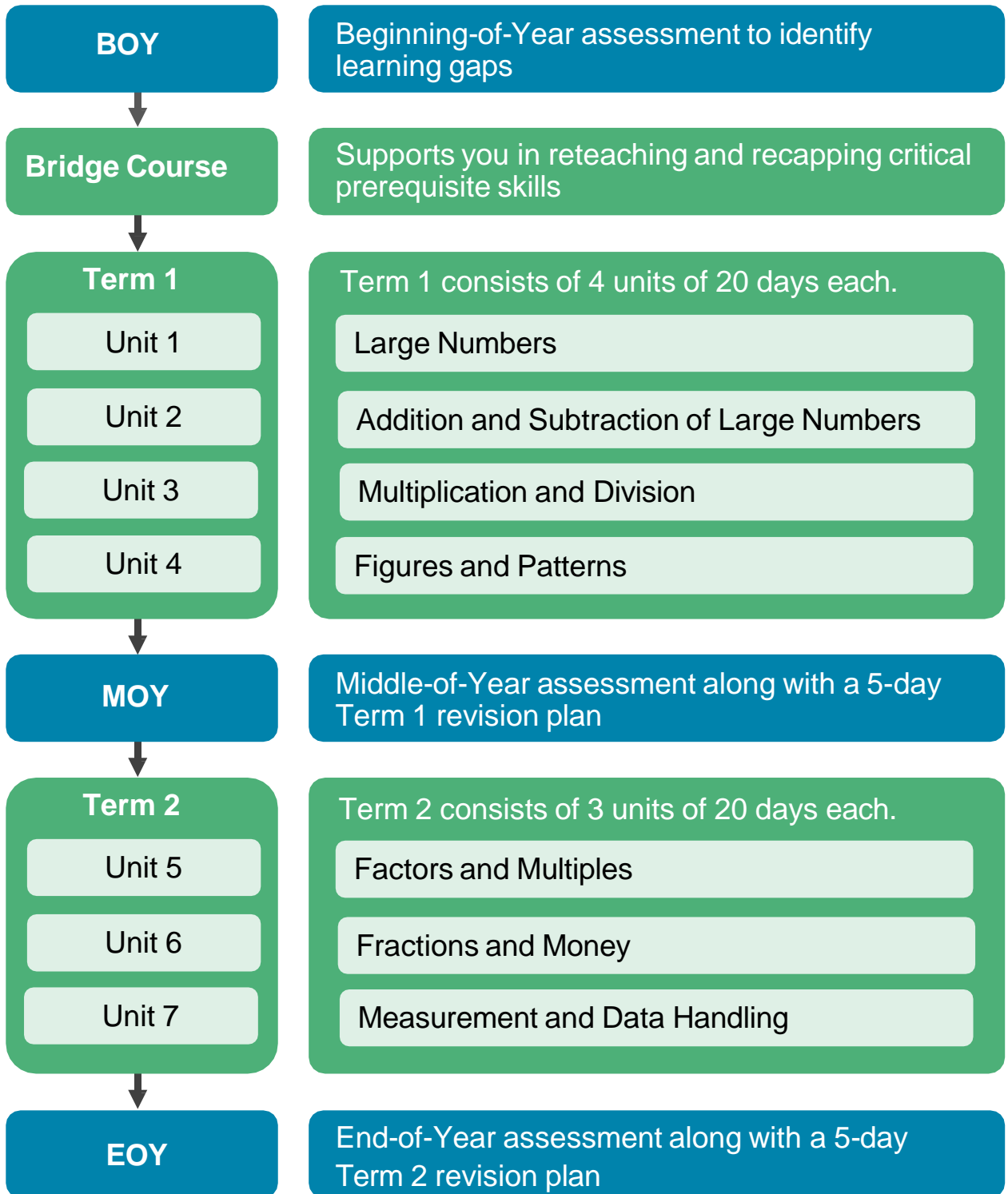


Learning Journey for the Year

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 – LARGE NUMBERS

- Lakhs, ten lakhs, crores, and ten crores
- Predecessor and successor
- International place value system

2

UNIT 2 – ADDITION AND SUBTRACTION OF LARGE NUMBERS

- Add and subtract large numbers
- Estimation of sum and difference
- Solving word problems

4

UNIT 4 – FIGURES AND PATTERNS

- Lines, rays, and polygons
- Types of angles and rotational symmetry
- Patterns, coding, and decoding

3

UNIT 3 – MULTIPLICATION AND DIVISION

- Product and quotient of large numbers
- Estimation of product
- Solving word problems

TERM 2

5

UNIT 5 – FACTORS AND MULTIPLES

- Introduction to factors and multiples
- Introduction to prime and composite numbers
- Factor tree and prime factorisation

6

UNIT 6 – FRACTIONS AND MONEY

- Add and subtract unlike fractions
- Improper and mixed fractions
- Making rate charts and bills using all 4 operations on money

7

UNIT 7 – MEASUREMENT AND DATA HANDLING

- Mixed unit conversions; 12-hour and 24-hour format
- Areas and perimeters of rectangles and squares
- Double bar graphs

The important skills that students will develop this year are as follows:



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



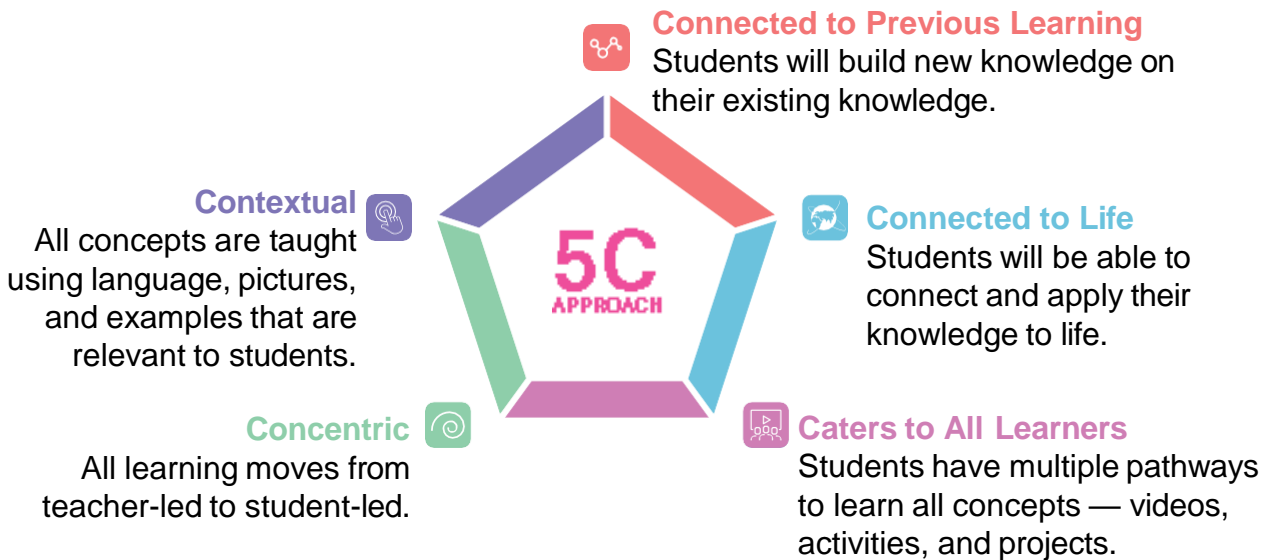
COLLABORATION SKILLS

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

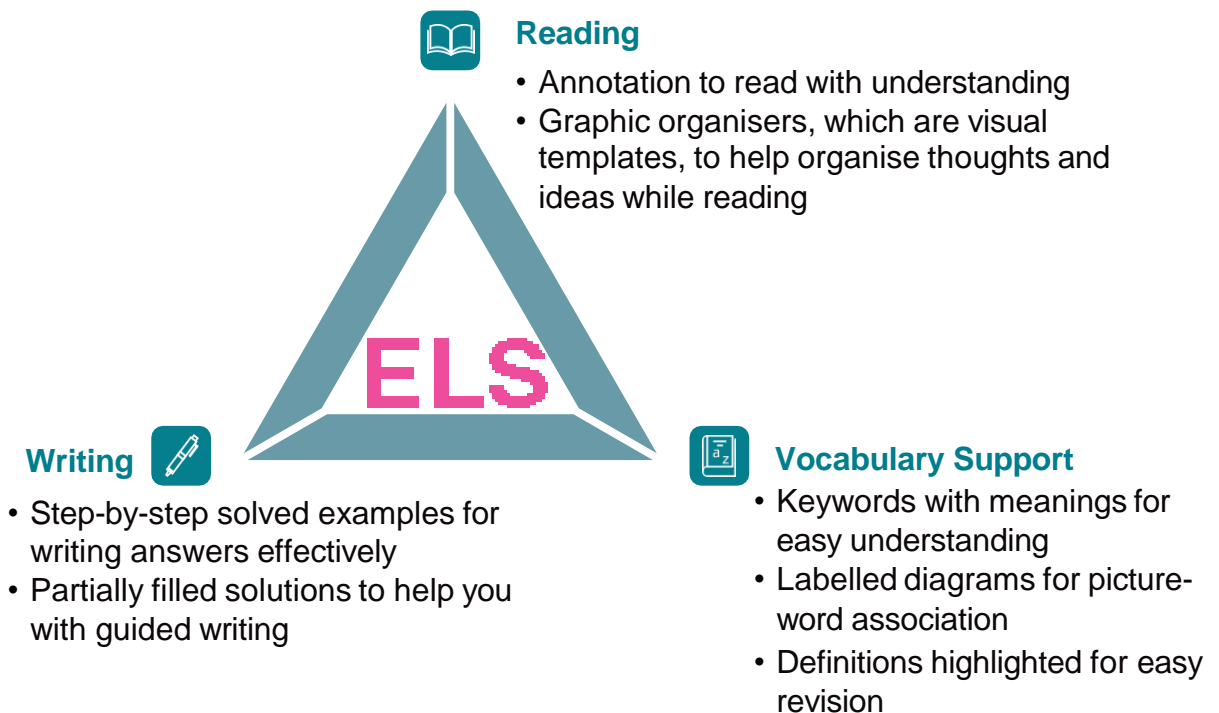
The LEAD Method

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.

$\frac{3}{4}$

Abstract

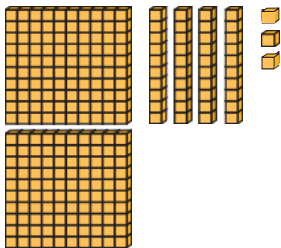
$$5 + 3 = 8$$



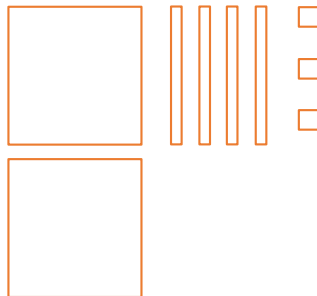
Students use symbols to represent drawings and to solve Math problems.



Concrete



Pictorial



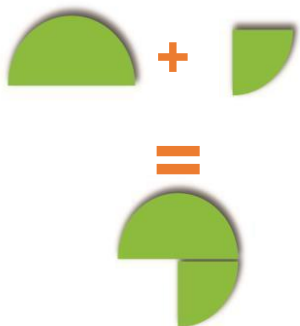
$\frac{3}{4}$

Abstract

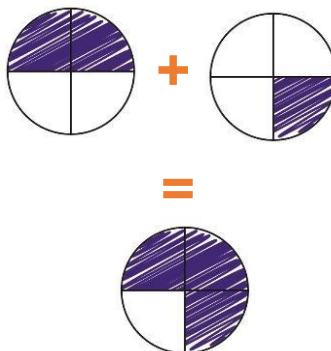
$$200 + 40 + 3 = 243$$



Concrete



Pictorial



$\frac{3}{4}$

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 as they read

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



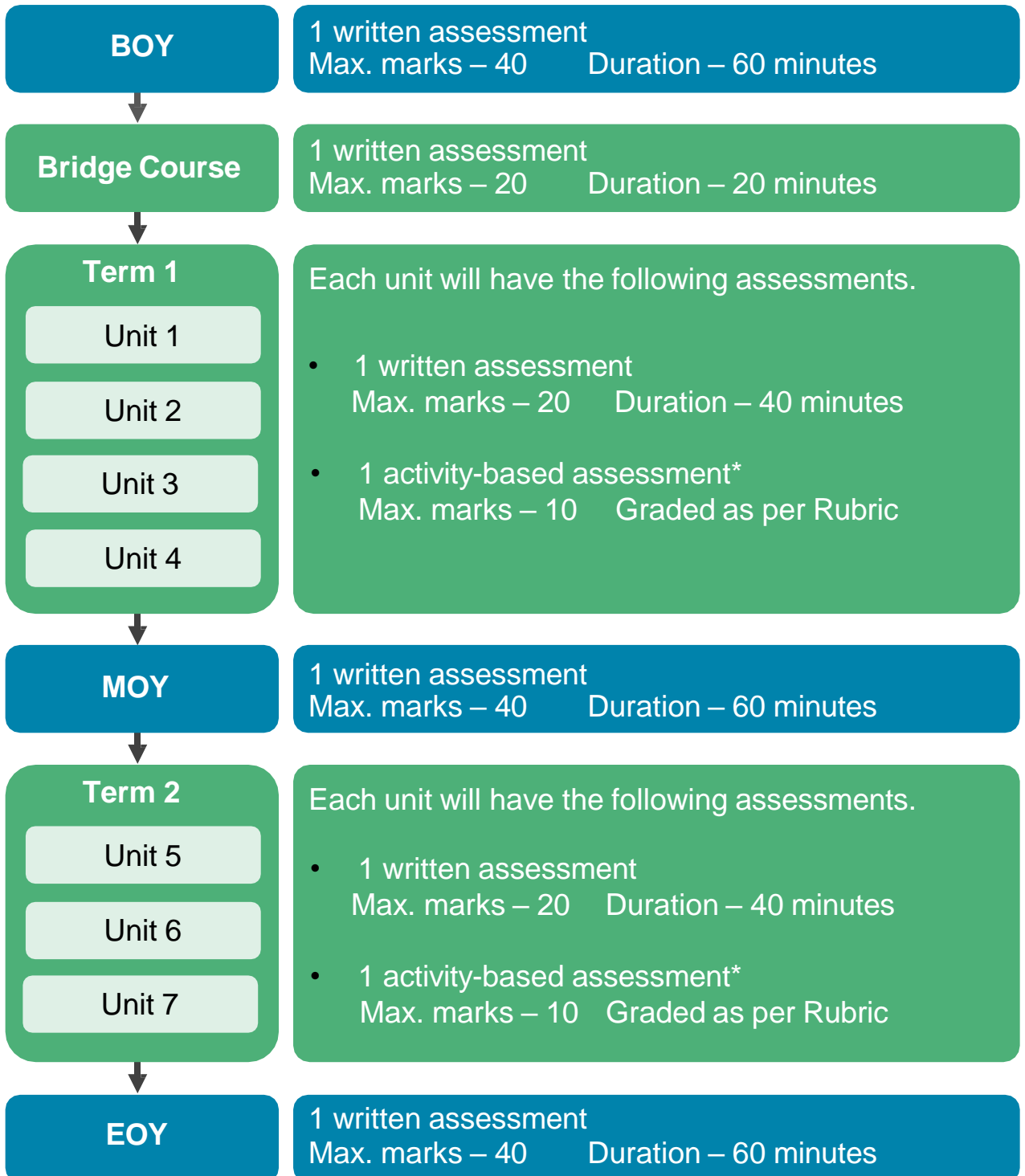
Turn and Talk



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
		11 questions	20 marks

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
		24 questions	40 marks

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:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	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
Bloom's Level	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
Unit 1: Large Numbers	Unit 1: Large Numbers <ul style="list-style-type: none">• Glue• A pair of scissors
Unit 2: Addition and Subtraction of Large Numbers <ul style="list-style-type: none">• Addition chart• Subtraction chart	Unit 2: Addition and Subtraction of Large Numbers <ul style="list-style-type: none">• Push pins• String• Glue• A4 sheets• 5 chart papers• A pair of scissors
Unit 3: Multiplication and Division	Unit 3: Multiplication and Division <ul style="list-style-type: none">• A medium-sized bucket
Unit 4: Figures and Patterns <ul style="list-style-type: none">• Lines, Segments and Rays chart• Types of Angles chart• Parts of a Circle chart• Pattern blocks	Unit 4: Figures and Patterns <ul style="list-style-type: none">• Protractor – 1 per student• Cardboard sheets• A bundle of thread• A4 sheets• Chart papers• A board protractor

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