

**INFANT JESUS CONVENT SCHOOL**  
**ANNUAL PLAN**  
**MATHS**  
**CLASS: IV**

| MONTH/NO OF DAYS  | TOPIC: SUB TOPIC   | OBJECTIVES   | AIDS/ACTIVITIES  | MULTIPLE INTELLIGENCE SKILLS   | LEARNING OUTCOME  |
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| <p style="text-align: center;">April<br/>NO OF DAYS: 17</p> | <p><b>NUMBERS</b></p> <ul style="list-style-type: none"> <li>❖ Place and face value</li> <li>❖ Indian and international system of numeration</li> <li>❖ Comparing and ordering numbers</li> <li>❖ Forming the greatest and smallest numbers</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Indicate place value and face value of a number.</li> <li>• Express big numbers into numerical form.</li> <li>• Apply their understanding in real life situations.</li> <li>• formulate the greatest and the smallest numbers without and with repetition</li> </ul> | <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Represent 4 digit number in TH,H,T,O</li> </ul> <p>Collect newspaper clippings in large numbers and Compare.</p> <ul style="list-style-type: none"> <li>• Form the greatest and the smallest numbers with the given digits.</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Representation Skills</li> <li>• Counting Skills</li> <li>• Problem solving skills</li> </ul> <p><b>APPLICATION:</b></p> <p>Demonstrate the numbers into greatest and smallest.</p> <ul style="list-style-type: none"> <li>• Compare the numbers.</li> <li>• Differentiate Indian and International numerical system.</li> </ul> | <ul style="list-style-type: none"> <li>• Logical-mathematical intelligence</li> <li>• Intrapersonal</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise big numbers and apply them in appropriate place.</li> <li>• Understand numeration and able to use them at appropriate places.</li> <li>• Arrange numbers into ascending and descending orders.</li> </ul> |

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|                               |  |  | <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Interpret and list the numbers into periods.</li> <li>• Compare different numbers</li> </ul>   |   |   |
| <p>MAY<br/>NO. OF DAYS:12</p> | <p><b>ADDITION AND SUBTRACTION</b></p> <ul style="list-style-type: none"> <li>❖ Addition and subtraction 5 and 6 digit numbers</li> <li>❖ Properties of addition and subtraction</li> <li>❖ Related word problems</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply addition and subtraction of 5- and 6-digit numbers without and with regrouping</li> <li>• Visualise a variety of methods, useful for approaching problems.</li> <li>• identify the properties of addition</li> </ul> | <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Know addition and subtraction of 3 digit and 4 digit numbers.</li> <li>• Recall the properties.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Counting skills</li> <li>• Representing skills</li> <li>• Application skills</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Compute 5 and 6 digit numbers.</li> <li>• Apply counting skills to solve word problems.</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Arrange numbers by writing them vertically one below the other.</li> <li>• Interpret real life cases when the problem is asked in the form of a statement.</li> </ul> | <ul style="list-style-type: none"> <li>• Logical-mathematical intelligence</li> <li>• Spatial intelligence</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of addition and subtraction</li> <li>• Analyse and demonstrate the word problems.</li> </ul> |

**REVISION PT-1**  
**CONDUCTION OF PT-1 ASSESSMENT( THIRD WEEK OF MAY)**

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| <p style="text-align: center;">JULY<br/>No of Days: 23</p> | <p><b>MULTIPLICATION</b></p> <ul style="list-style-type: none"> <li>❖ Multiplication by 2 digit,3digit and 4 digit</li> <li>❖ Properties of multiplication</li> <li>❖ Multiplies of 10,100</li> <li>❖ Word related problems</li> </ul> <p><b>ROMAN NUMERALS</b></p> <ul style="list-style-type: none"> <li>❖ Hindu Arabic numerals</li> <li>❖ Addition and subtraction in roman numerals</li> </ul> <p><b>PATTERNS</b></p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• develop understanding of multiplication</li> <li>• Visualise a variety of methods, useful for approaching problems.</li> <li>• Know multiplication tables from 11 to 15.</li> <li>• identify Roman Numerals</li> <li>• understand and create growing and reducing patterns</li> </ul> | <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Recall tables up to 10.</li> <li>• Know repeated addition concept.</li> <li>• List skip counting by 2s,5s,10s</li> <li>• Read Hindu Arabic Numerals</li> <li>• know about patterns and their unit of repeat, growing and reducing shape/number/ alphabet pattern, repeating pattern,</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Analytical Skills</li> <li>• Computing Skills</li> <li>• Problem solving skills</li> <li>• Patterning skills</li> <li>• Application skills</li> <li>• Representational skills</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the product of the numbers multiplied with 10 and 100</li> <li>• Analyse the numbers to be multiplied first and then find the</li> </ul> | <ul style="list-style-type: none"> <li>• Logical-mathematical intelligence</li> <li>• Intrapersonal</li> <li>• Spatial intelligence</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the concept of multiplication to solve questions.</li> <li>• Use different strategies to do multiplication.</li> <li>• Perform multiplication of 3 digit number,4 digit by 2 digit number and 3 digit numbers</li> <li>• Understand Roman numerals and able to use them at appropriate places.</li> <li>• Use mathematical patterns, i.e., number patterns in addition, Subtraction, multiplication and division.</li> </ul> |
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|                                  |  |   | <p>product.</p> <ul style="list-style-type: none"> <li>• Apply properties of multiplication.</li> <li>• Represent numbers in the form of Roman numerals.</li> <li>• Give examples of different patterns.</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Calculate 3 digit, 4 digit numbers with 2 digit numbers..</li> <li>• Perform word problems.</li> <li>• Compare Hindu Arabic- Roman numerals</li> <li>• Infer numbers, pictures and alphabets patterns.</li> </ul> |  |   |
| <p>August<br/>No of Days: 23</p> | <p><b>DIVISION</b></p> <ul style="list-style-type: none"> <li>❖ Division of a 2-, 3-, 4-digit number</li> <li>❖ Related word problems</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Divide a 4-digit number by a 1-digit number and a 2-digit number.</li> <li>• Identify different types of fractions</li> </ul> | <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Memorize tables</li> <li>• Know how to do division of 2 digit number by 1 digit number.</li> <li>• Relate use of division in real life situations.</li> <li>• Derived fractions from numbers.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Application skills</li> <li>• Representational skills</li> <li>• Creative-thinking</li> </ul>   | <ul style="list-style-type: none"> <li>• Logical-mathematical intelligence</li> <li>• Intrapersonal</li> <li>• Spatial intelligence</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare relationship between multiplication and division</li> <li>• Learn steps involved in division of a 2-, 3-, 4-digit number by a 1- and a 2-digit number without and with remainder</li> </ul> |

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| <p>SEPTEMBER</p> <p>No. of Days:05</p>        | <p><b>UNITARY METHOD</b></p> <ul style="list-style-type: none"> <li>❖ To find the value of many</li> <li>❖ To find the value of one</li> <li>❖ Miscellaneous problems</li> </ul> | <p>Describe the concept of unitary method.</p> <p>Calculate the value of many objects of the same kind when the value of one of these objects is given.</p> <p>Calculate the value of a number of same types of objects when the value of another of the same type is given (unitary method)</p> | <p>skills.</p> <ul style="list-style-type: none"> <li>• Problem-solving skills</li> <li>• Computing skills</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Demonstrate relationship between multiplication and division.</li> <li>• Able to solve division word problem.</li> <li>• Apply skills in real life situations.</li> <li>• Create a grid of 10 by 10 or 100 squares</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Differentiate between multiply and division.</li> <li>• Verify the answer by applying the formula.</li> <li>• Evaluate division with long as well as short division method.</li> <li>• .</li> </ul> | <ul style="list-style-type: none"> <li>• Logical-mathematical intelligence</li> <li>• Intrapersonal</li> <li>• Spatial intelligence</li> </ul> | <ul style="list-style-type: none"> <li>• Understand fractions and use them to solve their day-to-day problems.</li> </ul> <p>To find the value of many and one</p> |
| <p><b>REVISION TERM-1</b></p>                 |  |  |   |  |  |
| <p><b>CONDUCTION OF TERM 1 ASSESSMENT</b></p> |  |  |   |  |  |
| <p>OCTOBER</p> <p>No of Days: 22</p>          | <p><b>GEOMETRICAL SHAPES</b></p> <ul style="list-style-type: none"> <li>❖ Elements of a circle</li> <li>❖ Relation between radius</li> </ul>                                     | <p>Students will be able to:</p> <p>To measure and construct line segments.</p> <p>To identify closed</p>  | <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• know about plane and solid shapes, vertical lines, horizontal lines, circle and its</li> </ul>   | <ul style="list-style-type: none"> <li>• Logical-mathematical intelligence</li> <li>• Spatial intelligence</li> </ul>                          | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Construct circles of different radius using a</li> </ul>                                 |

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|  | <p>and diameter of the circle.</p> <ul style="list-style-type: none"> <li>❖ Circumference of a circle</li> <li>❖ Geometrical shapes and tiling</li> <li>❖ Symmetry</li> </ul> <p><b>DECIMAL</b></p> <ul style="list-style-type: none"> <li>❖ Reading a decimal numeral</li> <li>❖ Equivalent decimals</li> <li>❖ Comparison of decimals</li> <li>❖ Comparison of unlike decimals</li> <li>❖ Addition and subtraction of decimals</li> </ul> <ul style="list-style-type: none"> <li>•</li> </ul> | <p>and open curves.</p> <p>To identify different polygons and their types.</p> <p>Identify circle and its parts.</p> <p>To construct circles of different radii using a compass.</p> | <p>related terms</p> <ul style="list-style-type: none"> <li>• list the types of symmetry</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Creating</li> <li>• Working together</li> <li>• Inquiry</li> </ul> <p><b>APPLICATION</b></p> <p>Construct parallel lines and intersecting lines with ice-cream sticks and write their attributes as well.</p> <p>Practice to draw and find relation between radius and diameter of the circle.</p> <p>Demonstrate decimals everyday while dealing with money, weight, length etc.</p> <p>Give examples of real life objects that demonstrate the relationship b/w hundreds, thousandths etc.</p> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Usage of shapes</li> <li>• Use different radius and diameters backgrounds</li> <li>• Write decimals</li> </ul> |  | <p>compass.</p> <p>Write and draw circle and its parts.</p> <ul style="list-style-type: none"> <li>• Able to names such as hundreds place, tens place, etc.</li> </ul> <p>Converting fractions to decimals and decimals to fractions</p> <ul style="list-style-type: none"> <li>•</li> </ul> |
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| <p>NOVEMBER<br/>No of Days: 22</p> | <p><b>MULTIPLES AND FACTORS</b></p> <ul style="list-style-type: none"> <li>❖ Even and odd numbers</li> <li>❖ More about factors</li> <li>❖ Finding prime numbers</li> <li>❖ Coprime numbers</li> <li>❖ Prime factorisation by division method</li> <li>❖ H.C.F &amp; L.C.M</li> <li>•</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Create a variable</li> <li>• Write a script that uses variables</li> <li>• Create a simple game using variables</li> <li>• Make use of simple Animation such as changing Sprites, using different blocks</li> </ul> | <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Identify the icon of Scratch</li> <li>• List method to create a new variable</li> <li>• Enhance the use of different blocks including variables</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Logical Skills</li> <li>• Critical thinking skill</li> <li>• Observation skills</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• Practical Based explanation</li> <li>• Make variables</li> <li>• Create script using variables</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Understand more about Scratch</li> <li>• Understand the term variable</li> </ul> | <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Spatial</li> <li>• Logical</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use the commands to make variables and use them in programming</li> <li>• Create an animated application: <ul style="list-style-type: none"> <li>• Example – Changing location &amp; Costumes to give an effect of animation</li> </ul> </li> </ul> |
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**CONDUCTION OF PT-2 ASSESSMENT(Fourth Week Of November)**

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| <p>DECEMBER<br/>No of Days: 11</p> | <p><b>Fractional Numbers</b></p> <ul style="list-style-type: none"> <li>❖ Types of fractions</li> <li>❖ Reducing to lowest form</li> </ul> | <p>Students will be able to:<br/>Students will be able to:<br/>Reducing fractions to its lowest form.</p> | <p><b>KNOWLEDGE:</b><br/><b>KNOWLEDGE</b><br/>Demonstrate how to split the pizza in half, quarters and fourths<br/><b>SKILLS</b><br/>Application skills</p> | <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Intrapersonal</li> <li>• Logical</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>•able to read and write</li> <li>•Fractions and make comparisons</li> </ul> |
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|                                   | <ul style="list-style-type: none"> <li>❖ Comparison of mixed numerals</li> </ul>   |   | <p>Creative-thinking skills.<br/>Problem-solving skills</p> <p><b>APPLICATION</b><br/>Design the fraction problems. Interpret like and unlike</p> <p>.</p> <p><b>UNDERSTANDING</b><br/>Compare fractions<br/>Differentiate types of fractions.</p> <p>•</p>   |   | using the formulae.  |
| <p>JANUARY<br/>No of Days: 18</p> | <p><b>ADDITIONAL AND SUBTRACTION OF FRACTIONAL NUMBERS</b></p> <ul style="list-style-type: none"> <li>❖ Addition of fractional numbers</li> <li>❖ Subtraction of fractional numbers</li> <li>❖ Mixed numerals</li> </ul> <p><b>PERIMETER AND AREA</b></p> <ul style="list-style-type: none"> <li>❖ Concept of area</li> <li>❖ Unit of area</li> <li>❖ Determine area of a figure by counting squares.</li> </ul> | <p>Students will be able to:<br/>Compare fractions with like denominators<br/>To add and subtract fractions with like and unlike denominators</p> <p>To solve fraction word problems using the CUBS strategy.</p> <p>To find perimeter without using formula.</p> <ul style="list-style-type: none"> <li>• To find area of regular and irregular shapes by counting squares.</li> </ul> | <p><b>KNOWLEDGE</b><br/>Demonstrate how to split the pizza in half, quarters and fourths<br/>Know basic addition and subtraction</p> <p><b>SKILLS</b><br/>Application skills<br/>Creative-thinking skills.<br/>Problem-solving skills</p> <p><b>APPLICATION</b><br/>Design the fraction problems. Interpret like and unlike<br/>Compute addition and subtraction fractional numbers<br/>Able to solve word problems with CUBS strategy.</p> <ul style="list-style-type: none"> <li>• Measure the diary and find perimeter.</li> </ul> | <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Spatial</li> <li>• Logical</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate addition and subtraction of fractional numbers.</li> <li>• Solve fraction word problems using CUBS strategy.</li> <li>• Find perimeter and area with formulas and without formula.</li> </ul> |



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|                                     | <ul style="list-style-type: none"> <li>❖ Standard unit of area</li> <li>•</li> </ul>   |  | <p><b>UNDERSTANDING</b><br/> Compare fractions<br/> Differentiate types of fractions.<br/> Interpret real life cases when the problem is asked in the form of Fractional numbers.</p>  |   |   |
| <p>FEBRUARY<br/> No of Days: 23</p> | <p><b>TIME</b></p> <ul style="list-style-type: none"> <li>❖ Using a.m. and p.m.</li> <li>❖ Time in hours, minutes and seconds</li> <li>❖ The 24-hour clock time</li> <li>❖ Calendar 2022</li> <li>❖ Converting time</li> <li>❖ Addition and subtraction of time</li> </ul> | <p>Students will be able to:<br/> To read time on a clock to exact minute</p> <ul style="list-style-type: none"> <li>• To express time in a.m. and p.m</li> <li>• To understand the relation between 24-hour and 12-hour time and its conversion</li> <li>• To understand duration of time and duration of days</li> </ul> | <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Know about half past, quarter past, quarter to time, concept of a.m. and p.m.</li> <li>• Sketch a clock on notebook as cover page.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration</li> <li>• Communication</li> <li>• Social skills</li> <li>• Creativity</li> <li>• Life skill</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Employ punctuality and time management in school life is the key to success for all students.</li> <li>• Spot the mistake and correct it.</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Differentiate b/w a.m. and p.m.</li> </ul> | <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Spatial</li> <li>• Logical</li> </ul> | <p>Students will be able to:<br/> To tell time to the exact minute.</p> <ul style="list-style-type: none"> <li>• To express time in a.m. and p.m.</li> <li>• To be able to convert time in 12-hour clock to 24-hour clock and vice versa.</li> <li>• To express time duration in hours, minutes and days.</li> <li>• To understand and identify occurrence of leap year.</li> <li>• To be able to write dates and work with timeline.</li> <li>•</li> </ul> |

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|       |                      |  | <ul style="list-style-type: none"> <li>•Solve different units of time and conversions.</li> <li>•Prepare T-chart to find elapsed time is an easy strategy for the students.</li> </ul>  |   |   |
| MARCH | <b>Data handling</b> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• To construct and interpret bar graph with scale. <ul style="list-style-type: none"> <li>• To be able to construct and pictographs</li> </ul> </li> </ul> | <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Know about grouping of data collected, simple pictograph and bar graph.</li> <li>• Select an image of their choice and based on that they will create a pictograph and frame questions related to it.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Creating</li> <li>• Collaboration</li> <li>• Inquiry</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Construct a pictograph of your family and relatives how many friends do they have and make a pictograph of the collected data by pasting stick-ones or bindis for each.</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Compare different</li> </ul> | <ul style="list-style-type: none"> <li>• Logical-mathematical intelligence</li> <li>• Spatial intelligence</li> <li>• Intrapersonal intelligence</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to interpret and construct pictographs</li> <li>• To be able to interpret and construct bar graphs</li> </ul> |

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|  |  |  | bar graphs and<br>answer the<br>questions. |  |  |
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**REVISION TERM-2**

**CONDUCTION OF TERM 2 ASSESSMENT**