ST. FRANCIS CONVENT SCHOOL

WAZIRPURA, AGRA

ART INTEGRATED ACTIVITIES

CLASS -IV

SUBJECT	ART INTEGRATED TOPIC AND PHOTOS > POSTERMAKI	METHODOLOGY > Students	LEARNING OUTCOMES > Student will	RUBRICS > 2Marks	PROJECT STARTING AND ENDING DATE 17 August
	NG 1. Dream park 2. A Park with Swings. 3. A Park for recreation 4. A health Park. 5. A water Park	were asked to think about the different types of parks they want to have in their near future. They were instructed to show their awareness through their drawings. They were explained how to reuse the old things in different ways.	become aware of their environment. They will be conscious about their health and environment. They will think creatively, critically and develop their imaginative skills. They will be motivated to plant more trees. They will be encouraged to decorate a live park with recycled items such as swings with an old tyres.	for creativity. 2 Mark-s for Picture presentati on. 1 Mark for neatness.	- 22 August.

BAATUS	DOI VCONG		Classis	C4	1	21 4
MATHS	<u>POLYGONS</u>		Class is divided	Students will be able to	1 marks	31 August-
	SUBTECT ENRICHMENT ACTIVITY				Creativity	5
	A se distant prologons on Castlein		into 4-5	> define	1 mark	September
	A 3 data physic is collect a disappoint of a disappoint of	_	groups.	Polygons	Neatness	
			Each group	classify	3 marks	
	A State in your a value of Commons of the state of the st		is made to	the types	Presentation	
			work on	of		
			different	polygons		
			topics i.e.	differenti		
			open	-ate		
			figures,	polygons		
			closed	by the		
			figures,	number		
			Simple	of sides.		
			closed			
			figures and			
			polygons.			
			Students			
			prepared			
			their			
			drawing			
			sheets			
			accordingly			
SCIENCE	Food and Digestion	>	Students	Food		
	Digestive		were	pyramid		
	system		divided	enable		
	Food pyramid		into two	students to		
			groups.	develop		
			Group 1	an		
			digestive	understan		
	nure Meut	K.	system	ding of		
	Lord	Pihe	Group 2	food		
	LIVER STOPPAGE STOPPAGE	noch	Food	groups		
	Janes Henri	Intesti	pyramid	and how		
	LERGE Small	inteli	Using	to use it		
	Anus Anus		Plasticine	as a		
	(0%	jusk food	they have	guide in		
		100	shown	maintaini		
	mit found mil	og , milk ,				
	The state of the s	g, mik,	different	ng good		
	Signal and College group of the College group of th	gg, milk, Founds top and b	different parts of the	ng good health		
	Collet you have been placed to be a second of the second o	Sy, milk,	different	ng good		
	Case you have been seen to see you have you have you have your one you have	Fresh	different parts of the	ng good health		
	Control of the contro	- Founds	different parts of the digestive	ng good health and		
	Cash you have been some of the	Founds	different parts of the digestive system.	ng good health and nutrition.		

	I	C1'			1
		food items	motivate		
		to explain	them for		
		food	healthy		
		pyramid.	eating.		
			Digestive		
			System		
			identify		
			various		
			organs of		
			digestive		
			system		
			and		
			understa		
			nd their		
			functioni		
			ng.		
			develop		
			their		
			motor		
			skills		
			realize		
			that their		
			body is		
			God's		
			ultimate		
			creation		
			and take		
			good		
			care of it.		
SOCIAL	How do our	> Students	➤ Inculcate	2 marks for	12.10.202
SCIENCE	water	were asked	the value	explanation.	0
	resources get	to think	of water	2 marks for	to
	Polluted?	about the	to save	presentation	17.10.202
	Group discussion	different	Earth.	1 mark creativity	0
	> Collage	type of	> The		
	> PPTS	water	students		
	presentat	sources.	will be		
	ion	> The class	able to		
	> Debate	was divided	describe		
	> Poster	into five	the main		
	making	groups (8	sources of		
	muning	students in	water		
		each group).	pollution		
		They were	and how		
		instructed	they can		
			be		
		to show	00		

HOW DO OUR WATER RESOURCES GET BUUTES	their awareness towards environme nt through different topics.	À	They will learn the importan ce of water in their daily life.		
हिंदी पाठ-13 हुदहुद भीर एक बद्धा हो भीर पाती है। भीर के भीर पाती है। भीर के भीर की किए को है। भीर के भीर को किए को है। भीर के भीर को किए को है। भीर के भीर को किए को है।	कक्षा मेंछात्रों को 5-5 के समूह में बांटा गया। पह ले समूह को राष्ट्रीय पक्षी मोर का चित्र बनाने हेतु दिया गया। दूसरे समूह को मोर के विषय में पंक्तियां लिखने हेतु दी गई। तीसरें को भोर के शारीरिक रूप की शारीरिक रूप की स्वारा करने हेतु दिया गया।	A A A	छात्रों ने काल्पनिक शक्ति के आधार पर मोर का चित्र बनाया। मोर के विषय में जानकारी हासिल की।मोर की। शारीरिक रचना व बनावट की जानकारी प्राप्त की। रचनात्मक कौशल का विकास हुआ।	3	24 अगस्त 2020 से 29 अगस्त 2020

	5-	
	कलात्मक	
	कौशल का	
	कलात्मक कौशल का विकास	
	हआ।	