT SEARCH EXAMFORM 2026-27

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International Commerce Olympiad	
National Level Science Talent Search Exam.	
International Mathematics Olympiad	
International Social Science Olympiad	
Vidyarthi Vigyan Manthan	
Green Olympiad	
TOTAL	
GRAND TOTAL	

Signature of Guardian..... Date.....