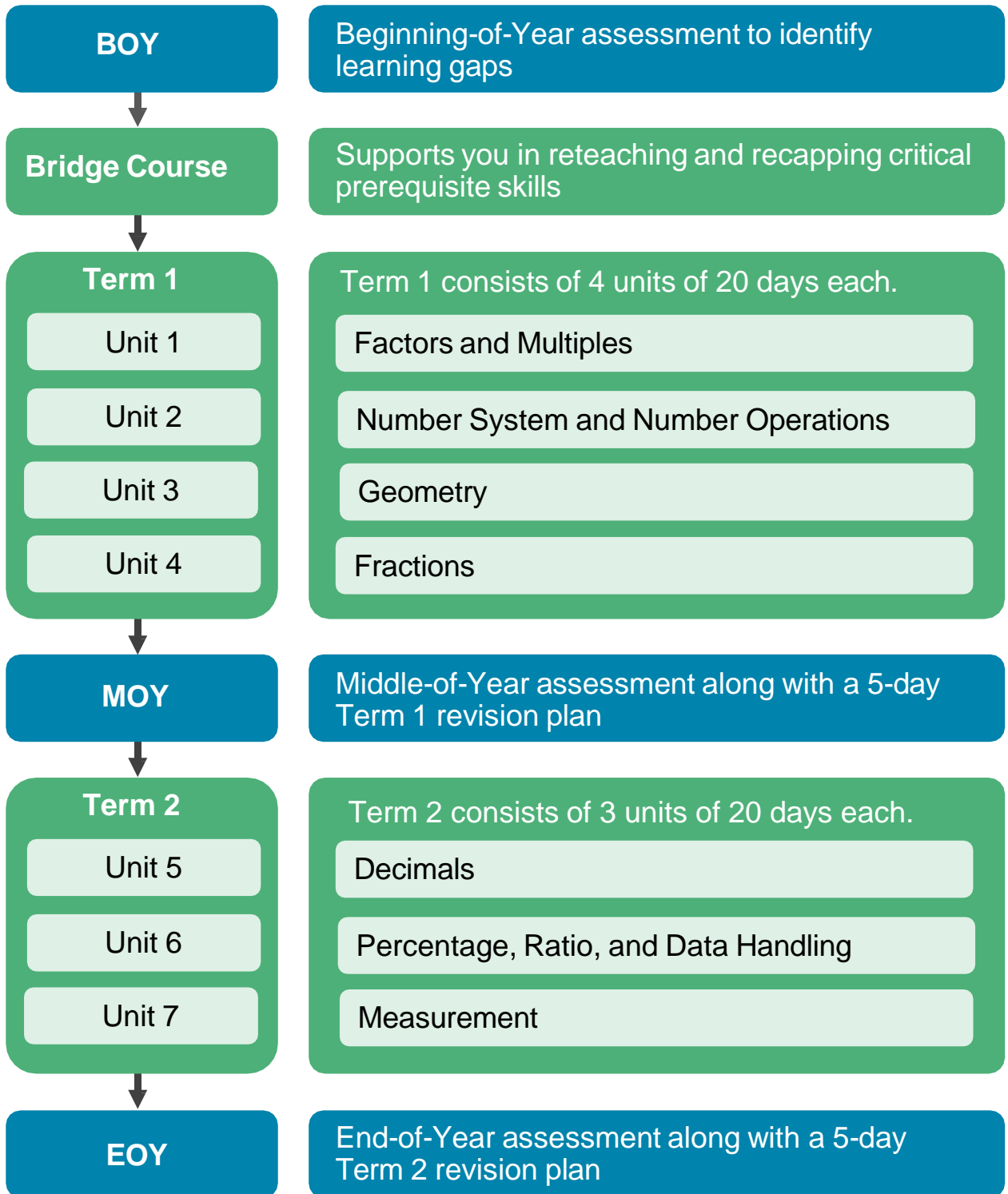


# Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



# Detailed Syllabus for the Year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of the MOY assessment.



## TERM 1

1

### UNIT 1 – FACTORS AND MULTIPLES

- Prime and composite numbers
- Prime factorisation of a number
- HCF, LCM, and their relationship

2

### UNIT 2 – NUMBER SYSTEM AND NUMBER OPERATIONS

- International place value system
- Multiply and divide large numbers
- Order of operations (DMAS)

4

### UNIT 4 – FRACTIONS

- Addition and subtraction of fractions
- Multiplication and division of fractions
- Solving word problems

3

### UNIT 3 – GEOMETRY

- Type of lines, finding missing angles
- Triangles and quadrilaterals
- Maps, views, and nets

## TERM 2

5

### UNIT 5 – DECIMALS

- Introduction to decimals
- Conversion between fractions and decimals
- Operations on decimals

6

### UNIT 6 – PERCENTAGE, RATIO, AND DATA HANDLING

- Introduction to percentages
- Introduction to ratios
- Pie charts and survey

7

### UNIT 7 – MEASUREMENT

- Operations on length, mass, volume
- Area and perimeter of compound shapes
- Add and subtract time intervals

The important skills that students will develop this year are:



#### THINKING SKILLS

- Solving real-world problems
- Creating new ideas
- Being curious
- Reflecting on their learning
- Learning from mistakes



#### COMMUNICATION SKILLS

- Communicating effectively
- Presenting ideas
- Using information
- Using different media



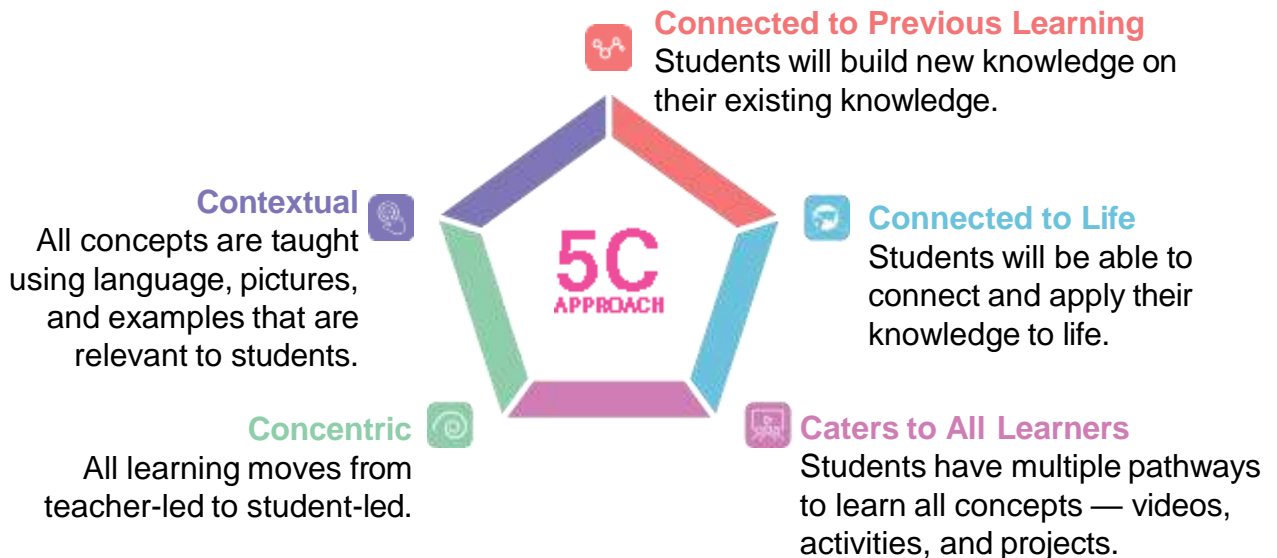
#### COLLABORATION SKILLS

- Working with others
- Appreciating others' ideas
- Resolving conflicts
- Connecting to their community
- Connecting to the nation

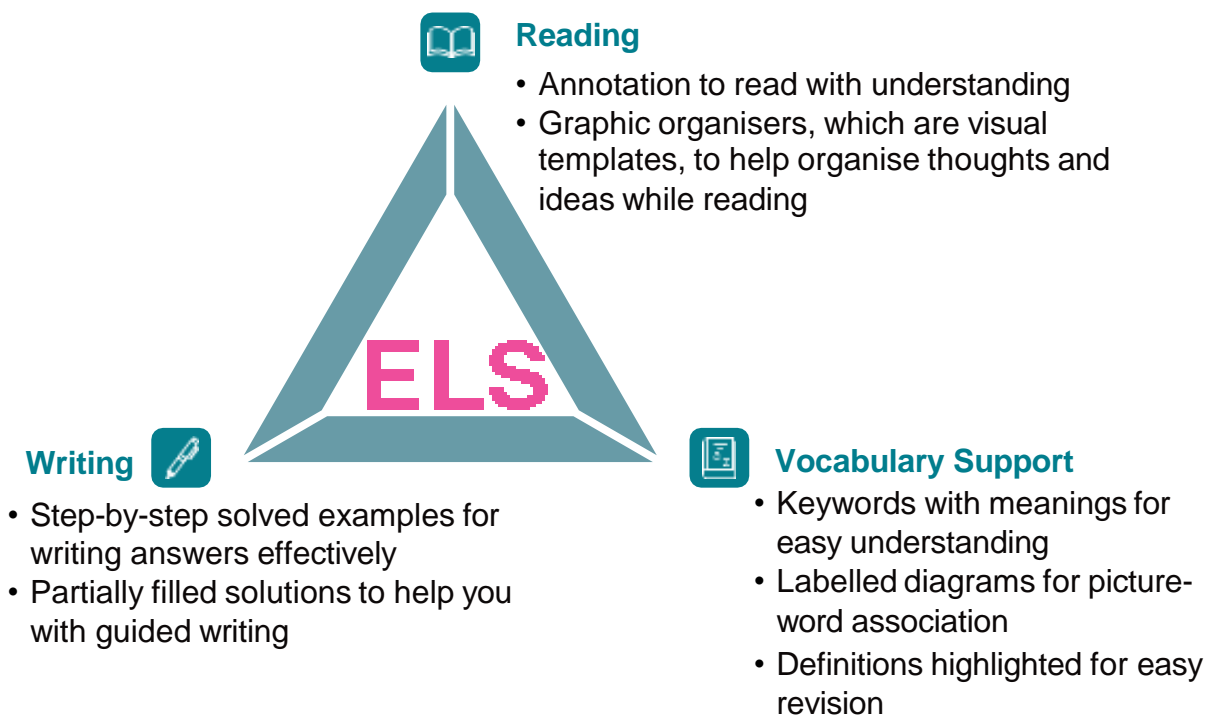
# The LEAD Method

The infographics below show the LEAD Method that you will be following with your students.

## 1. 5Cs Approach: Every concept is taught through the 5Cs approach.



## 2. ELS: English Language Strategies



# The LEAD Method

3. CPA: The Concrete-Pictorial-Abstract method helps students understand Math meaningfully.



**Concrete**



Students use physical objects to model and solve Math problems.



**Pictorial**



Students use drawings of physical objects to model and solve Math problems.



**Abstract**

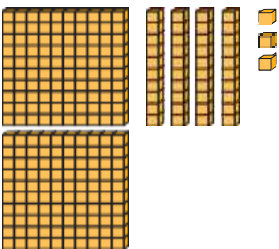
$$5 + 3 = 8$$



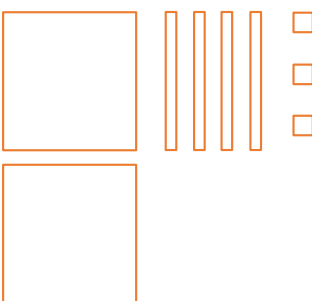
Students use symbols to represent drawings and to solve Math problems.



**Concrete**



**Pictorial**

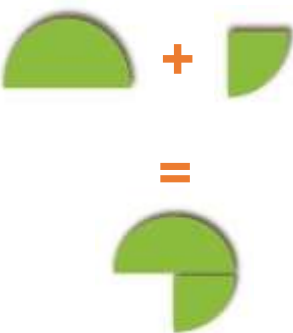


**Abstract**

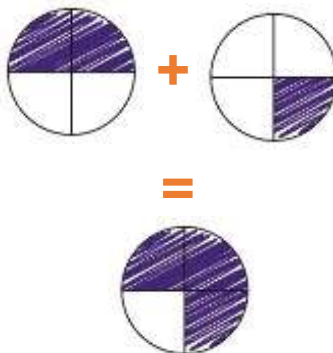
$$200 + 40 + 3 = 243$$



**Concrete**



**Pictorial**



**Abstract**

$$\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$$

# Important Icons

## Icons and Features of the Books



### Let's Think

Provides opportunities for building thinking skills



### Let's Discuss

Provides opportunities for building communication skills



### Let's Work Together

Provides opportunities for building collaboration skills



### Reflection Corner

Helps students think deeply about their learning and improve for the future



### Activity Corner

Helps students understand concepts and apply their learning

### Keywords

Provides meanings of difficult words

Scan me



to watch a video.

Students can access important resources at home by scanning these codes using the LEAD Student App.



### Quick Math

Provides an easy approach with calculation tips and tricks to solve problems

## Icons and Features in the Lesson Plans



**Think**

Ensure that you use the routines and structures as mentioned in the plans to achieve excellence in each unit.



**Observe**

Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used.



**Solve**



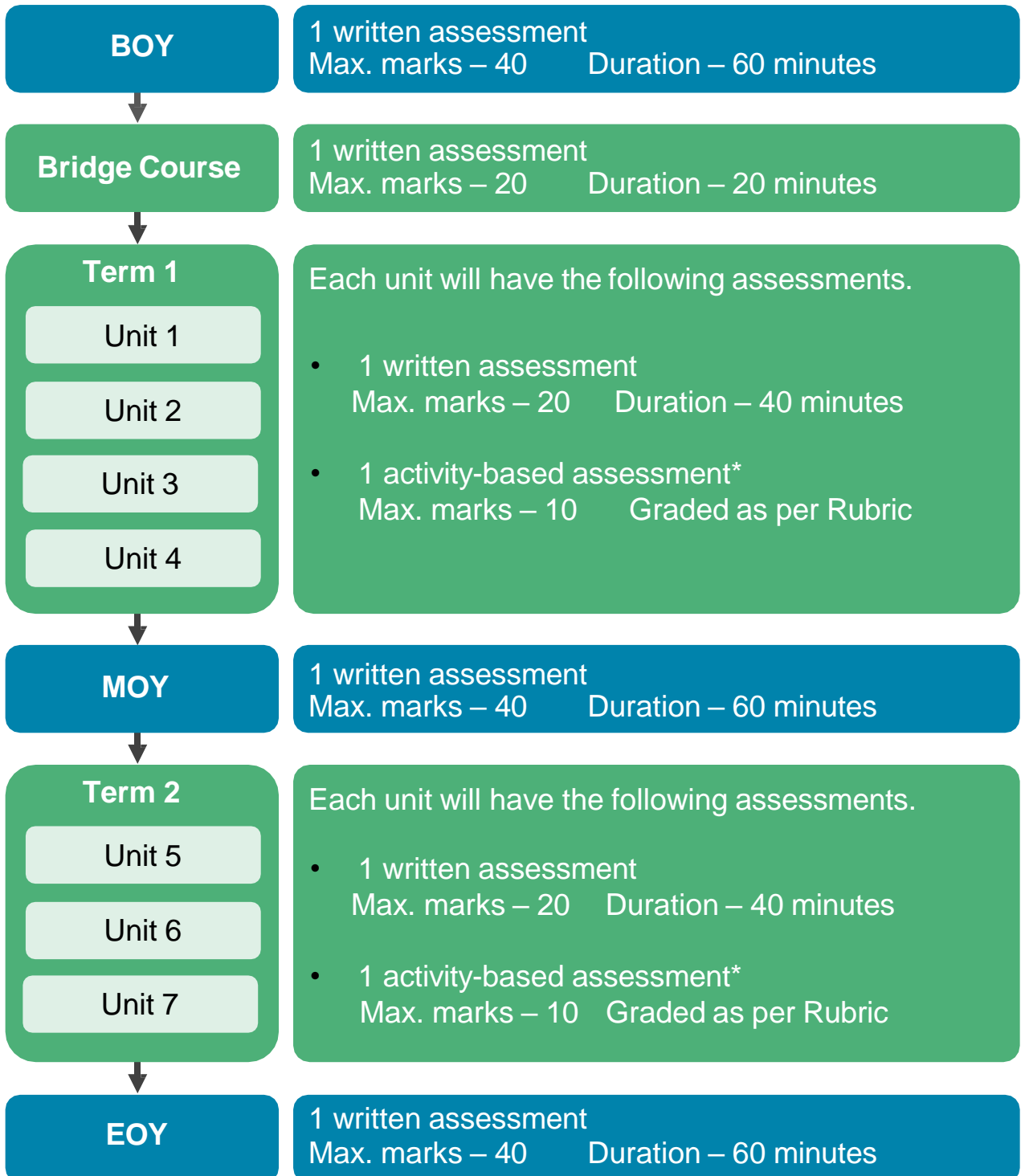
**Turn and Talk**



**Think-Write-Pair-Share**

# Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



\*This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.

# Assessment Framework

## Unit Assessments

The written unit assessments have the following structure.

Types of Question	Marks	Number of Questions	Total Marks
Select or True / False	1	2	2
Multiple choice questions	1	3	3
Fill in the blanks	1	1	1
Match the following	4	1	4
Short answer questions	2	2	4
Long answer questions	3	2	6
		<b>11 questions</b>	<b>20 marks</b>

## MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Types of Question	Marks	Number of Questions	Total Marks
Select or True / False	1	3	3
Multiple choice questions	1	6	6
Fill in the blanks	1	4	4
Match the following	4	1	4
Short answer questions	2	7	14
Long answer questions	3	3	9
		<b>24 questions</b>	<b>40 marks</b>

# Assessment Framework

## Spiralling in Assessments

- In the MOY assessment – 100% of the questions will be from Term 1 units.
- In the EOY assessment – 85% of the questions will be from Term 2 units and 15% will be from Term 1 units.
- In Unit Assessments – The Unit 1 assessment has no spiralling. In the Unit 2 assessment, 90% of the questions will be from the unit and 10% will be from previous unit. In every subsequent unit assessment, 85% of the questions will be from the unit and 15% will be from the previous two units. This is to help students practise concepts and be better prepared for the MOY and EOY assessments.

## Difficulty Level of Questions

The difficulty levels of the questions in the assessments are based on board guidelines. All questions are categorised as per the table below:

	<b>LOTS</b> (Lower Order Thinking Skills)	<b>MOTS</b> (Middle Order Thinking Skills)	<b>HOTS</b> (Higher Order Thinking Skills)
<b>Definition</b>	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analysing situations, and building on top of what was taught in class
<b>Bloom's Level</b>	Remember	Understand Application (simple)	Application (complex) Evaluate Analyse Create

In line with board guidelines, LEAD assessments follow the structure explained below:

**Unit 1** - 60% LOTS : 30% MOTS : 10% HOTS

**Unit 2** - 50% LOTS : 40% MOTS : 10% HOTS

**Unit 3** - 40% LOTS : 50% MOTS : 10% HOTS

**Unit 4** - 30% LOTS : 50% MOTS : 20% HOTS

**MOY** - 30% LOTS : 50% MOTS : 20% HOTS

**Units 5, 6, and 7** - 30% LOTS : 50% MOTS : 20% HOTS

**EOY** - 30% LOTS : 50% MOTS : 20% HOTS

We slowly increase the level of difficulty for students in Term 1.



## Materials Required

You will need the following materials for the various activities that will be conducted in Term 1.

To Be Taken from the School Kit	To Be Bought Locally
<b>Unit 1: Factors and Multiples</b> <ul style="list-style-type: none"><li>• Properties of Factors chart</li><li>• Properties of Multiples chart</li><li>• Counters</li><li>• Unifix blocks</li><li>• Ice-cream sticks</li><li>• Dice</li></ul>	<b>Unit 1: Factors and Multiples</b> <ul style="list-style-type: none"><li>• Paper plates</li><li>• Red <i>bindis</i> and black <i>bindis</i></li><li>• Glue</li><li>• Chart papers</li><li>• Paper cups</li><li>• Calendar of any month</li><li>• A4 sheets</li></ul>
<b>Unit 2: Number System and Number Operations</b> <ul style="list-style-type: none"><li>• Tables chart</li><li>• Division chart</li><li>• Multiplication chart</li></ul>	<b>Unit 2: Number System and Number Operations</b>
<b>Unit 3: Geometry</b> <ul style="list-style-type: none"><li>• Unifix blocks</li></ul>	<b>Unit 3: Geometry</b> <ul style="list-style-type: none"><li>• Chart papers</li></ul>
<b>Unit 4: Fractions</b>	<b>Unit 4: Fractions</b> <ul style="list-style-type: none"><li>• A4 sheets</li></ul>

The list of materials required for Term 2 will be uploaded after the completion of Term 1.