Glow Shine Academy Secondary School

Khairahani-8, Chitwan

ANNUAL PLAN - 2081

Class: **Three** Subject: **Maths**

FM: 50

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| **S. N.** | **Topics** | **Term** | **Teaching days** |
| 1 | **GEOMETRY**   * Point and line segment   **NUMBER KNOWLEDGE**   * Number up to five digits * Comparison of numbers   **BASIC OPERATION ON MATHEMATICS**   * Addition * Subtraction   **MEASUREMENT**   * Time * Money | FIRST | 62 |
|  |  |  |  |
| 2 | **GEOMETRY**   * Angle   **NUMBER KNOWLEDGE**   * Ascending or descending numbers * Even and odd numbers   **BASIC OPERATION ON MATHEMATICS**   * Multiplication   **MEASUREMENT**   * Length * Weight | SECOND | 47 |
|  |  |  |  |
| 3 | **GEOMETRY**   * Geometrical plane figures   **NUMBER KNOWLEDGE**   * Roman numerals   **BASIC OPERATION ON MATHEMATICS**   * Division   **MEASUREMENT**   * Capacity | THIRD | 54 |
|  |  |  |  |
| 4 | **NUMBER KNOWLEDGE**   * Devanagari numerals * Fraction   **MEASUREMENT**   * Perimeter * Area and volume   **SIMPLE GRAPH**   * Pictograph | FINAL | 48 |

**SPECIFIC GRID**

Class: **Three** Subject: **Maths**

FM: 50

**FIRST TERMINAL EXAM**

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| --- | --- | --- | --- | --- |
| **S. N.** | **Topic** | **V. S. Q.** | **S.Q.** | **L.Q.** |
| 1 | Geometry | 2 | 1 | 1 |
| 2 | Number Knowledge | 4 | 4 | 2 |
| 3 | Basic operation on mathematics | 2 | 3 | 1 |
| 4 | Measurement | 2 | 2 | 1 |
| **Total** | | **10** | **10×2=20** | **5×4=20** |

**SECOND TERMINAL EXAM**

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| **S. N.** | **Topic** | **V. S. Q.** | **S. Q.** | **L. Q.** |
| 1 | Geometry | 2 | 2 | 1 |
| 2 | Number Knowledge | 2 | 2 | 2 |
| 3 | Basic operation on mathematics | 2 | 2 | 1 |
| 4 | Measurement | 4 | 4 | 1 |
| **Total** | | **10** | **10×2=20** | **5×4=20** |

**THIRD TERMINAL EXAM**

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| **S. N.** | **Topic** | **V. S. Q.** | **S. Q.** | **L. Q.** |
| 1 | Geometry | 2 | 2 | 1 |
| 2 | Number Knowledge | 2 | 3 | 1 |
| 3 | Basic operation on mathematics | 3 | 2 | 2 |
| 4 | Measurement | 3 | 3 | 1 |
| **Total** | | **10** | **10×2=20** | **5×4=20** |

**ANNUAL EXAM**

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| --- | --- | --- | --- | --- |
| **S. N.** | **Topic** | **V. S. Q.** | **S. Q.** | **L. Q.** |
| 1 | Geometry | 2 | 2 | 1 |
| 2 | Number Knowledge | 3 | 3 | 1 |
| 3 | Basic operation on mathematics | 2 | 2 | 1 |
| 4 | Measurement | 3 | 3 | 1 |
| 5 | Simple graph | - | - | 1 |
| **Total** | | **10** | **10×2=20** | **5×4=20** |

**TERMINAL PLAN – 2081**

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| **First Terminal Examination** | | | | |
| **Topics** | **Objectives** | **Model Questions** | **Teaching Materials** | **Project Work** |
| **Geometry:**  ◆ Point and line segment | **Students will be Able to:**  ➢Recognize the point  ➢ Draw the line segments and measure them by using them a ruler | 1)Draw a segment of the given length.  AB = 6 cm | Wooden/ Plastic ruler | ❖Draw the line segments of the following lengths in A-4 size paper and present it in the classroom. |
| **Number Knowledge**  ◆ Number up to five digits  ◆ Comparison of numbers | **Students will be Able to:**  ➢Write the number name in word by using place value table.  ➢Write the place value and face value of the underlined digits  ➢ Compare the numbers by observing the place of numbers | 1) Write the place value and face value of the underlined digit.  2 6 4 7  Place value  = \_\_\_\_\_\_\_\_\_  Face value  = \_\_\_\_\_\_\_\_\_ | Abacus  Blocks |  |
| **Basic Operation Mathematics:**  ◆ Addition  ◆ Subtraction | **Students will be Able to:**  ➢Add and subtract the numbers up to 4 digits  ➢Solve the word problems related to addition and subtraction | 1) Add or subtract:    3 7 6 2  + 2 5 8 9  9 5 3 4  - 3 5 7 5 | - Blocks  - Abacus  - Number  cards | ❖ Collect the data of number of students of each class of your school from PG to class 5. Then find the total number of students of your school from PG to class 5. |
| **Measurement:**  ◆ Time  ◆ Money | **Students will be Able to:**  ➢ Tell the correct time by looking both digital and analogue clock  ➢ Change the units of time to each other  ➢ Add and subtract the units of time  ➢ Write the relation between Rupee and Paisa and convert them to each other |  | -Wall clock  - Callender  - Some real and printed Nepali currencies | ❖ Look at the calendar at your home then find out the days of different months on which we celebrate different festivals during the whole year. |
| **Second Terminal Examination** | | | | |
| **Geometry:**  ◆ Angle | **Students will be Able to:**  ➢ Define and draw the angle  ➢ Differentiate and write the name of angle, vertex and arms  ➢ Observe and recognize the angles as an acute, obtuse or right angle | Name the angle, arms and vertex of the  Given figure.  a  b c  Angle =\_\_\_\_\_\_  Arms =\_\_\_\_\_\_  and \_\_\_\_\_\_  Vertex =\_\_\_\_\_ | -Sticks  -Pencils  -Set square | ❖ List out the name of the objects which formed as an acute, obtuse and a right angle around your house. |
| **Number Knowledge**  ◆ Ascending or descending numbers  ◆ Even and odd numbers | **Students will be Able to:**  ➢ Write the given numbers in ascending or descending order  ➢ Recognize, tell and write odd and even numbers | 1) Write the next 5 odd numbers.  125, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, | -Ladder  - Bundle of ear buds or small sticks | ❖Request to your family members to stand together along with you. Then arrange and list the height either in ascending or descending order in a-4 sized coloured paper. |
| **Basic Operation Mathematics:**  ◆ Multiplication | **Students will be Able to:**  ➢ Multiply the numbers up to 3 digits by 2 digits  ➢ Solve the word problems related to multiplication | 1) Multiply:  2 4 5  × 3 4 |  |  |
| **Measurement:**  ◆ Length  ◆ Weight | **Students will be Able to:**  ➢ Write the units of length and weight  ➢ Convert the units to each other  ➢ Add and subtract the units of length and weight  With word problems | 1) Change into centimetres.  16 m 24 cm  2) Add:  kg gm  25 352  + 62 170 | -Measuring Tape  -Digital Balance  -Ruler | ❖ Take a A-4 size paper and write the height of each family members in Kg. Also find that:  a) Who is the heaviest?  b) Who is the lightest? |
| **Third Terminal Examination** | | | | |
| **Geometry:**  ◆ Geometrical plane figures | **Students will be Able to:**  ➢ Recognize and write the name of plane shapes and solid shapes  ➢ Write the number of corners, edges and faces of solid shapes | 1) Complete the following:  Corners: \_\_\_\_\_  Edges: \_\_\_\_\_\_\_  Faces: \_\_\_\_\_\_\_ | -Rubik’s cube  -Some cartoon boxes  -Skeleton model of cube and cuboid | ❖ Take a clay and tooth-stick and then make a model of cube and cuboid. Show it in the classroom. |
| **Number Knowledge**  ◆Roman numerals | **Students will be Able to:**  ➢ Write the basic symbols used in Roman Number System  ➢ Compare and write the Roman Numerals in both Hindu-Arabic and Devanagari number system | 1) Write the Roman Numbers for the following Hindu-Arabic numerals.  ● 15 = …….  ● 48 = …….  ● 94 = ……. | - Chart paper |  |
| **Basic Operation Mathematics:**  ◆ Division | **Students will be Able to:**  ➢ Find the relation  between divisor, dividend, quotient and remainder  ➢ Divide and check the answers | 1) Divide and check:  4 ) 7 6 (  Checking: | - Bundle of tooth stick  - Collection of marbles | ❖ Collect some small size stones or other things. Divide equal number of those things among the family members. Then find:  a) Divisor  b) Dividend  c) Quotient  d) Remainder |
| **Measurement:**  ◆ Capacity | **Students will be Able to:**  ➢ Write the units of capacity  ➢ Convert the units of capacity to each other  ➢ Add and subtract the units of capacity including word problems | 1) Convert the following quantities into litres and millilitres.  ● 1 5 3 8 0 ml | -Measuring cylinder  -Vessels |  |
| **Annual Examination** | | | | |
| **Number Knowledge**  ◆Devanagari numerals  ◆ Fraction | **Students will be Able to:**  ➢Write the Devanagari numerals in words  ➢ Write the fraction of shaded and non-shaded portion of diagrams  ➢ Compare the fractions and recognize the like fractions | 1) Write the fraction of shaded and non-shaded portion of the given diagram.    Shaded portion fraction:    Non-shaded portion fraction: | -Coloured Chart Paper  -Magnetic Board | ❖ Take an apple, watermelon or any other circular things. Then cut it into the pieces. Share it with your family members. Write the fraction that you shared with your family members.  **Note:** It may be risky to cut the things yourself. So take a help from your family members to complete the project work. |
| **Measurement:**  ◆Perimeter  ◆Area and volume | **Students will be Able to:**  ➢ Find the perimeter and area of different plane shapes by counting the squares  ➢ Find the perimeter of the figure by adding the lengths of all sides  ➢ Find the volume by counting the blocks | 1) Find the perimeter of the given figure.        Perimeter  =\_\_\_\_\_\_\_\_\_  =\_\_\_\_\_\_\_\_\_ | -Ruler  -Measuring Tape  -Blocks  -Square Shape Floor | ❖ Measure the length of each side of your maths book, bedroom, mobile phone, geometry box etc. And find their perimeter.  - Use the meas. tape to find the perimeter of bedroom.  -You may take help from your parents to use the measuring tape. |
| **Simple Graph**  ◆ Pictograph | **Students will be Able to:**  ➢ Observe, study and answer the questions of given pictograph | 1) Observe the bar graph and answer the following questions.  a) How many students like maths subject?  b) What is the total number of students? | - Bar Graph Chart |  |

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| k|yd q}dfl;s k/LIff -sfo{ 306fM ^@\_ | | | | | | | |
| **qm= ;+=** | **PsfO** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **Kfl/of]hgf sfo{** | **Zf}lIfs ;fdu|L** |
| ! | !\_ d / d]/f] kl/jf/ | !, @, #, $ | sljtf no ldnfP/ jfrg ug{,lrq x]/L j0f{g ug{, ;+jfb xfpefp;lxt k9\g, kf7 k9L ;f]lwPsf k|Zgsf] pQ/ eGg,lrq x]/L gfd eGg / n]Vg,cfˆgf] kl/jf/sf] af/]df eGg, n]Vg / kf7df tf]lsPsf cEof; ug{ ;Sg]5g\ . | ;Gyfn, Affv|f, cEof;, ;d[l¢, ls|s]6, Rofk]/, ;fx|}, 306L | s\_ ;'zfGtsf] kl/jf/df slt hgf 5g\< | s\_ cfˆgf] kl/jf/sf] kmf]6f] 6fF;L kl/jf/sf] af/]df n]Vg'xf];\M | zAbkQL |
| @ | @\_ d]/f] b}lgs hLjg | !, @, #, $ | sljtf no xfn]/ jfrg ug{,lrq x]/L j0f{g ug{, kf7 k9L ++++++++++++++/ª\uLg l6Kg , ;+jfb xfpefp ;lxt k9\g, lrq x]/L b}lgs hLjg atfpg, lrq x]/L gfd eGg / n]Vg, kf7df tf]lsPsf] cEof; ug{ ;Sg]5g\ . | gfRg, lsaf]{8, sgf{n, luHofof], bfx|L, j0f{,  sfFs|f, 8\ofª, s[ifs,  sg{ˆn]S;,  sDKo'6/, | s\_ czf]s s] sfd u5{g\ <  v\_ ;]lngf slxn] afn klqsf k9]5\<  u\_ ;]lngf ;fOgfsL cfdfnfO{ s] ;fOgf] nufpF5] < | d]/f] afaf÷ d]/L cfdfsf] b}lgsL zLif{sdf Ps cg'R5]b n]Vg'xf];\M | zAbkQL |
| **Jofs/0fM** p:t} / pN6f] cy{ | | | | | | | |

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| **qm= ;+=** | **PsfO** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **Kfl/of]hgf sfo{** | **Zf}lIfs ;fdu|L** |
| ! | #\_ xfd|f] ;d'bfo | !, @,  #, $ | lrq x]/L ;dfgtf / leGgtf kQf nufpg, sljtf no xfnL jfrg ug{, ;+jfb xfpefp;lxt k9\g, syf ;:j/ jfrg ug{, …d]/f] b]z g]kfn Úkf7 k9L ;f]lwPsf k|Zgsf] pQ/ eGg, n]Vg / kf7df ePsf cEof; ug{ ;Sg]5g\M | e]ze"iff, 8fS6/,  ;'Gb/,  bª\u,  ;b:o,  bzkGw|,  efFRg, b[l6ljxLg,  k|l;¢,a'¢,  dft[efiff | s\_ uf}td a'¢nfO{ s] elgG5 <  v\_ g]kfndf s]s:tf dflg;x? a:5g\ < | cfˆgf] ufpF cyjf 6f]nsf] af/]df Ps cg'R5]b n]Vg'xf];\M | –zAbkQL  –uf}td a'¢sf] tl:j/  –g]kfnsf] gS;f  –ufpF / ;x/ emNsfpg]  lrq |
| @ | $\_ xfd|f] ljBfno | !, @, #, $ | lrq x]/L df}lvs j0f{g ug{, xfpefp / no;lxt sljtf k9\g, ;+jfb xfpefp;lxt k9\g, kf7 k9L ;f]lwPsf k|Zgsf] pQ/ eGg , n]Vg / kf7df tf]lsPsf cEof; ug{ ;Sg]5g\ . | /fd|f], l6ª\l6ª\, k|j]zåf/, k|fy{gf, k'ikf, kGw|, Kjfn, k'n'Ss, u8\u8fx6 | s\_ cln;f s] ub}{ lyOg\ <  v\_ ;+;f/sf] ;a}eGbf 7'nf] r/f s'g xf] < | s\_ d]/f] ljBfno zLif{sdf Ps cg'R5]b n]Vg'xf];\ < | –zAbkQL  –s'g} kfFr cf]6f r/fsf] lrq |
| # | \*\_ xfd|f] ;+:s[lt | !, @, #, $ | lrq x]/L a'em]sf s'/f atfpg , sljtf no xfnL jfrg ug{,kf7 ;:j/ jfrg ug{ , ;+jfb k9L df}lvs pQ/ lbg , kf7 k9\g, syf k9L df}lvs pQ/ lbg , g]kfndf dgfOg] rf8sf] gfd eGg / n]Vg , lrq x]/L rf8sf] af/]df atfpg] lrq x]/L gfd n]Vg kf7df tf]lsPsf cEof; ug{ | Rofa|'ª, lgw{Ss, Nxf];f/, l;t'ofDaL, u'Gb'|s, | S\_ g]kfndf dgfOg] rf8sf] gfd n]Vg'xf];\ M | Z'fesfdgf kq agfpg'xf];\M | –zAbkQL  –rf8 kj{ emNsfpg] lrq |
| **Jofs/0fM** s/0f , cs/0f , gfd , ;j{gfd , ljz]if0f , ls|ofkb | | | | | | | |

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| **qm= ;+=** | **PsfO** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **Kfl/of]hgf sfo{** | **Zf}lIfs ;fdu|L** |
| ! | ^\_ d]/f] l;h{gf | !, @, #, $ | lrq x]/L j0f{g ug{, kf7 ! df}g k7g ug{ , kf7 @ ;+jfb xfpefp;lxt k9\g, kf7 # ;:j/ jfrg ug{, lr7L k9L ;f]lwPsf k|Zgsf] pQ/ n]Vg, k|f0fLsf cfjfh gSsn u/L ;'gfpg, …OlGb|gL lbbL sljtf no xfnL jfrg ug{ / kf7df ePsf cEof; ug{ ;Sg]5g\ M | OlGb|gL, k¥of}, lk7\oF', a;f{pF5\of},  d¥of], rs|,  lsaf]8{, pTs[i6, cToGt, ;jf]{Ts[i6, Dfxf]T;j, kYof]{, ˆofFSof], dVv | s\_ OlGb|gLdf slt /ª x'G5g\<  v\_ au}Frfdf s:tf km"n km'N5g\ < | Afu}Frfsf] lrq agfO{ Pp6f 5f]6f] sljtf tof/ ug{'xf];\ M | –zAbkQL –km"nsf] lrq  –OlGb|gLsf] lrq |
| @ | &\_ afgL / ?rL | !, @, #, $ | lrq x]/L j0f{g ug{, sljtf no ldnfO{ jfrg ug{, …afgLÚkf7 ;:j/ jfrg ug{, ;+jfb xfpefp;lxt k9\g, …afgL / ?rLÚkf7 k9L cfˆgf afgL / ?rLsf af/]df eGg , kf7df ePsf cEof; ug{ ;Sg]5g\ M | a'¢, :ju{,  z'¢, o'¢, | ;fOsn s'bfpg'sf b'O{ cf]6f kmfObfx? n]Vg'xf];\M | cfˆgf] afgL / ?rLsf af/]df n]Vg'xf];\ M | –zAbkQL  –;fOsnsf] lrq |
| $ | %\_ xfd|f] jftfj/0f | !, @, #, $ | lrq x]/L kfn}kfnf] j0f{g ug{ , sljtf no xfnL jfrg ug{, xfpefp;lxt s'/fsfgL k9\g, kf7 k9\g , syf k9\g / kf7df tf]lsPsf] cEof; ug{ ;Sg]5g\ M | gRofTg',  grF'8\g',  8:6lag,  RjRj,  lgy'|Ss | s\_ jftfj/0f eg]sf] s] xf]< | Jfftfj/0f hf]ufpg] pkfosf] Kn] sf8{ agfpg'xf];\ M | – zAbkQL  – lrq  u n]Vo lrx\gsf] sf8{ |
| Jofs/0fM cgfb/fyL{ , jrg , eljiosfn , jt{dfg sfn | | | | | | | |

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| **qm= ;+=** | **PsfO** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **Kfl/of]hgf sfo{** | **Zf}lIfs ;fdu|L** |
| ! | (\_ ;~rf/ k|ljlw / ahf/ | !, @, #, $ | lrq x]/L ;~rf/sf ;fwgsf] gfd eGg, sljtf no xfnL jfrg ug{, kf7 k9L /ª\uLg zAb, ;dfrf/ k9L pQ/ n]Vg, z'esfdgf kq agfpg, kf]:6/ k9L a'em]sf s'/f atfpg, xfpefp;lxt s'/fsfgL k9\g, syf ;'gL a'em]sf s'/f atfpg, syf cfjfh lgsfn]/ k9\g, / kf7df ePsf cEof; ug{ ;Sg]5g\ M | YofRr,  /]lkm|h/]6/,  x]lnsK6/,  Kof/fUnfOl8ª,  sDKo'6/,  t]x|y'd,  lh:sfpFbf,  cGTo | S\_ ;"rgf eg]sf] s] xf] <  v\_ ;"rgf s]s]af6 k|fKt x'G5 < | Dff]afOn kmf]g zLif{sdf Ps cg'R5]b n]Vg'xf];\ M | ;~rf/sf ;fwgsf] lrq |
| @ | !)\_ xfd|f ls|ofsnfk | !, @, #, $ | lrq x]/L ;f]lwPsf s'/f atfpg,cfˆgf] b}lgsL atfpg, sljtf nodf k9\g, xfpefp;lxt s'/fsfgL k9\g, kf7df ePsf /ª\uLg zAb l6Kg, leQ]kfqf] x]/L ;f]lwPsf k|Zgsf] pQ/ eGg / kf7df ePsf cEof; ug{ ;Sg]5g\M | ls|ofsnfk  K'fikf, :jb]z, b'u{Gw, ls|s]6, :jl:t, v]NYof}F, uYof}{F, RofKYof], plkm|Fb}, DofFDofF | s\_ s's'/ s:tf] hgfj/ xf]<  v\_ s's'/n] s]s] vfG5< | d]/L cfdfsf] Ps lbg zLif{sdf Ps cg'R5]b n]Vg'xf];\ M | s\_ leQ]kfqf]  v\_ s]xL hgfj/sf lrq |
| # | !!\_ xfd|f] j/k/sf] ;+;f/ | !, @, #, $ | lrq x]/L j0f{g ug{, cfˆgf j/k/ ePsf s'/f atfpg, sljtf nodf ufpg, kf7 cfjfh lgsfn]/ k9\g, af]w k|Zgsf] pQ/ lbg, gofF zAb pRrf/0f ug{, / kf7df ePsf cEof; ug{ ;Sg]5g\ M | xfQL,  lrla{/fpF5 | s\_xfdLnfO{ kfgL lsg rflxG5 <  v\_xfdL lsg hldgn] w]/} efu cf]u6]sf] h:tf] b]V5f}F < | tkfO{Fsf] 3/ j/k/ s]s] 5g\< j0f{g ug{'xf];\ M | s\_ ufpF / ;x/ emNsfpg] lrq |
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Curriculum Breakdown

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| **k/LIff** | **qm=;+=** | **PsfO** | **sfo{ lbg** | **Kf9fO x'g] lbg** | **K'fg/fj[lQ** | **k/LIff x'g] lbg** | **s}lkmot** |
| k|yd | ! | ! | ^@ | %% | % | & |  |
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| låtLo | ! | # | $& | $) | % | & |  |
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| k|yd q}dfl;s k/LIff -sfo{ 306fM ^@\_ | | | | | | | | |
| **qm= ;+=** | **PsfO** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **Kfl/of]hgf sfo{** | **Zf}lIfs ;fdu|L** |
| != | ! / @ | !=! b]lv !+=!# ;Dd  @=! b]lv @=# ;Dd | – oL kf7x? kl9;s]kl5 ljBfyL{x?n] cfkm\gf 3/df cfPsf kfx'gfx?nfO{ :jfut / ;Tsf/ ug'{sf ;fy} ckl/lrt JolStnfO{ l;w} 3/leq k|j]z ug{ lbb}gg\.  –ljBfyL{x?nfO{ :j:Yos/ vfgfsf ;|f]tx?sf] af/]df klg cjut x'g]5 ;fy} pgLx?n] Jftfj/0f ;kmf /fVg / JolStut ;/;kmfOdf klg Wofg lbg]5g\ . | :jfut, lzi6, ;Tsf/, ;DaGw, r'6\lsnf, ;+:yfut, cfly{s, plAhG5, ;b:o, :j:Yos/, k/]8, sDkf;, pks/0f cflb . | !\_ dflg; s:tf] k|f0fL xf]<  @\_ d'gfsf] 3/ sxfF k5{<  #\_ xfd|f] hGdlbgdf s] ug'{k5{<  $\_ :j:Yo z/L/ lsg rflxG5<  %\_ :j:Yo z/L/sf] cfwf/ s] xf]< | tkfO{sf] 3/dfePsfdfkgsfpks/0fx? hDdf u/L lrq agfpg'xf];\ . | Dfkgsf ;fwf/0f pk s/0fx? |
| bf]>f] q}dfl;s k/LIff -sfo{ 306fM $&\_ | | | | | | | | |
| **qm= ;+=** | **PsfO** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **Kfl/of]hgf sfo{** | **Zf}lIfs ;fdu|L** |
| ! | @, # / \* | @=$ / @=%  #=! b]lv #=$  \*=! b]lv  \*=% | – oL kf7x? kl9;s]kl5 ljBfyL{x?n] g]kfndf dgfOg] ljleGg rf8kj{x?sf] af/]df yfxf kfpg]5g\ ;fy} ljleGg ;d'bfosf] e]ife'iffx? lrGg]5g\ / /fli6o k|lts lrGxx?sf af/]df yfxf kfpg]5g\ . | lj?b, l;kmfl/;, /fi6;+3, ;+:s[lt, lk|ohg, hGdf]T;j, k|ltlglwTj,  k|lts cflb . | !\_ ljB'tsf] cfjZostf lsg k5{<  @\_ d'l:nd ;d'bfon] dgfpg] d'Vo rf8 s'gxf]<  #\_ ;fpg !% ut] s] vfg] ul/G5<  $\_ xfdL s] n] ;DkGg 5f}<  %\_ /fli6«o k|lts lrGx eg]sf] s] xf]< | –Gf]kfndf dgfOg] rf8kj{x?sf] ;"rL tof/ ug'{xf];\ .  –cfkm'n] dgfpg] rf8 k|i6 emNsg] u/L Pp6f lrqagfpg' xf];\ . | Flash Card |
| t];|f] q}dfl;s k/LIff -sfo{ 306fM %$\_ | | | | | | | | |
| **qm= ;+=** | **PsfO** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **Kfl/of]hgf sfo{** | **Zf}lIfs ;fdu|L** |
| ! | $, % ^, & | $=! b]lv $=\*  %=! b]lv %=#  ^=! b]lv ^=%  &=! b]lv &=% | – oL kf7x? kl9 ;s]kl5 ljBfyL{x?df ljBfno ;DklTtsf] htg ug{k5{ eGg] efjgfsf] ljsf; x'g'sf ;fy} ;hLj j:t'sf ljz]iftfx? k|i6 x'g]5 .  –ljBfyL{x?nfO{ jftfj/0f ;kmf /fVg'k5{ eGg] s'/fsf] 1fg x'gsf ;fy} s] s] sf/0fn] jftfj/0f k|b'lift x'G5 eGg] s'/f k|i6 x'G5 . | lrDgL, k|b'if0f, ljZjJofk, cfb|tf, 3/]n', pi0f, xl/s[t, Ao"lto, kb\blt, ;fj{hlgs. | !\_ xfd|f ljBfnodf s] s] ;DklTt 5g\<  @\_ k|fylds pkrf/ eg]sf] s] xf]<  #\_ ?v la?jf dfl;bf s] x'G5<  $\_ ljZjsf sltj6f ;jf]{Rr lzv/x? g]kfndf kb{5g\<  %\_ ;u/dfyf k|s[ltsf] s] xf]< | km"n km'Ng] la?jf / km"n gkm'Ng] la?jfsf] lrq agfpg'xf];\ . | Real plants, chart paper |
| jflif{s k/LIff -sfo{ 306fM $\*\_ | | | | | | | |
| **qm= ;+=** | **PsfO** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **Kfl/of]hgf sfo{** | **Zf}lIfs ;fdu|L** |
| ! | (, !) | (=! / (=@  !)=! b]lv !)=# | –oL kf7x? kl9;s]kl5 ljBfyL{x?df :yfgLo pTkfbgsf] pkof]u ug]{ afgLsf] ljsf; x'G5 / pgLx?n] ;fj{hgLs :yndf kfngf ug]{ lgodx?sf] kfngf ug]{5g\ . | ;Dejt, ;fª\nf], xf]d:6], Ct', c:tfp5, t/ª\un], xDsFbf, e'pku|x, ;~hfn | !\_ k[YjLsfslttx 5g\<  @\_ k[YjLsf] slt k|ltzt e'efu kfgLn] 9fs]sf] 5<  #\_ kfgLsf ;|f]tx? s] s] x'g\<  $\_ xfdL xfjfnfO{ b]Vg ;S5f}F< | k[YjLsf] tLg j6f ;txx? Kf|i6 b]lvg] u/L ;kmf lrq agfpg'xf];\ . | las/, df6f], kfgL, 9'ª\uf, afn'jf cflb . |

**Annual Plan**

Subject: **Science** F.M.: 50

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **First Terminal Examination** | | | | | | | |
| **S.**  **No.** | **Unit** | **Name** | **Objectives** | **New Words** | **Possible questions** | **Project Work** | **Teaching Materials** |
| 1 | 1 | Scientific Learning | -To implement precautions’ while doing experiments  -Students will be able to describe measurement tools and its utility | Observation, experiment, inquiry, library, biography, manuscript, visual, microscope, magnifying lens, auditory, measurement, | -Who are visual learners?  - Name them.  - Draw a measuring tool. | Draw | Real materials (Bottle, bag, pencil etc) |
| 2 | 2 | Information Technology | -Can define ICT  -Can define sources of information | Information, letter, radio, newspaper, television, telephone, communication, discoveries, inventions, transferring, hawkers, antenna, | -Tick the best answer.  -What do the following people do?  -What is Radio? | Model of telephone | Mobile, computer, newspapers |
| 3 | 3 | Living & Non-living things | -explain common characteristics of living organism  -difference between living and non-living  -can compare characteristics of living organisms | Reproduce, sensitivity, faeces, breathe, excretion, movement, nutrition, photosynthesis, organism, stomata, nectar, germination, | -Tick the best answer.  -What are the characteristics of living things.  -How do animals feel? | Demonstrating how the shoot of a sprouting seed grows | Realia |
| 4 | 13 | Keeping clean & fit yourself | -can talk about basic personal hygiene  -define ways to preserve good eye sight  -Can define benefit of exercise | Bacteria, trim,  recommended, precaution, defects, rinse,  contaminate, vaccine, nutrients | -What is personal hygiene?  -Why should we not bite our nails? | Cleaning the surrounding | Soap, brush, toothpaste, nail cutter, Practical |
| **Second Terminal Examination** | | | | | | | |
| **S.**  **No.** | **Unit** | **Name** | **Objectives** | **New Words** | **Possible questions** | **Project Work** | **Teaching Materials** |
| 1 | 4 | Animal Life | -Can explain animals’ habitat  -Can explain eating habits | Habitat, predators, fins, herbivores, carnivores, canine, omnivores, punishable, amphibians, hibernation, aquatic, nocturnal | -Choose the best answer.  -Complete the table.  -What is habitat?  -Why is cat called omnivore?  - Write important characteristics of …. | Make models of animals using clay. | Video, chart, |
| 2 | 5 | Plant life | -able to answer different types of plants  -define classification of plants  -identify flowering and non-flowering plants | Perennial, dry biennial, shady, moisture, terrestrial, aquatic,  seasonal | -Write the habitats.  -What is green house?  -Draw. | -bring real plants and categorize them  -grow a plant in a pot | Pictures  Realia |
| 3 | 6 | Plants & animals are useful | -able to tell uses of plants as food  -Able to tell uses of plants as medicine, paper, perfume etc  -list uses of animals as clothes, transport, pet  -take care of pet & domestic animals | Lentils, cereals, medicinal, fibre, leather, transportation, insectivorous, pollution | -Name them.  -What are the sources of food?  -What gives us wool? | \*cut and paste  \*create a figure using lentils | Chart, lentils, animal products |
| 4 | 14 | Environmental Cleanliness | - Can describe environmental cleanliness  -Can define causes of environment pollution  -Create views for healthy environment | Microorganisms, recycles, insecticides, pit, public, malaria, dengue, diarrhoea, dysentery, bacteria, fungi, tetanus, | Name  -Write the components of environment. | Collect and classify degradable and non degeradable | Flash card, video |
| 5 | 15 | Food & Nutrition | -can classify food according to its function  -can define method of food safety  -differentiate between healthy and junk food | Malnutrition, patient, harmful, constipation, swallow, junk, roughage, edible, carbohydrates, protein, fats, digestion | -Harmful effects of junk food. | Food pyramid | Realia |
| **Third Terminal Examination** | | | | | | | |
| **S.**  **No.** | **Unit** | **Name** | **Objectives** | **New Words** | **Possible questions** | **Project Work** | **Teaching Materials** |
| 1 | 7 | We and Our Surroundings | -Can Explain types of environments.  -List the causes of environmental pollution.  -Explain the importance of clean environment  -Adapt the ways of making your environment clean | Surrounding, environment, household, wastes, vegetable scrap, draining, smokeless, plantation | -Tick the best answer  -list down | -Prepare a list of decaying and non-decaying waste | -Wastes, chat paper, |
| 2 | 8 | Properties Of Matter | -Define floating and sinking objects.  -List the floating and sinking material of everyday life.  -Find the transparent and opaque objects of your class room. | Float, sinking, soluble substance, insoluble, stir, transparent object, opaque object. | -write the uses  -Write the difference | -Collect soluble and insoluble substance | -Realia |
| 3 | 9 | Moving Air and water | -Explain uses of air  -Air and water | -winds, wind mill, rustling, breeze, lighting, thundering, storm, sailboat, raft, spring, water mill, turbine | -Tick the best answer  -What is water mill  -Draw | -Make a paper boat | -Videos pinwheel |
| 4 | 16 | Diseases and Our Health Services | -Know diseases and their types  -Know safety measures of different diseases  -Know health services in Nepal | -Disturbance, symptoms, stale food, mucus, vaccine, health expert | -Write short note on  -What is germ? | -Collect pictures of communicable and non-communicable disease | -Pictures, video, flashcard |
| **Annual Examination** | | | | | | | |
| **S.**  **No.** | **Unit** | **Name** | **Objectives** | **New Words** | **Possible questions** | **Project Work** | **Teaching Materials** |
| 1 | 10 | Weather | -Can describe weather, cloud, snow  -Can identify Season | -Weather, cloud, snow, fog, mist, breeze, storm | -Tick the best answer  -What is cloud? | -Prepare four eason in a chart | -Real object chart practical |
| 2 | 11 | Our Earth | -Can explain layers of earth  -Can demonstrate the composition of soil | -Lithosphere, hydrosphere, atmosphere, rock, soil | -How is soil formed  -What does soil contain? | -Observe Soil | -Video |
| 3 | 12 | Local technology | -Define common technologies  -Analyse how compost manure is useful to save environment  -Explain biogas  -Observe and use different methods of sharpening, chopping and digging tools | -Manure, compost manure, decaying things, bio gas, sharpening, cold store, refrigerator | -Write advantages  -What is a Cold store?  -Give reason | -Draw a bio gas plant | -Video sharpening tools |
| 4 | 17 | Safety and first aid | -Know about accidents  -Know the various safety rules  -Know about first aid and role of aiders | -Accident, right lane, antiseptic, fence, fracture, tease, shade | -What is first aid?  -Precautions necessary at ……. | -Prepare a traffic light | -Practical |
| 5 | 18 | Smoking and its effects | -Know about tobacco products and smoking  -Know the effects of tobacco smoking  -Know the ways to be safe from the habit of using tobacco products | -Inhale, nicotine, peer pressure, meditation, passive smoker, silent killer | -What is smoking?  -‘Smoking is harmful to us’. Why? | -Prepare a play card | -Video, flash card |

**Specification Grid**

Subject: **Science**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **First Terminal Examination** | | | | | | | |
| **S. No.** | **Topic** | **MCQ**  **(1 mark)** | **VSQ**  **(1 mark)** | **SQ**  **(2 mark)** | **LQ**  **(3 marks)** | **Total no of question** | **Total**  **marks** |
| 1 | Scientific learning | 1 | 2 | 1 |  | 4 | 5 |
| 2 | Information technology | 1 | 2 | 1 | 1 | 5 | 8 |
| 3 | Living and Non-living things | 1 | 2 | 2 |  | 5 | 7 |
| 4 | Keeping clean and fit yourself | 1 | 2 | 1 |  | 4 | 5 |
|  | **Total** | **4×1=4** | **8×1=8** | **5×2=10** | **1×3=3** | **18** | **25** |
| **Second Terminal Examination** | | | | | | | |
| **S. No.** | **Topic** | **MCQ**  **(1 mark)** | **VSQ**  **(1 mark)** | **SQ**  **(2 mark)** | **LQ**  **(3 marks)** | **Total no of question** | **Total**  **marks** |
| 1 | Scientific learning | 1 | 1 |  |  | 2 | 2 |
| 2 | Information technology | 1 | 1 |  |  | 2 | 2 |
| 3 | Living and Non-living things |  | 1 | 1 |  | 2 | 3 |
| 4 | Keeping clean and fit yourself |  | 1 |  |  | 1 | 1 |
| 5 | Animal life | 1 | 1 | 1 |  | 3 | 4 |
| 6 | Plant life |  | 1 | 1 | 1 | 3 | 6 |
| 7 | Plants and animals are useful |  | 1 | 1 |  | 2 | 3 |
| 8 | Environmental cleanliness |  | 1 |  |  | 1 | 1 |
| 9 | Food and nutrition | 1 |  | 1 |  | 2 | 3 |
|  | **Total** | **4×1=4** | **8×1=8** | **5×2=10** | **1×3=3** | **18** | **25** |
| **Third Terminal Examination** | | | | | | | |
| **S. No.** | **Topic** | **MCQ**  **(1 mark)** | **VSQ**  **(1 mark)** | **SQ**  **(2 mark)** | **LQ**  **(3 marks)** | **Total no of question** | **Total**  **marks** |
| 1. | Scientific learning |  | 1 |  |  | 1 | 1 |
| 2. | Information technology |  | 1 |  |  | 1 | 1 |
| 3. | Living and Non-living things | 1 | 1 |  |  | 2 | 2 |
| 4. | Keeping clean and fit yourself |  | 1 |  |  | 1 | 1 |
| 5 | Animal life |  |  | 1 |  | 1 | 2 |
| 6 | Plant life |  | 1 |  |  | 1 | 1 |
| 7 | Plants and animals are useful |  | 1 |  |  | 1 | 1 |
| 8 | Environmental cleanliness |  | 1 |  |  | 1 | 1 |
| 9 | Food and nutrition | 1 |  |  |  | 1 | 1 |
| 10 | We and our surroundings |  | 1 | 1 |  | 2 | 3 |
| 11 | Properties of matter | 1 |  | 1 |  | 2 | 3 |
| 12 | moving air and water |  |  | 1 | 1 | 2 | 5 |
| 13 | Diseases and our health services | 1 |  | 1 |  | 2 | 3 |
|  | **Total** | **4×1=4** | **8×1=8** | **5×2=10** | **1×3=3** | **18** | **25** |
|  | | | | | | | |
| **S. No.** | **Topic** | **MCQ**  **(1 mark)** | **VSQ**  **(1 mark)** | **SQ**  **(2 mark)** | **LQ**  **(3 marks)** | **Total no of question** | **Total**  **marks** |
| 1. | Scientific learning | 1 |  |  |  | 1 | 1 |
| 2. | Information technology | 1 |  |  |  | 1 | 1 |
| 3. | Living and Non-living things |  | 1 |  |  | 1 | 1 |
| 4. | Keeping clean and fit yourself |  | 1 |  |  | 1 | 1 |
| 5 | Animal life | 1 |  |  |  | 1 | 1 |
| 6 | Plant life |  | 1 |  |  | 1 | 1 |
| 7 | Plants and animals are useful |  | 1 |  |  | 1 | 1 |
| 8 | Environmental cleanliness |  | 1 |  |  | 1 | 1 |
| 9 | Food and nutrition |  | 1 |  |  | 1 | 1 |
| 10 | We and our surroundings |  | 1 |  |  | 1 | 1 |
| 11 | Properties of matter |  |  | 1 |  | 1 | 2 |
| 12 | moving air and water |  |  | 1 |  | 1 | 2 |
| 13 | Diseases and our health services |  |  | 1 |  | 1 | 2 |
| 14 | Weather |  |  |  | 1 | 1 | 3 |
| 15 | Our earth |  |  | 1 |  | 1 | 2 |
| 16 | Local technology | 1 |  |  |  | 1 | 1 |
| 17 | Safety and first aid |  |  | 1 |  | 1 | 2 |
| 18 | Smoking and its effects |  | 1 |  |  | 1 | 1 |
|  | **Total** | **4×1=4** | **8×1=8** | **5×2=10** | **1×3=3** | **18** | **25** |

**Note:**

MCQ = multiple choice question

VSQ = very short question (example: true/false, fill in the blanks, match the following)

SQ = short question (example: question/answer, define etc)

LQ = long question (example: labelling, drawing etc)

**Terminal plan**

Subjects: **English II**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **First Terminal Examination** | | | | |
| **S.**  **No.** | **Lesson** | **Objectives** | **Possible Questions** | **Teaching Materials** |
| 1 | Alphabetical Order | The students will be able to know how to write words in alphabetically. | Arrange the following words in alphabetical order | Text Book |
| 2 | Gender | The students will be able to know masculine and feminine gender. | Write masculine of given gender | Students’ Group+ book |
| 3 | Countable and Uncountable Nouns | The students will be able to know what we can count and what we can’t count. | Identify if the words which underlined are countable or uncountable. | Pebbles, students, Benches as materials |
| 4 | Singular and Plural Nouns | The students will be able to know singular or plural form of each word. | Write the correct plural form of the words in brackets. | Students + Text Book |
| 5 | Pronoun | The students will be able to know what is pronoun with example. | Circle the pronoun in the sentences. | Text Book |
| **Second Terminal Examination** | | | | |
| **S.**  **No.** | **Lesson** | **Objectives** | **Possible Questions** | **Teaching Materials** |
| 6 | Adjective | The students will be able to know adjective of each noun and pronoun with example. | Fill in blanks with appropriates adjectives. | #Text book |
| 7 | Comparison | The students will be able to compare between two or more that two things. | Fill in the blanks with the comparative form of the given adjective given in brackets. | #Pencils, Books ,three students with different heigh. |
| 8 | Sentence | The students will be able make correct sentences. | Write sentence or jumbled words in the blank spaces. | # Text Book. |
| 9 | Am/Is/Are/was Were | The students will be able to use be verb properly. | Make sentences adding is, am or are correctly. | #be verb chart. |
| 10 | Has/Have/Had | The students will be able use has, have, had properly. | Fill in the blanks with has or have. | #Text book |
| 11 | Adverb | The students will be able to use adverb in a sentence correctly. | Add -ly to the adjectives in brackets to form adverbs. | #text book |
| **Third Terminal Examination** | | | | |
| **S.**  **No.** | **Lesson** | **Objectives** | **Possible Questions** | **Teaching Materials** |
| 12 | Tense Use | The students will be able to know what is present, past and future tense with examples. | Change the given sentences into past tense. | Tense Chart |
| 13 | Sentence Transformation | The students will be able change sentences into negative. | Add not to make these sentences negative. | Text book |
| 14 | Conjunction | The students will be able to complete the sentence by adding conjunction. | Complete these sentences using and, but, so, because or. | Text book |
| 15 | Artical | The students will be able to use a, an, the properly in sentence. | Fill in the blanks with correct articles. | Text book |
| 16 | Preposition | The students will be able to use preposition in a sentence properly. | Underline preposition in the following sentences. | Flash card of preposition. |
| 17 | Interjection | The students will be able to use interjection in a sentence with sentence’s situation. | Supply suitable interjections from the list. | Text book |
| **Annual Examination** | | | | |
| **S.**  **No.** | **Lesson** | **Objectives** | **Possible Questions** | **Teaching Materials** |
| 18 | Ways with Words | The students will be able to find out the differences between two words with spelling even the sound is similar. | Tick the correct word and complete the following sentences. | Text book. |
| 19 | Short Forms | The students will be able to write short forms of words. | Rewrite the following sentences with the short forms of the underlined words. | Text book. |
| 20 | Punctuation | The students will be able to make meaningful sentence by using punctuation. | Punctuate the following sentences. | Text book. |
| 21 | Smart Writing Activities | The students will be able to make word, sentence with picture based. | Look at the pictures and tick the correct sentences. | Text book |
| 18 | Ways with Words | The students will be able to find out the differences between two words with spelling even the sound is similar. | Tick the correct word and complete the following sentences. | Text book. |