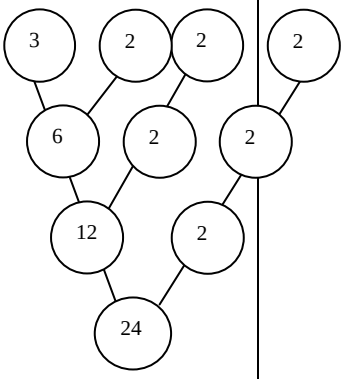
Class – IV

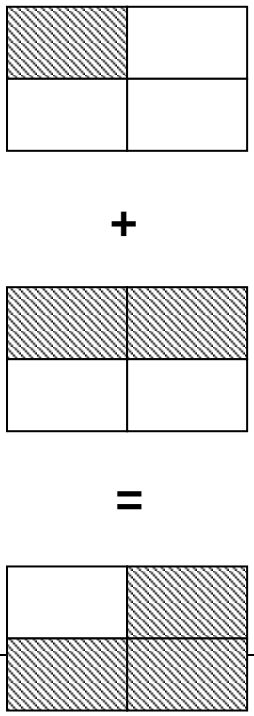
Time frame	Topic/ Theme	Subject Matter	Activities T.L.M.	Evaluation
		Unit – I **Let Us Revise**		
3 hrs.	Let us Revise	• Counting from (1000 – 10,00,000) one hundred to 10 lakh. • Read & write seven digit numbers. • Four Fundamental operations of these numbers. • Patterns at regular intervals.	• Various examples are given by the teacher for numbers & their operation.	• Written Evaluation can be done.
		Unit – II **Numbers**		
7 hrs.	Numbers	• Read & write numbers up to 10 crore. • Write the number in expanded form. • Place value of numbers up to 9 digits.	• Teacher will give various examples for expansion of a number. 5,50,05,555 500,00,000 five	• Evaluation will be done by asking oral as well as written questions.

		• Arrangements of numbers in order. • Smallest & Greatest number formed by the given digits e.g. 2, 3, 4, 5. • Even and odd numbers. • Prime and composite numbers.	crore +50,00,000 Fifty lakh + 5,000 five thousand + 500 five hundred + 50 fifty + 5 five. • Write greatest & smallest number formed by the digits 9, 8, 1, 0, 3, 6	
UNIT – III **Addition & Subtraction**				
10 hrs.	Addition & Subtraction.	• Addition & Subtraction of equal & unequal digit numbers up to 10 crore. • Statement based questions on Addition & subtraction. • Exercises for practice. • Difference between the	• Find the sum of the greatest & smallest number of five digits. • What should be added to 2235 so that it becomes 3500? • Black Board can be used for solving different	• Students will be asked to solve the questions from the exercises. • By filling the missing numbers. • By giving questions like:- (482 + 620) –

		greatest seven-digit number and least six-digit number.	problems.	(250 + 125) =?
Unit – IV **Multiplication and division**				
15 hrs.	Multiplicati-on and division of numbers.	• Properties of multiplication : (a) Commutative property e.g. 7x5=5x7=35 (b) associative property e.g. (4x2)x5=4x(2x5) (c) distributive property e.g. (713x12)=(700 +10+3)x12 • Multiplication of three-digit numbers by two-digit numbers. • Multiplication by three digit numbers. • Statement-based questions.	• Teacher will give various examples on the properties Example on multiplication by 0,1,10,100, etc may be given.	Written evaluation. • Fill in the blanks, e.g. 4x5x6=__x6x5 • 7x__x11=7x1 1x15
	Division	• Division by 10, 100, 1000, etc. • Division of numbers by two-digit number with	Sufficient examples may be given for practice. 3 / 1 = 3 0 / 3 = 0.	By giving statement-based questions for practice.

		and without remainder. • Properties of division (a) division by 1. (b) Division of 0 by any number. • Using multiplication table for division. • Relation between dividend, divisor, quotient and remainder. Divisor x quotient + remainder = dividend. • Statement-based questions on division. • Division by 0 is not defined.	Examples may be given for division by 10, 100, 1000, etc.	
Unit – V **Multiple & Factor**				
25 hrs.	Multiple & Factor	• Meaning of multiple of a number & factor of a number. • Prime	Oral as well as written examples based on two/one digit numbers may be given to	Evaluation will be based on exercises.

		factorization of a number. • Common factors of two different numbers. • Difference between factors & multiple viz., 30 is a multiple of 1, 2, 3, 4, 5, 6, 10, 15, 30. 1, 2, 3, 4, 5, 6, 10, 15, 30 are a factors of 30. • Highest common factor (H.C.F.) of two numbers up to two digits.	explain multiple & prime factors of a number Explaining the factors of a number with the help of factor tree.  24 = 3 x 2 x 2 x 2	
		• Least common multiple (L.C.M.) of maximum 2 digits of two or three numbers by method of	By explaining the method of L.C.M. for two or three numbers on black board.	Written evaluation will be done through exercises.

		factorization. • Least common multiple of two or three numbers by method of division.		
Unit – VI Fractions				
25 hrs.	Fractions	• Concept of Fraction (revision). • Kinds of fraction • (a) equal or unequal fraction e.g. ½, $^2/_4$, $^4/_8$ ½ ≠ $^1/_3$ (b) Proper & improper fraction => ½, $^1/_3$, ¼ ; $^5/_2$, $^7/_4$, $^4/_3$. • Reciprocal fractions : $^2/_3$, $^3/_2$ • Equivalent fractions e.g. $^1/_3$, $^2/_6$, $^3/_9$ • Addition & subtraction of proper,	• By giving various examples for kinds of fractions. • Reciprocal of $^5/_3$ is $^3/_5$. $^1/_2$, $^2/_4$, $^3/_6$ are equivalent fractions. ¼ + $^2/_4$ = ¾  	Written evaluation with the help of exercises. • By showing them pictures of fractions & asking them to add these.

		improper & mixed fractions having same & different denominator.		
	Multiplication & division.	• Multiplication & division of simple fraction. • Conversion of simple fraction into mixed fraction & vice versa. • Cancellation of numerator & denominator for simplification of problem. • Statement-based question on multiplication & division of fraction	Explain the concept of division by taking multiplicative inverse. (reciprocal) e.g. $^{5}/_{7} \div {}^{2}/_{3}$ $= {}^{5}/_{7} \times {}^{3}/_{2}$ $= {}^{15}/_{14}$ $10 \times 5^{1}/_{4}$ $= 10 \times {}^{21}/_{4}$ $^{5}\cancel{10} \times {}^{21}/_{\cancel{4}\ 2}$ $= {}^{10}/_{1} \times {}^{21}/_{4}$ $= {}^{105}/_{2}$ $= {}^{\cancel{210}}/_{4}$ $= {}^{105}/_{2}$ $= 52\ ½$ $= 52\ ½$ Note: For equation on multiplication & division, student may be encouraged to use method of	Evaluation will be based on written questions from exercises.

			cancellation of numbers wherever necessary	
Unit – VII **Unitary Method**				
10 hrs.	Unitary Method.	• Introduction • Simple problems on multiplication & division through statement-based questions.	Practice will be done through statement-based questions. • By explaining them that if the value of a No. of objects is given then to find the value of the object use division method.	Evaluation will be done by asking oral & written questions.
Unit – VIII **Decimals**				
10 hrs.	Decimal	• Introduction of decimal • Conversion of a fraction in decimal form • Place value of digits in decimal	• Example may be given to find the place values, e.g. 5.36 $= 5 + {}^{3}/_{10} + {}^{6}/_{100}$ Tenth, hundredth.	• Evaluation will be done through exercises. Find the pair of numbers with a) Equal

		number • Expansion of a decimal number. • Addition , subtraction, use of equivalent decimals in questions.	• For equivalent decimal 0.37 ☐ 0.370 • For unequal decimal. .526 ☐ 0.56	decimal places b) Unequal decimal places.
		Unit – IX **Measurement**		
10 hrs.	Length, Weight, Volume	• Introduction of unit of length, weight & Volume (C.G.S. system). • Conversion of bigger unit into smaller & vice-versa. • Questions based on addition & subtraction of Length, Weight & Volume.	• By asking the students to measure (a) Length by metre rod. (b) Weight with simple balance. (c) Volume with measur-ing cylinder.	Questions based on addition & subtraction through exercises.
Unit – X **Time**				
10 hrs.	Time	• Concept of forenoon, noon & afternoon • Express time	• Use clock to show the number of seconds in	• Reading of time from clock. • Find the

		using the term A.M & P.M. • Units of time (hours, minutes, seconds) inter conversion of these units. Problems on addition & subtraction in hours & minutes. • Co-relate the numbers of days in a year with the number of days in each month. Compute the number of weeks in a year. • Justify the reason for the need of a leap year.	one minute. • Number of minutes in one hour. • Number of hours in a day. • Number of hours in a day & night. • Problems based on addition & subtraction of time.	number of days between two dates. • Oral & written evaluation through exercises.
Unit – XI **Geometry**				
25 hrs.	Line Segment	• Definition of ray, line & line segment. • Construction of	• To measure the length of room, table, etc.	• Students will be asked to draw & measure line

		line segment. • Bisection of line segment. • Difference between ray & line.	• Drawing a line segment with the help of ruler. • Observe the angle between walls of a room & between minute hand & hour hand of the clock.	segment. • Make different types of angles.
	Angle	• Definition of an angle • Side of angle& its vertex. • Measurement & construction of angle with the help of protractor, e.g. 30^o, 60^o, 90^o, 120^o , etc. • Types of angles. (a) Acute angle. (b) Right angle. (c) Obtuse angle.	• Cutting a piece of card-board in the form of a triangle & measuring its angles. • To draw conclusion that the sum of the angles of a triangle is 180^o	
	Triangle	• Triangle & its		

		properties. • Types of triangle (a) Acute angled triangle (b) Right angled triangle (c) Obtuse angled triangle.		
Unit – XII **Perimeter**				
10 hrs.	Perimeter	• Definition of perimeter • Perimeter of triangle, square, rectangle, five & six-sided figures. • Formulas of perimeter of equilateral triangle. (all sides equal), square & rectangle. • Statement-based questions on perimeter of equilateral triangle, square & rectangle.	• Firstly the teacher demonstrates the measurement of the length of different shapes with the help of thread. • Solving the problem with the help of scale formula.	• Results can be checked by the measurement of the length of different shapes.
Unit - XIII **Algebra**				

10 hrs.	Algebra	• Concept of Algebraic expression. • Concept of one, two or more variables. • Addition of one & two variables.	By doing such type of activity. 2 stars + 3 leaves + 3 stars + 4 leaves = 5 stars + 7 leaves 2x + 3y + 3x + 4y 5x + 7y	It may be done orally as well as in writing.
Unit – XIV **Patterns**				
10 hrs.	Patterns	• Identifying patterns in multiplication & division multiples of 9. • Cast out nines from given number to check if it is a multiple of nine. • Multiplication & division by 10's 100's. • Identifying geometrical patterns based on symmetry.	By solving the exercises given in the book in front of students.	With the help of fill in the blanks, evaluation of patterns can be done.