

Learning Journey for the Year

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

BOY

Beginning of Year assessment to help you identify learning gaps.

Bridge Course

Supports you in reteaching and recapping critical pre-requisite skills.

Term 1

Chapter 1

Large Numbers (9 days)

Chapter 2

Whole Numbers (5 days)

Unit ASM 1

This unit assessment will assess concepts learned in Chapter 1 and Chapter 2.

SE 1

SE 1 will be based on the concepts of Chapter 1.

Chapter 3

Playing with Numbers: HCF and LCM (10 days)

Chapter 4

Integers (13 days)

Unit ASM 2

This unit assessment will assess concepts learned in Chapter 3 and Chapter 4.

SE 2

SE 2 will be based on the concepts of Chapter 3.

Chapter 5

Algebra (17 days)

Unit ASM 3

This unit assessment will assess concepts learned in Chapter 5.

Learning Journey for the Year

SE 3

Chapter 6

Chapter 7

Unit ASM 4

SE 4

SE 3 will be based on the concepts of Chapter 5.

Lines and Angles (10 days)

Geometric Shapes (12 days)

This unit assessment will assess concepts learned in Chapter 6 and Chapter 7.

SE 4 will be based on the concepts of Chapter 7.

MOY

5 days of Term 1 Revision plan, followed by Middle of Year Assessment

Term 2

Chapter 8

Chapter 9

Unit ASM 5

SE 5

Chapter 10

Chapter 11

6 chapters are to be covered in 57 days.

Fractions (15 days)

Decimals (12 days)

This unit assessment will assess concepts learned in Chapter 8 and Chapter 9.

SE 5 will be based on the concepts of Chapter 9.

Data Handling (5 days)

Mensuration (7 days)

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Unit ASM 6

SE 6

Chapter 12

Chapter 13

Unit ASM 7

SE 7

This unit assessment will assess concepts learned in Chapter 10 and Chapter 11.

SE 6 will be based on the concepts of Chapter 11.

Ratios, Proportions, and Percentages (15 days)

Symmetry (3 days)

This unit assessment will assess concepts learned in Chapter 12 and Chapter 13.

SE 7 will be based on the concepts of Chapter 12.

EOY

5 days of Term 2 revision plan followed by End of Year Assessment

Note: All subject enrichment (SE) activities are optional. However, It is recommended that students perform them in class in order to strengthen their conceptual understanding.

Life Skills - The important skills that students will develop this year are:

⚡ THINK

1. Solving real-world problems
2. Creating new ideas
3. Being curious
4. Reflecting on your learning
5. Learning from mistakes

💬 COMMUNICATE

1. Communicating effectively
2. Presenting ideas
3. Using information
4. Using different media

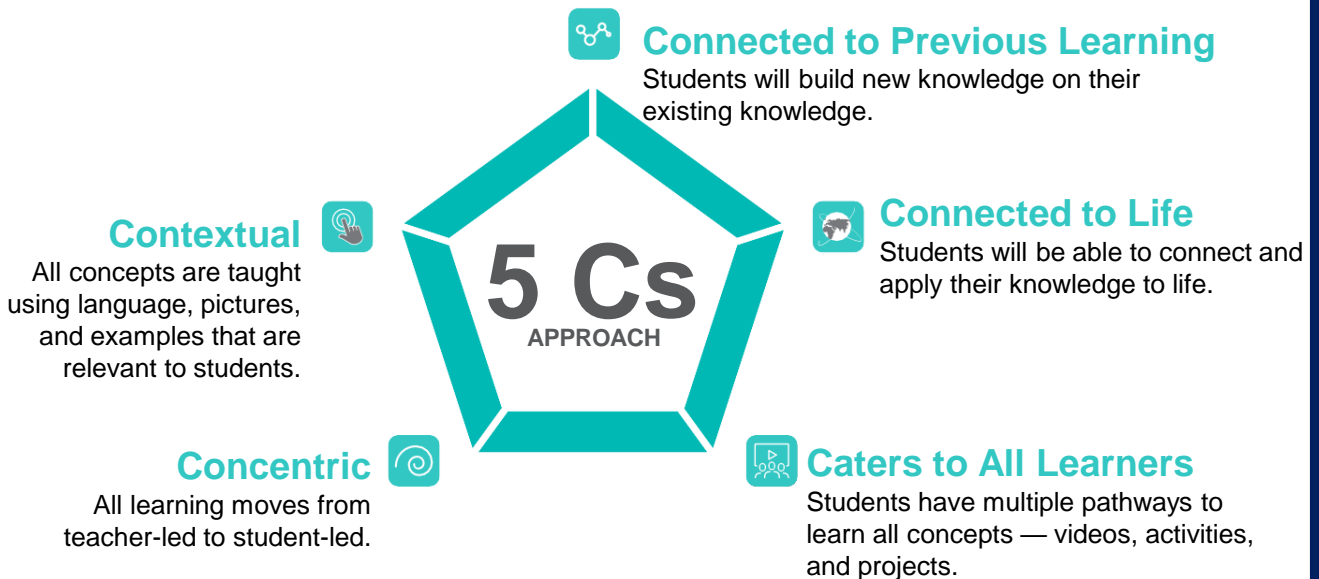
🔄 COLLABORATE

1. Working with others
2. Appreciating others' ideas
3. Resolving conflicts
4. Connecting yourself to your community
5. Connecting yourself to the nation

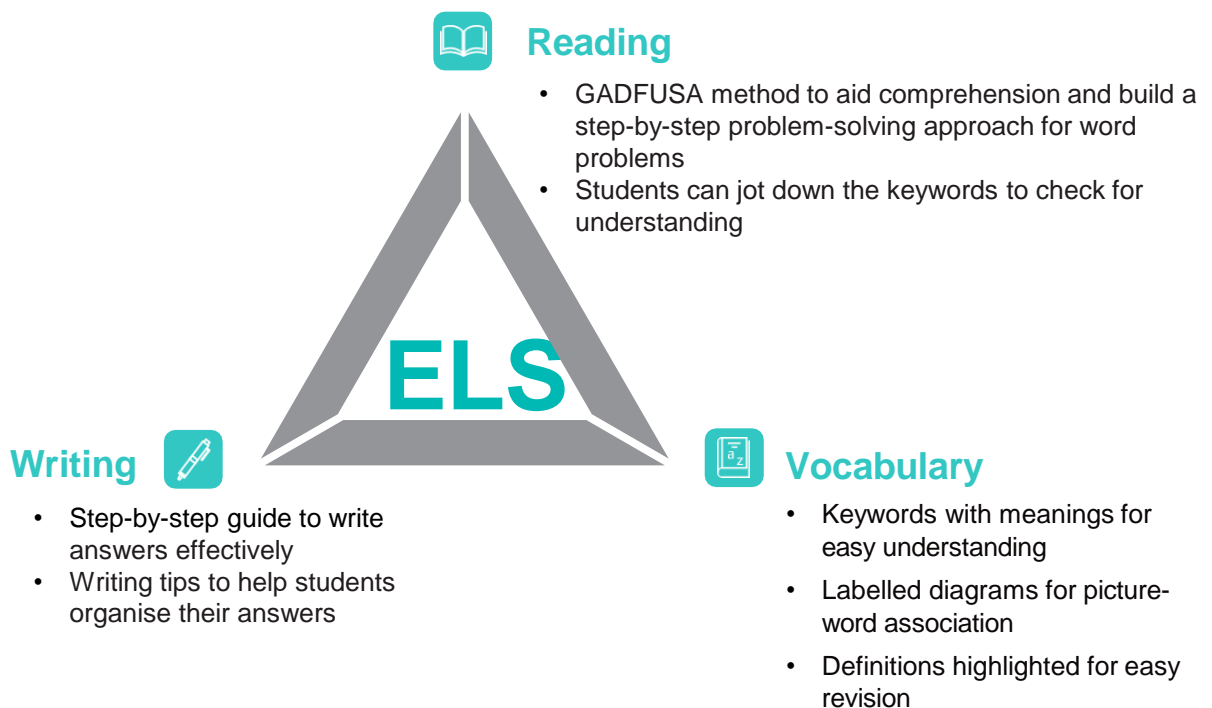
The LEAD Method

The LEAD Method includes unique pedagogical approaches you will use to help your students develop a deep understanding of concepts. These are integrated into the lesson plans.

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



2. ELS: English Language Strategies



The LEAD Method

3. CPA: Concrete-Pictorial-Abstract Method

The CPA method helps you build:

Deeper understanding of Math concepts

Better connection of Math topics to life

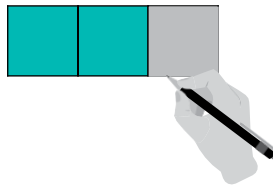
Better spatial and reasoning skills

1 Concrete



You model and solve Math problems using physical objects.

2 Pictorial



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

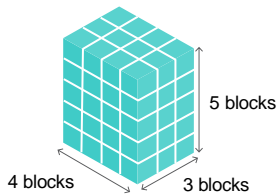
3 Abstract

$$2 + 1 = 3$$

You use symbols to represent the drawings and solve Math problems using these symbols.

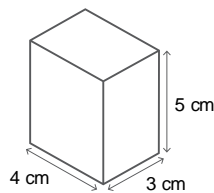
Volume of a Cuboid

1 Concrete



Mensuration

2 Pictorial

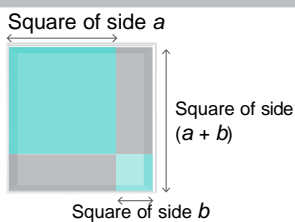


3 Abstract

$$\begin{aligned} \text{Volume of a Cuboid} &= L \times B \times H \\ &= 4 \times 3 \times 5 \\ &= 60 \text{ cm}^3 \end{aligned}$$

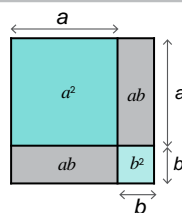
Algebraic Identity

1 Concrete



Algebra

2 Pictorial



3 Abstract

$$\begin{aligned} (a + b)^2 &= a^2 + 2ab + b^2 \end{aligned}$$

Important Icons

Icons and Features of the Book

CONNECT TO LIFE

Provide activities and questions that help students apply new concepts to their life.

ACTIVITY

Help students understand concepts and apply their learnings.

KEYWORDS

Provide meanings of difficult words as they read.

THINK

Provide opportunities for building thinking skills.

COLLABORATE

Provide opportunities for building collaboration skills.

COMMUNICATE

Provide opportunities for building communication skills.



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

Icons and Features in the Lesson Plans



Think



Observe



Read



Discuss



Turn-Write-Pair-Share



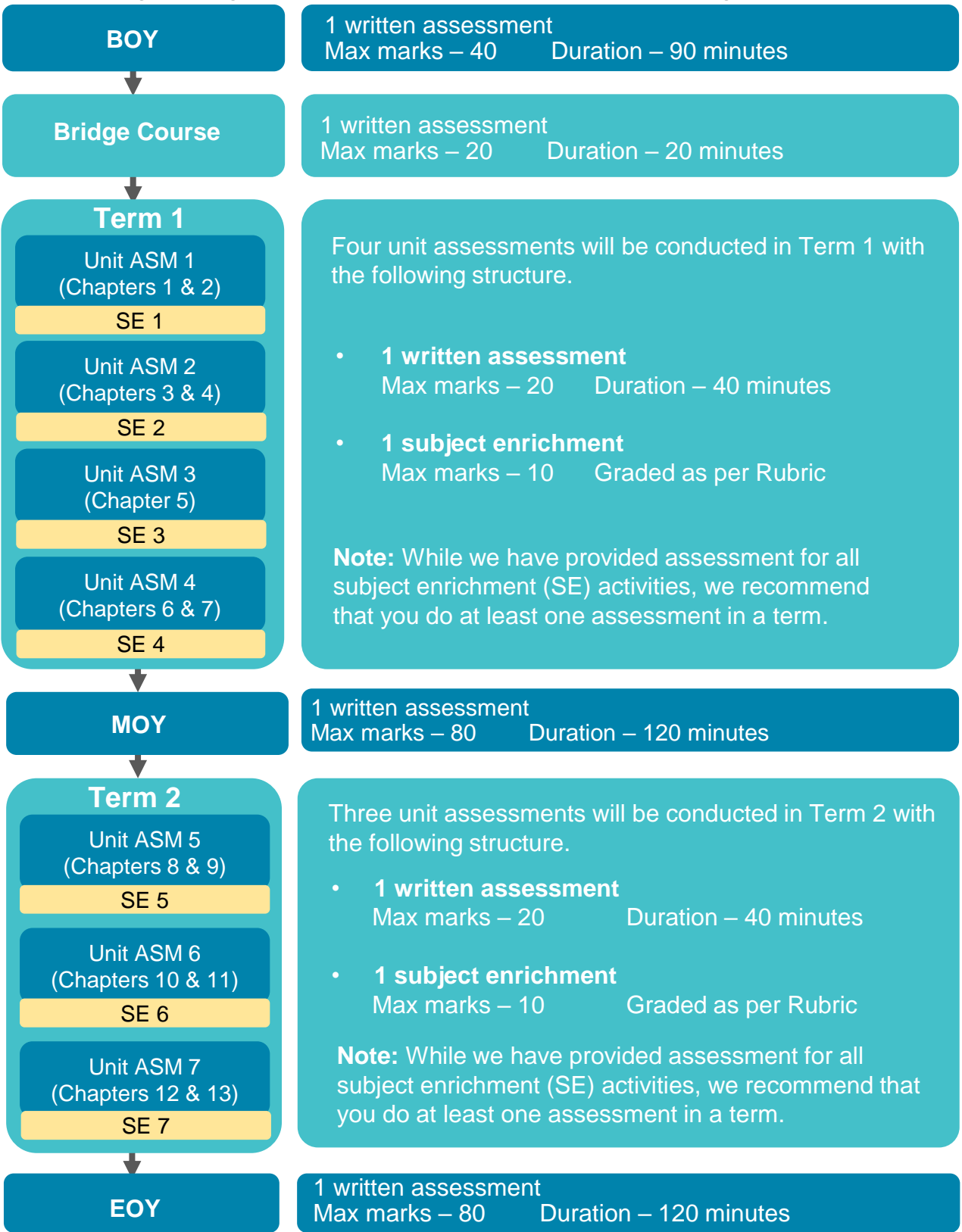
Solve

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

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

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:



Assessment Framework

Unit Assessments

The written unit assessments have the following structure.

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	4	4
Fill in the Blanks	4	1	4
Short Answer Questions	2	4	8
Long Answer Questions	4	1	4
		10 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	12	12
Fill in the Blanks	12	1	12
Short Answer Questions	2	16	32
Long Answer Questions	4	6	24
		35 questions	80 marks

Assessment Framework

Spiraling in Assessments

- In MOY – 100% questions will be from Term 1 units.
- In EOY – 75% questions will be from Term 2 units, and 25% will be from Term 1 units.
- In Unit Assessments – 85%-90% questions will be from the unit and 10%-15% questions from previous two units. This is to help students practice concepts and be better prepared for MOY and EOY. The exact syllabus is provided in the Important Notes of the respective assessment day.

Difficulty level of Questions

Difficulty level of 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, analyzing 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 ASM 1 - 60% LOTS : 30% MOTS : 10% HOTS

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

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

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

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

Unit ASM 5, 6, 7 - 30% LOTS : 50% MOTS : 20% HOTS

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

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

Materials Required

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

Term 1 – List of Materials

Chapter 2: Whole Numbers

- A sheet of size 3 cm by 6 cm from a notebook with square grids (one per group)
- A pair of scissors (one per group)

Chapter 6: Lines and Angles

- *Optional:* A big protractor (for demonstration)
- *Optional:* A big ruler (for demonstration)
- *Optional:* A big pair of compass (for demonstration)

Chapter 7: Geometric Shapes

- Geoboards and rubber bands (one per group)