Glow Shine Academy Secondary School

Khairahani-8, Chitwan

ANNUAL PLAN - 2081

**Subject- HPE & CA Class-4**

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| **S. No.** | **Term** | **Units** | **Teaching days** |
| 1 | First Term Exam | 1, 2, 6, 10 | 31 |
| 2 | Second Term Exam | 3, 7, 11 | 23 |
| 3 | Third Term Exam | 4, 8, 12 | 27 |
| 4 | Annual Exam | 5, 9, 13 | 24 |

**Terminal Planning**

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| **First Term Exam-2081** | | | | | | | |
| **Unit** | **Lesson** | **Objectives** | **New words** | **Possible questions** | **Project work** | **Teaching Materials** |
| 1 | 1, 2 | 1) Learn to maintain personal hygiene and body care.  2) Give knowledge about the special features of clean and healthy environment | Menstrutation, Odour, Tilt, Biodegradable, Pollutant, Defecate, Decay | 1) What is personal hygiene?  2) What is menstruation?  3) What is environmental sanitation?  4) How can we manage non-biodegradable waste? | 1) Demonstrate the steps of washing hands under the instruction of the subject teacher.  2) Clean your school surrounding. Collect all the solid waste producing from cleaning and classify them into biodegradable and non-biodegradable waste. | 1) Different real materials related to personal hygiene, picture cards, Teeth model with brush.  2) Dustbin, biodegradable and non-biodegradable waste, gloves. |
| 2 | 6 | 1) Perform ‘right turn’, ‘left turn’, ‘about turn’, ‘quick march’, ‘halt’ and perform P.T. | Tread, Disperse, Lean | 1) What is drill?  2) Write down any three benefits of drill. | 1) Perform the commands ‘right turn’, ‘left turn’ and ‘about turn’ for 8-10 times under the command of the team leader. | 10 Whistel, Drum, etc. |
| 3 | 10 | 1) Students are able to draw different lines, different geometrical shapes and shade them, also able to learn about colouring | zigzag, portrait, faint, imagination | 1) What is shading?  2) What is color? How many types of colours are there? | 1) Take three primary colours and make three secondary colours by mixing the primary colours. | Different geometrical shape objects and real materials for making natural colours. |
| **Second Terminal Exam-2081** | | | | | | | |
| **Unit** | **Lesson** | **Objectives** | **New words** | **Possible questions** | **Project work** | **Teaching Materials** |
| 1 | 3 | 1) Learn to identify the types of food and classify them and also identify unhealthy foods and tell their adverse impacts. | Tuber, Nourish, Legume | 1) Why do we eat food?  2) What does balance diet mean? | 1)Make a list of healthy foods that you eat in home and in the school. | 1) Different types of food items in real, leaf plate, chart paper and word cards. |
| 2 | 7 | 1) Introduce physical exercise, run the distance of 50 m, jump and land by different ways, throw the ball in the targeted area. | warm up, Athletics, Approach, Take off, Gymnastics, Agility, Flexibility, Robust | 1) What do you mean by physical exercise?  2) Mention any three benefits of physical exercise? | 1) Practice ‘throwing ball by both hands game’ in groups on your school playground. | 1) Whistle  2) Bucket  3) Ball |
| 3 | 11 | Students are able to print various types of images, make clay items with colouring also, make objects by cutting and tearing papers. | roll, Knead, Texture, Depict | 1) What is printmaking?  2) What do you mean by stencil printing?  3) Why should we colour clay items. | 1) Collect waste materials available around you. Select any four/five materials and combine them to make a new item. Also, demonstrate it in your classroom. | 1.potato  2.knife  3.colours  4.papers |
| **Third Terminal Exam-2081** | | | | | | |
| **Unit** | **Lesson** | **Objectives** | **New words** | **Possible questions** | **Project work** | **Teaching Materials** |
| 1 | 4 | 1) Learn about diseases, mode of transmission of communicable diseases, preventive measures of diseases. | Spittle, Contaminated, Transfusion, Abstain | 1) Define disease with two examples.  2) Differentiate between communicable and non-communicable diseases | 1) Which measures do you adopt to be prevented from the diseases transmitted through contaminated food and water? Discuss among your family members, make notes and present it in your classroom. | 1) Different diseases picture cards |
| 2 | 8 | 1) Play entertaining local games without instructions and pass and trap a ball with feet. | Hurling, Gymnastics, Robust, Swinging, Agility | 1) What are local games? Name any two local games. | 1) Make a list of minor and local games of your locality. | 1) handkerchief  2) Whistle |
| 3 | 12 | 1) To learn song in Taal and rhythm (solo and group)  2) Identify local musical instruments and practice Taal of any one local musical instrument. | Melody, Harmony, Rhythm, Timbre, Vocalist, Lyrics | 1) What is music?  2) What do you mean by Taal in Music?  3) Define local songs. | 1) Draw figures of any 5 local musical instruments. Also, play any one of them in your classroom, if possible | 1) Some Local musical instruments, Chart paper for matching. |
| **Annual Examination-2081** | | | | | | |
| **Unit** | **Lesson** | **Objectives** | **New words** | **Possible questions** | **Project work** | **Teaching Materials** |
| 1 | 5 | 1) Learn about safety and first aid.  2) Be able to provide first aid to wounds and cuts. | Microorganism, Immerse, Blister  Rush, Appliance | 1) What is safety?  2) What do you mean by first aid? | 1) Construct a first aid box with the help of the subject teacher. | 1) First aid materials |
| 2 | 9 | 1) Know about Yogasana, learn about importance of Pranayam and Dhyan. | Acidity, Constipation, Ailment, Immunity | 1) What is yoga?  2) Why should we do yoga?  3) Mention any two benefits of practicing yogasana regularly. | 1) Practice Dhyan and Pranayam. | 1) Myself demonstration of Pranayam and Dhyan,  Background peace music |
| 3 | 13 | 1) Students are able to learn about dance and acting and the advantages | Costume, Heel, Imitate, Utter, Lean, Artiste | 1) What do you mean by dance? Why do people dance?  2) What is acting?  3) Mention any two points of importance of acting. | 1) Act the role of a doctor and a patient with appropriate dialogues one by one in your classroom. | 1.Children song |

**Speciation Grid-2081**

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| --- | --- | --- | --- | --- |
| **First Terminal Examination-2081** | | | | |
| **Unit** | **MCQ** | **Tick or cross** | **Match the following** | **Answer the following questions** |
| 1 | 1 | 1 | 1 | 2 |
| 2 | 2 | 1 | 2 | 1 |
| 6 | 1 | 1 | 1 | 1 |
| 10 | 1 | 2 | 1 | 1 |
| **Second Terminal Examination-2081** | | | | |
| **Unit** | **MCQ** | **Tick or cross** | **Match the following** | **Answer the following questions** |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 1 |  | 2 | 1 |
| 3 | 2 | 2 | 1 | 1 |
| 6 |  |  |  | 1 |
| 7 |  | 1 |  |  |
| 10 | 1 | 1 | 1 |  |
| 11 |  |  |  | 1 |
| **Third Terminal Examination-2081** | | | | |
| **Unit** | **MCQ** | **Tick or cross** | **Match the following** | **Answer the following questions** |
| 1 |  | 1 |  |  |
| 2 | 1 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 |  |
| 4 | 1 | 1 |  | 1 |
| 6 |  |  | 2 |  |
| 7 |  |  |  | 1 |
| 8 | 1 |  |  |  |
| 10 |  | 1 |  | 1 |
| 11 |  |  | 1 |  |
| 12 | 1 |  |  | 1 |
| **Annual Terminal Examination-2081** | | | | |
| **Unit** | **MCQ** | **Tick or cross** | **Match the following** | **Answer the following questions** |
| 1 | 1 | 1 |  |  |
| 2 | 1 |  | 1 | 1 |
| 3 |  | 1 | 1 |  |
| 4 | 1 |  | 1 | 1 |
| 5 |  | 2 |  | 1 |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 | 2 |  |  | 1 |
| 9 |  |  |  |  |
| 10 |  |  | 1 |  |
| 11 |  |  |  |  |
| 12 |  | 1 | 1 |  |
| 13 |  |  |  | 1 |

**Question Format:**

**First Terminal Examination:**

1. Fill in the blanks (5×1=5)
2. Tick or cross (5×1=5)
3. Match the following (5×1=5)
4. Answer the following questions (5×2=10)

[MCQ= Multiple choice question]

**Second Terminal Examination:**

1. Fill in the blanks (5×1=5)
2. Tick or cross (5×1=5)
3. Match the following (5×1=5)
4. Answer the following questions (5×2=10)

[MCQ=Multiple Choice Question]

**Third Term Grid-2081**

1. Fill in the blanks (5×1=5)
2. Tick or cross (5×1=5)
3. Match the following (5×1=5)
4. Answer the following questions (5×2=10)

[MCQ=Multiple Choice Question]

**Annual Exam Grid-2081**

1. Fill in the blanks (5×1=5)
2. Tick or cross (5×1=5)
3. Match the following (5×1=5)
4. Answer the following questions (5×2=10)

[MCQ= Multiple Choice question]

**Annual Plan-2081**

**Subject: Computer sClass-4**

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| --- | --- | --- | --- |
| **S. No.** | **Term** | **Units** | **Teaching days** |
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**Terminal Planning-2081**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **First Terminal Examination-2081** | | | | | | | | |
| **S. No.** | **Unit** | **Lesson** | **Objectives** | **New words** | **Possible questions** | **Project work** | **Teaching materials** |
| 1 | 1 | Computer  Knowledge | - Define a computer.  - To identify the characteristic of a computer.  - To know the application of a computer in different areas.  - Tips for safe computing | Animation,  Versatile, Technology, Illusion, Manufacturing, Reliability, Diligence | 1) What is a computer?  2) Write any 4 characteristics of a computer.  3) What are the functions of a computer?  4) Write full forms of  CPU, CD, GIGO, PC  5) Write any 5 application areas of computer. | Make a chart to show various places where computers are used which is not mentioned in the chapter. | Real devices, chart paper |
| 2 | 5 | More About Windows 7 | - The importance of operating system in a computer system  - The important components of Windows Desktop  - Start menu and its important elements  - The steps to personalize Window 7 | Icons  Personalization  Default  Shortcuts  Control Panel  Alternate  Scheme | 1.What is Microsoft Windows?  2.What are icons?  3.Full forms:  GUI, UPS, OS | Visit your computer lab and apply the steps to change the background setting, the screen saver and applying themes. | Computers  (Lab practical) |
| **Second Terminal Examination-2081** | | | | | | | | |
| **S. No.** | **Unit** | **Lesson** | **Objectives** | **New words** | **Possible questions** | **Project work** | **Teaching materials** |
| 1 | 2 | Computer ‘Inputs’ | - Input devices and the function of input devices  - The different types of keys of keyboard  - Pointing devices and their uses Video input device | Sensitive, Joystick, Multitude, Sensitized, Mechanism, accomplish | 1) What is an input device? Give any 2 examples  2) What is web cam? | Make a list of latest input devices and explain their uses. | Guess Who am I? (Chart Paper) |
| 2 | 6 | More fun in Paint | - The uses of graphics software  - Paint and the uses of toolbar The advanced features of Paint | Manipulate, Accessories, Graphics, Polygon Tool, Skew command, Dragging, Reveal, Cropping, Duplicate | 1) What is graphic software?  2) Why do we use Zoom tool? | Visit your computer lab and draw a car in MS. Paint. | Computers |
| **Third Terminal Examination-2081** | | | | | | | |
| **S. No.** | **Unit** | **Lesson** | **Objectives** | **New words** | **Possible questions** | **Project work** | **Teaching materials** |
| 1 | 3 | System unit | - Learn about system units and the different parts of system unit  - The main components present in system unit  - CPU and its functions  - The different parts of CPU Secondary storage devices and its examples | Arithmetic unit, Approximately, Case standing, Disk coated, Magnetic, Lightweight | 1) What is system unit? What does it contain?  2) What is an optical disk?  3) Name two types of primary memory present in a computer.  4) Full form:  RAM, ROM, MU, ALU | Visit your computer lab and try to explore the internal parts of system unit and watch how they are attached. | Puzzle activity |
| 2 | 7 | Microsoft Office Word 2010. | - To know about MS-word.  - To open MS-word and use it.  - To type and modify the documents. | Appearance, Document, Brochures  Customized, Productivity, Insertion point, Scroll bar, Templates, Ribbon  Panel, Drag, Alignment | 1) What is a word processing software?  2) Write the steps to open MS-word in your computer.  3) Any five advantages of MS. Word 2010 | Write a paragraph about yourself in MS-word and show to your parents | Computers, Projector |
| **Annual Examination-2081** | | | | | | | |
| **S. No.** | **Unit** | **Lesson** | **Objectives** | **New words** | **Possible questions** | **Project work** | **Teaching materials** |
| 1 | 4 | Computer ‘Outputs’ | - Learn about output devices and its function  - The different types of computer monitors  - Printers and the two most commonly used printers Speakers and headsets | Light emitting diode, Inkjet printer, Peripheral, Equalization, Treble controls, Softcopy, Resembles | 1) What do you mean by output? Give any 2 examples  2) What is softcopy?  3) Full forms:  CRT, LCD, LED, TV | Match the following pictures of output devices with their names by coloring with same color in boxes. | Real devices, video related to output devices |
| 2 | 8 | Introduction to QBASIC programming languages | - Learn about QBASIC  - The special features of QBASIC Create a program using QBASIC editors | Debugging, Syntax errors, Execute, Interpreter, Protocol | 1) What is a BASIC program? Who develop it?  2) What are the important elements of QBASIC programming language? | Write a program that calculates the area of rectangle. | Computers |

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| --- | --- | --- | --- | --- | --- |
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| **PsfO÷kf7** | **;Defljt k|Zgx?** | **gofF zAbx?** | **kl/of]hgf sfo{** | **p2]Zo** | **z}lIfs ;fdu|L** |
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| **bf]>f] q}dfl;s k/LIff – @)\*!** | | | | | |
| **PsfO÷kf7** | **;Defljt k|Zgx?** | **gofF zAbx?** | **kl/of]hgf sfo{** | **p2]Zo** | **z}lIfs ;fdu|L** |
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| **t]>f] q}dfl;s k/LIff – @)\*!** | | | | | |
| **PsfO÷kf7** | **;Defljt k|Zgx?** | **gofF zAbx?** | **kl/of]hgf sfo{** | **p2]Zo** | **z}lIfs ;fdu|L** |
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| PsfO ^  -xfd|f cfly{s lqmofsnfk\_  ^=! b]lv ^=# \_ | !\_ ;a} sfdsf] ;Ddfg lsg ug{'k5{ <  @\_ :yfgLo pTkfbg eg]sf] s] xf] <  #\_ cfo cfh{g s;]/L ug{ ;lsG5 < | ld:qL, aDk/, >d, pTk|]l/t, sK6]/f, k|jw{g, tfg | tkfO{n] b}lgs pkef]u ug{] ;fdfgx? :yfgLo, :jb]zL / ljb]zL s] s] 5g\ Pp6f rf6{ agfpg'xf];\ . | – ;a} sfdsf] plQs} dxTj 5 eGg] s'/f yfxf kfO ;a} sfd k|lt ;Ddfg ug{ .  – :yfgLo pTkfbgsf] k|of]u ug{.  – cfly{s lqmofsnfkaf/] hfgsf/L lng | zAb kQLx? /  :yfgLo ;fdu|Lx? |
| **jflif{s k/LIff – @)\*!** | | | | | |
| **PsfO÷kf7** | **;Defljt k|Zgx?** | **gofF zAbx?** | **kl/of]hgf sfo{** | **p2]Zo** | **z}lIfs ;fdu|L** |
| ^=$ / ^=% PsfO &  -xfd|f] k[YjL\_ | !\_ xf6 ahf/ eg]sf] s] xf]<  @\_ ldtJooL x'Fbf s] kmfObf x'G5 <  #\_ ;"o{ k[YjL / rGb|df eGbf slt 7"nf] 5 <  $\_ lxpFbdf kft emg{] jg:kltnfO{ s] elgG5 <  %\_ gS;f eg]sf] s] xf] <  ^\_ af9L klx/f] s;/L hfG5< | kof{j/0f, bf]xg, ;fljs, dxfdf/L, 89]nf], pa{/, ktem/, k||hflt, cf8Da/ | 3/sf] cfFugaf6 /ftL cfsfz tkm{ x]g{'xf];\ ;Ktlif{ tf/fx?sf] ;d'x klg b]lvg]5 pQm tf/fx?sf] ;d"x s;/L a;]sf] 5 To;sf] lrq ;fbf sfuhdf ptfg{'xf];\ . | – ;fdfgx?sf] htg / lxkmfht ug{  – xf6 ahf/sf] dxTj yfxf kfpg  – k[YjLsf] b]g atfpg  – dflg;sf cfjZostf klxrfg ug{  – cfkm' a;]sf] 7fpFsf] e}uf]lns ljz]iftf atfpg | zAbkQLx? lrqx? / Unf]a |

Specification Grid

Class: Four Subject: ;fdflhs cWoog

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| **k|yd q}dfl;s k/LIff** | | | | | | | |
| **PsfO** | **l7s÷a]l7s 5'6\ofpg]** | **vfnL 7fpF eg{]** | **hf]8f ldnfpg]** | **clt 5f]6f] pQ/ n]Vg]** | **5f]6f] pQ/ n]Vg]** | **nfdf] pQ/ n]Vg]** |  |
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| **bf]>f] q}dfl;s k/LIff** | | | | | | | |
| **PsfO** | **l7s÷a]l7s 5'6\ofpg]** | **vfnL 7fpF eg{]** | **hf]8f ldnfpg]** | **clt 5f]6f] pQ/ n]Vg]** | **5f]6f] pQ/ n]Vg]** | **nfdf] pQ/ n]Vg]** |  |
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| **PsfO** | **l7s÷a]l7s 5'6\ofpg]** | **vfnL 7fpF eg{]** | **hf]8f ldnfpg]** | **clt 5f]6f] pQ/ n]Vg]** | **5f]6f] pQ/ n]Vg]** | **nfdf] pQ/ n]Vg]** |  |
| % | #×!=# | @×!=@ | @×!=@ | #×!=# |  |  | @! |
| ^ | !×!=! | #×!=# | @×!=@ | #×!=# |  |  | @# |
| # |  |  | !×!=! |  |  |  | $ |
| $ | !×!=! |  |  | !×!=! |  |  | @ |
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| **jflif{s k/LIff** | | | | | | | |
| **PsfO** | **l7s÷a]l7s 5'6\ofpg]** | **vfnL 7fpF eg{]** | **hf]8f ldnfpg]** | **clt 5f]6f] pQ/ n]Vg]** | **5f]6f] pQ/ n]Vg]** | **nfdf] pQ/ n]Vg]** |  |
| **^** | @×!=@ | !×!=! | !×!=! | @×!=@ | #×#=( | !×%=% | @) |
| **&** | @×!=@ | #×!=# | #×!=# | #×!=# | @×#=^ | !×%=% | @@ |
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| **k|yd q}dfl;s k/LIff** | | | | | | |
| **qm=;+=** | **kf7** | **p2]Zo** | **gofF zAbx?** | **;Defljt k|Zgx?** | **kl/of]hgf sfo{** | **z}lIfs ;fdu|L** |
| ! | !\_ ;Dem x}  -sljtf\_ | sljtf no xfn]/ jfrg ug{, lrq x]/L JolSt lrGg sfd af/] atfpg, sljtfsf] cy{ atfpg, kf7df tf]lsPsf] cEof; ug{ ;Sg]5g\ . | /fi6«, sd{jL/, zflGtk|]dL, j}dg:o, ;b\efj | s\_ xfdLn] ss;nfO{ dfGg'k5{ <  v\_ ;'v b'Mv s] xf] < | s\_ cfˆgf] kl/ro n]v]/ NofO{ ;fyLnfO{ ;'gfpg'xf];\ M | s\_ /fli6«o lje"ltsf kmf]6f] / gfd n]v]sf] zAbkQL |
| @ | @\_ Pp6f sl7g k|Zg -syf\_ | Kff7 ;:j/ jfrg ug{, gofF zAb pRrf/0f ug{, lrq x]/L tfls{s pQ/ lbg / kf7df tf]lsPsf] cEof; ug{ ;Sg]5g\ . | gd|, cSsgaSs  k|dfl0ft, 3dG8  ;jfn, Hafkm  pNNofpg, afbzfx | cfkmGtLsf af/]df s] km}lnPsf] lyof] < | lhb\bLkgn] b'Mv kfPsf] s'/f /fvL syf n]Vg'xf];\M | zAbkQL |
| # | #\_ k[YjL ;femf 3/  -lgaGw\_ | lgaGw ;:j/ jfrg ug{, lrq x]/L leGgtf eGg / n]Vg , gofF zAb pRrf/0f u/L cy{ eGg,cg'R5]b k9L df}lvs pQ/ lbg / kf7df tf]lsPsf] cEof; ug{ ;Sg]5g\ . | plAhg', df+;fxf/L, ;j{xf/L, Zffsfxf/L, a'6\ofg, k|f0fL, ;femf | s\_ k[YjLdf s]s:tf hª\unL hgfj/ a:5g\ < | lrq 6fF;L s'g} Ps 3/kfn'jf hgfj/sf] af/]df n]Vg'xf];\ M | zAbkQL, lrq |
| **Jofs/0fM** gfd, ;j{gfd, ljz]if0f, ls|ofkb, lj:doflbaf]ws kof{ojfrL zAb, ljk/LtfyL{ zAb | | | | | | |
| **bf]>f] q}dfl;s k/LIff** | | | | | | |
| **qm=;+=** | **kf7** | **p2]Zo** | **gofF zAbx?** | **;Defljt k|Zgx?** | **kl/of]hgf sfo{** | **z}lIfs ;fdu|L** |
| ! | $ afaf -lr7L\_ | gofF zAb pRrf/0f u/L cy{ eGg, lr7L ;:j/ jfrg ug{, s;nfO{ ;Daf]wg ubf{ s] n]lvG5< eGg / n]Vg, lgj]bg n]Vg z'esfdgf kq agfpg / kf7df ePsf cEof; ug{ ;Sg]5g\ . | k|wfg cWofks,  Gof;|f] | s\_ Joj;flos t/sf/L v]tL eg]sf] s] xf] < | z'esfdgf kq agfpg\xf];\M | Vffd, x'nfs l6s6, zAbkQL |
| @ | % v]nsf kmfObf -;+jfb\_ | lrq x]/L j0f{g ug{,gofF zAb pRrf/0f u/L cy{ eGg, xfpefp;lxt ;+jfb k9\g, ;+jfb k9L df}lvs pQ/ lbg / kf7df ePsf cEof; ug{ ;Sg]5g\ . | dgf]/Ghg, pT;'s xF'b}  s;/t, hLljsf | s\_ v]naf6 s]s] kmfObf x'G5g\ <  v\_ s'g} kfFr cf]6f v]nsf] gfd n]Vg'xf];\M | klxn] klxn] v]lng] v]n / clxn] v]lng] v]nsf] ;"rL agfpg'xf];\M | zAbkQL, v]n v]Ng k|of]u x'g] ;fdu|Lx? |
| # | ^ h;sf] n6\7L, To;sf] e}F;L  -syf\_ | lrq x]/L j0f{g ug{, gofF zAb pRrf/0f u/L cy{ eGg , kf7 ;:j/ jfrg ug{ / kf7df ePsf cEof; ug{ ;Sg]5g\M | pAhfpFYof], wDSofpg  bfDnf], gfd'b | s\_ rGb|axfb'/n] kl/jf/sf] u'hf/f s;/L rnfPsf] lyof] < | lglb{i6 j:t'sf] xfnsf] d'No ;f]w]/ n]Vg'xf];\M | zAbkQL |
| $ | & efg'eSt cfrfo{ -hLjgL\_ | lrq x]/L j0f{g ug{, gofF zAb pRrf/0f u/L cy{ atfpg, kf7 k9\g, cg'R5]b k9L k|Zg agfpg , / kf7df tf]lsPsf cEof; ug{ ;Sg]5g\ . | l;nf]s, hoGtL | s\_ km/s Ifdtf eg]sf] s] xf] < | s\_ JolStut ljj/0f tof/ ug'{xf];\ M  v\_ s'g} kfFr ;flxTosf/sf] gfd n]Vg'xf];\ M | s'g} kfFr hgf ;flxTosf/sf] tl:j/, zAbkQL, jfSokQL, sfnsf ls|ofkb n]lvPsf] kQL |
| Jofs/0fM ljelSt, lgkft, ;+of]hs, lnª\u, >'lt;dleGgfyL{, cg]sfyL{, pvfg / 6'Ssf | | | | | | |
| **t]>f] q}dfl;s k/LIff** | | | | | | |
| **qm=;+=** | **kf7** | **p2]Zo** | **gofF zAbx?** | **;Defljt k|Zgx?** | **kl/of]hgf sfo{** | **z}lIfs ;fdu|L** |
| ! | \*\_ nfnkfgLdf s[lif  -lgaGw\_ | lrq x]/L j0f{g ug{ , gofF zAb pRrf/0f u/L cy{ eGg, af]w k|Zgsf] pQ/ lbg, kf7 k9\g, cg'R5]b k9L k|Zg agfpg, cfˆgf] ;d'bfodf pTkfbg x'g] kmnkm"n, afnLgfnL / t/sf/Lsf] af/]df n]Vg/ kf7df ePsf cEof; ug{ ;Sg]5g\ . | Joj;fo, ;+/If0f, jg:klt, clwsf+z | s\_ df6f] eGgfn] s] a'lemG5<  v\_ df6fsf k|sf/ n]Vg'xf];\M | v]tLkftL ubf{ rflxg] ;fdu|Lsf] gfd n]vL Nofpg'xf];\M | zAbkQL, xnf] hf]t]sf] lrq, /f]kfOF u/]sf] lrq |
| @ | ( uf]g' emf / la/fnf] -syf\_ | lrq x]/L j0f{g ug{,gofF zAb pRrf/0f u/L cy{ atfpg, v]nsf gfd eGg, cg'R5]b ;'gL pQ/ eGg, syfsf] ;f/f+Zf eGg / kf7df ePsf cEof; ug{ ;Sg]5g\ . | Kfx'gf, cl:t, w'nf] | s\_ v]n v]Ng'sf kmfObfx? s]s] x'g\ < | s\_ aF'bfsf cfwf/df syf n]Vg'xf];\ M | zAbkQL, jfSokQL |
| # | !) af6f]h:tf] ;fyL -sljtf\_ | sljtf no ldnfP/ jfrg ug{, gofF zAb pRrf/0f u/L cy{ eGg , lrq x]/L j0f{ ug{, sljtf lzIfsaf6 ;'gL df}lvs pQ/ lbg , kf7df tf]lsPsf cEof; ug{ ;Sg]5g\ M | 5]saf/, gfOgf:tL  cfx eg{F', ;f}Do | s\_ af6fn] sxfF lxF8\g lbG5 < | cfˆgf] ufpF jf 6f]ndf ufOg] s'g} uLt cfkm"eGbf 7'nfnfO{ ;f]w]/ n]Vg'xf];\M | g]kfnsf] gS;f, zAb / jfSokQL |
| $ | !! e}nL -lgaGw\_ | lrq x]/L j0f{g ug{ , g]kfndf dgfOg] rf8sf] gfd eGg,s]xL d'Vo rf8sf af/]df n]Vg , kf7 ;:j/ jfrg ug{, gofF | 3lGsof], blIf0ff  rfFk, ;'l/nf] | s\_ Zofdf lsg xtf/ xtf/ /hgLsf] 3/tkm{ nfuL< | lglb{i6 a'Fbfsf cfwf/df cg'R5]b n]Vg'xf];\M | zAbkQL, lrq |
| % | !@ cN5]sf] ;kgf -syf\_ | lrq x]/L j0f{g ug{ , syf ;:j/ jfrg ug{, lzIfsaf6 syf ;'gL df}lvs pQ/ lbg, gofF zAb pRrf/0f u/L cy{ eGg / kf7df ePsf cEof; ug{ ;Sg]5g\ . | ;x/, ufpF, rf/kfO{, 3}F6f], tfFt, ;';]wGbf,  5tf5'Nn x'g' | s\_ e}F;Laf6 s;/L bf]xf]/f] kmfObf x'G5 < | ljleGg k];f jf Joj;fo snfsfl/tf, lzIff, v]nsb cflb If]qdf ;ª\3if{ u/]sf JolStsf] gfd n]Vg'xf];\M | zAbkQL, lrq |
| Jofs/0f M sfn , kIf , zAb lgdf{0f , cfb/fyL{ | | | | | | |
| **jflif{s k/LIff** | | | | | | |
| **qm=;+=** | **kf7** | **p2]Zo** | **gofF zAbx?** | **;Defljt k|Zgx?** | **kl/of]hgf sfo{** | **z}lIfs ;fdu|L** |
| ! | !# dgsf] OR5f k'¥ofpg] b]jLsf] bz{g - lgofqf \_ | lrq x]/L j0f{g ug{, kf7 ;:j/ jfrg ug{, lzIfsn] k9]sf] ;'gL df}lvs pQ/ lbg, zAbfy{ af]w ug{ , af]w k|Zgsf] df}lvs / lnlvt pQ/ lbg / kf7df ePsf cEof; ug{ ;Sg]5g\M | r}qdf; | s\_ 3fGb|'sdf s]s] /fd|f /x]5g\ < | Wffld{s tyf k|fs[lts ;Dkbfsf] gfd n]vL tL j:t' s'gs'g lhNnfdf k5{g\ < | g]kfndf /x]sf wfld{s tyf k|fs[lts ;Dkbfsf] lrq / zAbkQL |
| @ | !$ /fd|f] -sljtf\_ | lrq x]/L j0f{ ug{, sljtf no xfnL jfrg ug{, sljtf k9L df}lvs hafkm lbg, lglb{i6 lrq x]/L gfd eGg, zAb cy{ af]w ug{, af]w k|Zgsf] df}lvs hafkm lbg / kf7df /x]sf cEof; ug{ ;Sg]5g\M | lzv/, lxdr'nL | s\_ xfd|f nflu ;a}eGbf /fd|f] s] xf] <  v\_ g]kfn s;/L /fd|f] x'G5 < | tkfO{+sf] eljiodf s] aGg] OR5f 5 < n]Vg'xf];\M | zAb / jfSokQL |
| # | !% cfsfz 5'g] /x/ -syf\_ | lrq x]/L j0f{g ug{, syf ;'gL df}lvs pQ/ lbg, syf ;:j/ jfrg ug{, af]w k|Zgsf] pQ/ lbg / kf7df ePsf cEof; ug{ ;Sg]5g\M | a'6\ofg, dWofGg, e|d  k/jfx, lIflth | s\_ Clj/fd lsg x/fPsf] /x]5 < | Affhf / uxgfsf] gfd n]Vg'xf];\M | s]xL afhf / uxgf |
| Jofs/0fM pvfg 6'Ssf, kbju{, zAblgdf{0f, sfn, kIf, lnª\u, jrg, s/0f, cs/0f, kof{ojfrL, ljk/LtfyL{, cfb/fyL{, cg]sfyL{, >'lt;dleGgfyL{, ljelSt | | | | | | |

ljlzi6Ls/0f tflnsf–@)\*!

sIffM rf/ ljifo M g]kfnL

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| **k|yd q}dfl;s k/LIff @)\*!** | | | | | | | | | |
| **qm=;+** | **Kf9fO / n]vfO** | **k/LIf0fLo kIf** | **1fGf** | **Aff]Wf** | **k|of]u** | **pRr bIftf** | **k|Zg ;ª\Vof / cª\s ef/** | **pQ/ lbg'kg]{ k|Zg ;ª\Vof** | **cª\s ef/** |
| ! | zAb e08f/ | zAbfy{ | ! |  |  |  | ! | ! | $ |
|  |  | zAb klxrfg | ! |  |  |  | ! | ! | $ |
|  |  | jfSodf k|of]u |  |  | ! |  | ! | ! | # |
| @ | Jf0f{ ljGof; | Z'f4Ls/0f | ! |  |  |  | ! | ! | ! |
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| **bf]>f] q}dfl;s k/LIff @)\*!** | | | | | | | | | |
| **qm=;+** | **Kf9fO / n]vfO** | **k/LIf0fLo kIf** | **1fGf** | **Aff]Wf** | **k|of]u** | **pRr bIftf** | **k|Zg ;ª\Vof / cª\s ef/** | **pQ/ lbg'kg]{ k|Zg ;ª\Vof** | **cª\s ef/** |
| ! | zAb e08f/ | zAbfy{ | ! |  |  |  | ! | ! | $ |
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|  |  | jfSodf k|of]u |  |  | ! |  | ! | ! | # |
| @ | Jf0f{ ljGof; | Z'f4Ls/0f | ! |  |  |  | ! | ! | ! |
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| **t]>f] q}dfl;s k/LIff @)\*!** | | | | | | | | | |
| **qm=;+** | **Kf9fO / n]vfO** | **k/LIf0fLo kIf** | **1fGf** | **Aff]Wf** | **k|of]u** | **pRr bIftf** | **k|Zg ;ª\Vof / cª\s ef/** | **pQ/ lbg'kg]{ k|Zg ;ª\Vof** | **cª\s ef/** |
| ! | zAb e08f/ | zAbfy{ | ! |  |  |  | ! | ! | $ |
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| @ | Jf0f{ ljGof; | Z'f4Ls/0f | ! |  |  |  | ! | ! | ! |
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| $ | Kff7ut af]w | Kff7ut k7g af]w |  | ! |  |  | @ | @ | $±$ |
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| ^ | lgb]{lzt /rgf | hLjgL÷syf n]vg |  |  | ! |  | @ | ! | $ |
| & | :jtGt n]vg | lgaGw n]vg |  |  |  | ! | # | ! | % |
| **jflif{s k/LIff @)\*!** | | | | | | | | | |
| **qm=;+** | **Kf9fO / n]vfO** | **k/LIf0fLo kIf** | **1fGf** | **Aff]Wf** | **k|of]u** | **pRr bIftf** | **k|Zg ;ª\Vof / cª\s ef/** | **pQ/ lbg'kg]{ k|Zg ;ª\Vof** | **cª\s ef/** |
| ! | zAb e08f/ | zAbfy{ | ! |  |  |  | ! | ! | @ |
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| $ | Kff7ut af]w | Kff7ut k7g af]w |  | ! |  |  | @ | @ | $±$ |
| % | cfzo j0f{g | uB / kB |  |  |  | ! | @ | ! | $ |
| ^ | AoJfxfl/s Nf]Vfg | lRf7L |  |  |  |  | ! | ! | $ |
| & | lgb]{lzt /rgf | hLjgL÷syf n]vg |  |  | ! |  | @ | ! | $ |
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Glow Shine Academy Secondary School

Khairahani-8, Chitwan

ANNUAL PLAN - 2081

**Subject- Maths Class-4**

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| **First Terminal Examination 2081** | | | | | | |
| **S. No.** | **Topic** | **Objectives** | **Possible questions** | **Project work** | **Teaching Materials** | **Teaching hours** |
| 1. | Arithmetic:  i) Number Sense | **Students are able to:**  i) Know about the concept of numbers and Write the 6&7 largest and smallest numbers  ii) Draw the place value chart.  Write Devanagari number and words. | a) Write the number in words.  i) 12565987 ii) 546586239  b) Write the place value of underline digit.  i) 4,56,781 ii) 3,57,901 |  | Number card, gluestick, paper | 16 hours |
| ii) Basic operations (Addition & subtraction) | **Students are able to:**  i) Add and subtract upto 5 digits.  ii) Solve the word problems.  Introduce new methods of addition and subtraction. | a) Add and subtract:  5 2 6 5 3 8 6 1  + 8 8 4 3 - 2 5 3 0  b) The difference between two numbers is 7582. If the greater number is 56,432 then find the smaller number? | Go to nearest grocery and ask the per kg price of onion, potato, tomato and find the difference between the expensive one with cheapest one. | Puzzle, Number card along with signcard, rope. | 8 hours |
| 2. | Geometry:  Lines and angles | **Students are able to:**  i) Measure the line segments and draw it.  Define angle, measure it and draw it. | a) Construct a line segment of 5cm with the help of ruler.  b) Measure the given angle by protractor.  A P  B C Q R | Measure the different length of different objects which is in home and present it in your class. | Ruler, Protractor  A4 size paper, colors. | 12 hours |
| 3. | Algebra | **Students are able to:**  i) Addition and subtraction to find the number pattern.  Inserting the box by inspection method.2+ | 2+3= 5× =25  a) 20 apples are distributed to some students and each gets 4 apples.  i) Write the mathematical statement in box notation.  ii) How many students are there?  How many apples has to be there to get 5 apples by each students? |  |  | 12 hours |
| 4. | Measurement:  Time and money | **Students are able to:**  i) Read time.  ii) Converse of units.  iii) Analyze the English and Nepali calendar.  Solve the world problems of multiplication and divide the money. | a) Convert the units indicated in bracket.  i) 24 minute(second)  ii) 600 second(minute)  b) Add: 1h 20min+2h 50 min  Sub: 5h 30min-2h 40 min.  2 kg rice costs Rs 142.50. How much will 1 kg of rice cost? | Ask your parents and find the cost price of 10 items in your home. Tabulate the rate and add the total price. | Clock, Money, chartpaper, color pencils | 11 hours |
| 5. | Statistics  Bills | **Students are able to:**  i) Read and making bills.  Perform a real life example of customer and seller. | a) Prepare a properly managed bill by following particulars.  5kg of sugar @20Go  10kg of daal @ 30  4l of oil @ 100  8kg of potato @ 50 | Arrange a bill from any shop and fill it with different particulars. | Bills | 5 hours |
| **Second Terminal Examination 2081** | | | | | | |
| **S. No.** | **Topic** | **Objectives** | **Possible questions** | **Project work** | **Teaching Materials** | **Teaching hours** |
| 1 | Arithmetic:  i) Multiplication and division | **Students are able to:**  i) Know the concept of Multiplication.  ii) Use lattice method for multiplication.  Solve word problem of multiplication and division. | a) Multiply  5 2 6 2 7 9  × 4 × 3 8  a) A volleyball ground needs 105m length and 68 m breadth. What is the product of its  b) length and breadth.  The product of two numbers is 855. If one of them is 95, find another number. | Prepare a well attractive chart of multiplication table and present it into your class. | Chartpaper, decorating paper, cellotape, scissor | 10 hours |
| 2. | Geometry  Plane Shapes | **Students are able to:**  Draw and know about plane shapes. | a) Name the sides and vertices of following shapes.  A  B C | Use thread to make different types of plane shapes and present it in the class. | Thread, scissors K4, Gluestick | 10 hours |
| 3. | Algebra  Expression | **Students are able to:**  Figure out missing number. | 150 + 200 = 300 + |  |  | 8 hours |
| 4. | Measurement  Distance and capacity | **Students are able to:**  i) Converse the units.  ii) Do addition and subtraction of units.  Addition of length. | i) Convert the units as indicated in the bracket.  300 (m) 7248cm (m)  ii) Add:140m 23cm and 79m 56cm  iii) Subtract: 55km 825m-45km 265m  A small car has a petrol tank with the capacity of 34 liters. What is the capacity of the tank is in milliliters? | Collect the data of different length of study materials and separate the longest and shortest one. |  | 12 hours |
| 5. | Statistics  Reading budget | **Students are able to:**  Prepare an annual budget. |  | Ask your parents of monthly income and expenses of family and prepare your budget. | Budget, sign pen, paper | 2 hours |
| **Third Terminal Examination 2081** | | | | | | |
| **S. No.** | **Topic** | **Objectives** | **Possible questions** | **Project work** | **Teaching Materials** | **Teaching hours** |
| 1. | Arithmetic  Fraction, Decimal and percentage | **Students are able to:**  i) Know about different type of fractions and compare it.  ii) Add and subtract the fraction and decimal.  iii) Express fraction into percentage, percent to fraction. | i) Punte ate of a cake and Kule ate of the same types of cake. Who ate more?  ii) Add: +  iii) Sub: -  iv) 0.73 + 0.88  v) 0.458 – 0295  vi) Convert into percentage. | Arrange a paper disk and cut into some pieces and rearrange the pieces and write their fraction. | Paper disc, scissor, sign pen | 17 hours |
| 2. | Geometry  Solid shapes | Students are able to  i) Figure out different solid shapes.  Know about faces, edges, vertices. | i) No. of faces: …………  ii) No. of vertices: ………  iii) No. of edges: …………. | Collect the name of different objects which shape is similar with solid shapes. |  | 6 hours |
| 3. | Algebra  Constant and variables | **Students are able to:**  i) Know about constant and variables.  Find out the value of variables. | i) If the value of x=3 and y=2 then find the value of  a) 2x+4 b) 3y-2 c) 5x-2y |  |  | 10 hours |
| 4. | Measurement  Perimeter and area | **Students are able to:**  Find out the area and perimeter of square and rectangle. | a) A rectangular garden is 8 m long and 4m broad then  i) Write the formula of perimeter of rectangle.  ii) Find the value of perimeter of rectangle.  Find the area of rectangle. | Find out the length and width of classroom and find its area and perimeter. | Measuring tape, sheets | 12 hours |
| **Annual Examination 2081** | | | | | | |
| **S. No.** | **Topic** | **Objectives** | **Possible questions** | **Project work** | **Teaching Materials** | **Teaching hours** |
| 1. | Arithmetic  Miscellaneous and Round offs | **Students are able to:**  i) Add, sub and simplify.  ii) Solve the word problems.  Round off to nearest tens, hundreds. | Simplify : 1000-1+960-670  a) From a wire 5000 m long,two pieces of 2,263 m and 2,722 m is cut off find the remaining amount of wire.  25987 round off into nearest tens and hundreds. | Add the age of every student and present it into paper. |  | 10 hours |
| 2. | Algebra  Algebraic representation | **Students are able to:**  Find out the unknown value | a) x + 5=10 b) Y- 4=11  c) x × 3=12 d) y ÷ 5=3 |  |  | 10 hours |
| 3. | Measurement  Weight | **Students are able to**  i) convert into units.  ii) Add and subtract of units.  Solve word problems. | a) Convert 5 kg into gm and 6000gm into kg.  b) Add 15kg 540gm+ 13kg 590gm  c) Subtract 12kg 250gm – 8kg 500gm.  A container can hold 50 kg of sugar. It has only 30kg 500gm sugar. How much more sugar can be put into it. | Find out the weight of every student of class and compare with different students. | Weight machine | 10 hours |
| 4. | Statistics  Bar graph | **Students are able to:**  i) Prepare the bar graph.  Observe the bar graph. | a) Prepare bar graph  Classes No of Boys   1. 15 2. 20 3. 10 4. 25 5. 30 | Prepare a data of classes from 3-5 and represent into graph. |  | 8 hours |

**Specific Grid for 2081**

**Class: 4 Subject: Maths**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Areas** | **Knowledge** | | **Understanding** | | **Application** | | **Higher ability** | | **Total Number of items** | **Marks** | **Total Marks** |
| **Number of items** | **Marks** | **Number of items** | **Marks** | **Number of items** | **Marks** | **Number of items** | **Marks** |
| 1. | Geometry | 1 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 6 | 2 | 8 |
| 2. | Arithmetic | 3 | 3 | 3 | 4 | 4 | 7 | 2 | 4 | 12 | 4 | 18 |
| 3. | Mensuration | 1 | 1 | 2 | 2 | 3 | 5 | 1 | 2 | 7 | 2 | 10 |
| 4. | Statistics | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 5 | 2 | 6 |
| 5. | Algebra | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 1 | 7 | 2 | 8 |
|  |  | **8** | **8** | **10** | **12** | **13** | **20** | **6** | **10** | **37** | **12** | **50** |

**Annual Plan**

**Class: 4 Subject: Science**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **First Terminal Examination 2081** | | | | | | | |
| **S. No.** | **Unit** | **Lesson** | **Objectives/ Plan** | **New words** | **Possible Questions** | **Project Work** | **Teaching Materials** |
| 1 | 1 | Scientific Learning | - Able to define Scientific Learning.  - Able to know about Observation, experiment, research, classification and its importance.  - Able to know about precaution to be taken in science laboratory.  - Able to know about measurement.  - Able to draw some of the schematic figures in science | Observation,  Laboratory, Precaution,  Schematic,  Equipment, | 1) What is scientific learning?  2) What is measurement?  3) Why is observation important in learning science? | Drawing the picture of Laboratory Equipment’s measuring Cylinder, Bunsen burner, funnel, Beaker, Test tube. | Laboratory instruments like beaker, measuring cylinder, funnel, test tube, etc. |
| 2 | 6 | Matter | - Able to identify the state of matter with examples.  - To know about Water Cycle.  - Able to know Changing state of water i.e. evaporation, condensation, freezing.  - To know about sources and importance of water and rocks.  To know about uses of air, water and rocks. | Molecules, evaporation, condensation, Freezing, Weathering | 1) What is mater?  2) What do you mean by change of state?  3) How does rainfall occur?  4) List any three effects of water pollution.  5) How soil is formed?  What is water pollution? | Make a water cycle model using Clay, paper and other materials. | Pictures, videos, live materials such as rocks and format of soil layer. |
| 1 | 1 | Scientific Learning | - Able to define Scientific Learning.  - Able to know about Observation, experiment, research, classification and its importance.  - Able to know about precaution to be taken in science laboratory.  - Able to know about measurement.  Able to draw some of the schematic figures in science | Observation,  Laboratory, Precaution,  Schematic,  Equipment, | 1) What is scientific learning?  1) What is measurement?  3) Why is observation important in learning science? | Drawing the picture of Laboratory Equipment’s measuring Cylinder, Bunsen burner, funnel, Beaker, Test tube. | Laboratory instruments like beaker, measuring cylinder, funnel, test tube, etc. |
| **Second Terminal Examination 2081** | | | | | | | |
| **S. No.** | **Unit** | **Lesson** | **Objectives/ Plan** | **New words** | **Possible Questions** | **Project Work** | **Teaching Materials** |
| 1 | 2 | Information and Communication Technology | - Able to know the means of communication.  - Able to know about computer and its parts.  - Able to know about paint software and typing software  Able to know about Internet and its uses. | Communication, internet, Cheap, network, ancient, etc. | 1) What do you mean by communication?  2) What is an e-mail?  3) What is the function of mouse?  4) What is computer?  5) What is typing Software?  6) What is paint software?  7) Write any two uses of internet. | - Draw a well diagram of computer and its part.  - Make a list if means of communication with its picture in chart paper. | Photos, puzzle, parts of computer like RAM, motherboard, mouse, etc. |
| 2 | 7 | Energy in daily life | - Able to know energy and types of sources of energy.  - Able to know the different forms of energy.  - Able to identify conductors and insulators.  - Able to identify the magnetic and non-magnetic substances. | Renewable, non-renewable, conductor, insulator, generate, etc. | 1) What is energy?  2) What is energy saving?  3) What do you mean by sources of electricity?  4) Why is copper used for making wire?  5) What is magnet?  6) Write any two characteristics of magnet.  7) Why is iron called a magnet substance? | Draw the model of water turbine using paperwork. | Identify magnetic and non-magnetic substance using magnet. |
| **Third Terminal Examination 2081** | | | | | | | |
| **S. No.** | **Unit** | **Lesson** | **Objectives/ Plan** | **New words** | **Possible Questions** | **Project Work** | **Teaching Materials** |
| 1 | 3 | Organism and Environment | - Able to know about importance of environmental factors (air, water, soil).  - Able to know the interrelationship between organisms and environment  Able to know about effect of population growth. | Organism, aquatic, photosynthesis, deforestation, reduce, etc. | 1) What is environment?  2) Why are earthworms important for farmers?  3) What is population growth?  4) Write two causes of land pollution.  5) What is photosynthesis? | Plantation of flower in small pot in class room.  Drawing a ecosystem of our environment. | Pictures, puzzle words. Presentation about monologue of water. |
| 2 | 4 | Classification of living Beings | - Able to know about Invertebrates and Vertebrates with examples.  - Able to classification of animals on the basis of their habitats.  - Able to identify the different parts of plant.  - Able to identify herbs, shrubs and trees  - Able to know about aquatic and terrestrial plant. | Vertebrates, invertebrates, oviparous, viviparous, perennial, etc. | 1) What are herbs?  2) What are aquatic plants?  3) What is terrestrial plant?  4) What are vertebrates?  5) What are shrubs? | Make a list of vertebrates and invertebrate’s animals with picture and pot them in chart paper. | Picture and live materials |
| **Annual Examination 2081** | | | | | | | |
| **S. No.** | **Unit** | **Lesson** | **Objectives/ Plan** | **New words** | **Possible Questions** | **Project Work** | **Teaching Materials** |
| 1 | 5 | Life process | - Able to know Nutrition, Respiration, Digestion, Excretion, Reproduction  - Able to know about life cycle of butterfly | Collage, germination, respiration, excretion, etc. | 1) What is respiration?  2) What is reproduction?  3) Why is nutrition important for living being? | Making a germination process in science laboratory. | Germination process, model of respiration, excretion, digestion process. |
| 2 | 8 | The Earth and Space | - Able to know the different layers of earth atmosphere.  - Able to know the different types of weather.  - Able to know he different types of cloud  - Able to know the different types of natural disaster.  - Able to know about emergency bag. | Gorge, disaster, impact, lithosphere, magma, etc. | 1) What is atmosphere?  2) What is hydrosphere?  3) Why is weather forecast important?  4) Which cloud seldom produce rain?  5) What is natural disaster?  6) What is landslide? What is emergency bag? | Draw the different types of cloud using cotton.  Make a model of lithosphere. | Pictures and videos related to topics. |

**Specific Grid for 2081**

**Class: 4 Subject : Science**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **First Terminal Examination 2081 [F.M. = 50, Time = 2.00 hours]** | | | | | | |
| **S. No.** | **Topic** | **MCQ** | **Very short question** | **Short question** | **Long question** | **Total Marks** |
| 1 | Scientific learning | 5 | 3 | 4 | 2 | 24 |
| 2 | Matter | 5 | 3 | 5 | 2 | 26 |
|  | **Total** | **10** | **6** | **9** | **4** | **50** |
| **Second Terminal Examination 2081 [F.M. = 50, Time = 2.00 hours]** | | | | | | |
| **S. No.** | **Topic** | **MCQ** | **Very short question** | **Short question** | **Long question** | **Total Marks** |
| 1 | Scientific learning | 2 | 1 | 2 | 1 | 11 |
| 2 | Matter | 2 | 1 | 1 | 1 | 9 |
| 3 | Information and Communication Technology | 3 | 2 | 3 | 1 | 15 |
| 4 | Energy in daily life | 3 | 2 | 3 | 1 | 15 |
|  | **Total** | **10** | **6** | **9** | **4** | **50** |
| **Third Terminal Examination 2081 [F.M. = 50, Time = 2.00 hours]** | | | | | | |
| **S. No.** | **Topic** | **MCQ** | **Very short question** | **Short question** | **Long question** | **Total Marks** |
| 1 | Scientific learning | 1 |  | 1 |  | 3 |
| 2 | Matter | 1 | 1 | 1 |  | 4 |
| 3 | Information and Communication Technology | 2 |  | 1 | 1 | 8 |
| 4 | Energy in daily life | 2 | 1 | 2 | 1 | 11 |
| 5 | Organism and Environment | 2 | 2 | 2 | 1 | 12 |
| 6 | Classification of living Beings | 2 | 2 | 2 | 1 | 12 |
|  | **Total** | **10** | **6** | **9** | **4** | **50** |
| **Annual Examination 2081 [F.M. = 50, Time = 2.00 hours]** | | | | | | |
| **S. No.** | **Topic** | **MCQ** | **Very short question** | **Short question** | **Long question** | **Total Marks** |
| 1 | Scientific learning | 1 | 1 | 1 |  | 3 |
| 2 | Matter | 1 | 1 | 1 |  | 4 |
| 3 | Information and Communication Technology | 1 |  | 1 | 1 | 7 |
| 4 | Energy in daily life | 1 | 1 | 1 |  | 4 |
| 5 | Organism and Environment | 1 |  | 1 | 1 | 7 |
| 6 | Classification of living Beings | 1 | 1 | 1 |  | 4 |
| 7 | Life Process | 2 | 1 | 1 | 1 | 9 |
| 8 | The Earth and space | 2 | 1 | 2 | 1 | 11 |
|  | **Total** | **10** | **6** | **9** | **4** | **50** |