



CBSE Affiliation No.  
3430369

# DELHI PUBLIC SCHOOL

CHAS, BOKARO

## TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS-VI FOR THE SESSION 2026-2027

**SUBJECT: ENGLISH (LANGUAGE AND LITERATURE)**

**Textbook: 1. COURSE BOOK (COMMUNICATE WITH CAMBRIDGE)**

**2. GRAMMAR GEAR (CAMBRIDGE)**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p><b>UNIT-I EMPATHY</b></p> <p><b>A. TRAPPED IN FOUR WALLS</b></p> <p><b>C. TOOMAI OF THE ELEPHANT – POEM</b></p> <p><b>CH-1 FUNCTIONS OF NOUNS</b></p> <p><b>CH-2. ADJECTIVES</b></p> <p><b>1. LETTER WRITING</b></p> <p><b>FORMAL LETTER</b></p> <p><b>1. HOMOPHONES</b></p>	<p>Understand the theme of <b>freedom vs. restriction.</b></p> <p>Describe the characters of <b>Amal and Madhav.</b></p> <p>Identify the emotions experienced by Amal.</p> <p>Explain Madhav’s role as a caring guardian.</p> <p>Develop empathy and imagination through discussion and activities.</p> <p>Understand the theme of <b>courage and determination.</b></p> <p>Describe the character of Toomai and his love for elephants. Explain the importance of bravery and curiosity. Identify poetic devices (rhyming words, imagery, repetition). Enhance reading, speaking, and creative expression skills.</p>	<p>Draw Amal looking outside the window and express his feelings through colours.</p> <p>Perform a short role-play between Amal and Madhav.</p> <p>Create a poster on the theme “Freedom in Learning.” Write and decorate a diary entry from Amal’s point of view.</p> <p>Draw and colour a jungle scene showing Toomai with elephants. Enact the scene of the elephants’ dance. Create a jungle collage using craft materials. Write a short poem about animals and nature.</p>	<p>Provide reading aloud and audio support for auditory learners.</p> <p>Use pictures and visual aids to explain the setting.</p> <p>Encourage pair and group work for peer learning.</p> <p>Allow students to respond through drawing, speaking, or writing.</p> <p>Provide simplified notes for slow learners.</p> <p>Create a safe space for sharing feelings and ideas.</p> <p>Provide audio recitation of the poem.</p> <p>Use pictures and videos of elephants for better</p>	<p>Make a 3D model of Amal’s room (the “four walls”).</p> <p>Conduct one class outdoors and write reflections.</p> <p>Prepare a comparison chart: “Learning inside classroom vs. outside in nature.” Write an alternative ending to the story.</p> <p>Make an elephant model using clay or paper.</p> <p>Prepare a chart on “Save Wildlife.”</p> <p>Group presentation on elephants and their importance.</p> <p>Create a short story about an adventure in the jungle.</p>	<p><b>Critical Thinking</b> Was Madhav right in keeping Amal inside? Why or why not?</p> <p><b>Emotional Intelligence:</b></p> <p>How would you comfort Amal if you were his friend?</p> <p><b>Communication Skills:</b></p> <p>Group discussion on “Why is freedom important for children?”</p> <p><b>Life Skills:</b></p> <p>Suggest ways to make learning joyful and stress-free.</p> <p><b>Critical Thinking:</b></p> <p>Why did Toomai want to see the elephants dance?</p> <p><b>Emotional</b></p>	<p>Describe Amal and Madhav’s character traits.</p> <p>Explain the theme of freedom and care.</p> <p>Express their ideas confidently in discussion and writing.</p> <p>Show creativity through art and drama.</p> <p>Demonstrate empathy and understanding of others’ feelings. Recite the poem with proper expression.</p> <p>Explain the theme and message clearly.</p> <p>Identify poetic devices in simple</p>

					<p>understanding.</p> <p>Pair slow learners with peer buddies.</p> <p>Allow students to respond through drawing, speaking, or writing.</p> <p>Provide simplified explanation and vocabulary support.</p> <p>Encourage students to share their thoughts confidently</p>		<p><b>Intelligence:</b></p> <p>How did courage help Toomai achieve his dream?</p> <p><b>Communication Skills:</b></p> <p>Discuss: “Is curiosity important for learning?”</p> <p><b>Life Skills:</b></p> <p>Write about a time you were brave like Toomai.</p>	<p>terms.</p> <p>Participate actively in art and group activities.</p> <p>Demonstrate understanding of courage and determination.</p>
May	07	<p><b><u>UNIT-I EMPATHY</u></b></p> <p><b>A. THE JOURNEY TO THE GREAT OZ</b></p> <p><b>CH-3. ADJECTIVES – ORDER AND POSITION</b></p> <p><b>1.LETTER WRITING</b></p> <p><b>INFORMAL LETTER</b></p>	<p>Understand the theme of <b>friendship and self-discovery</b>.</p> <p>Identify the qualities of Dorothy, Scarecrow, Tin Woodman, and Lion.</p> <p>Explain how challenges help characters grow.</p> <p>Develop vocabulary and comprehension skills.</p> <p>Express ideas through speaking, writing, and creative activities.</p>	<p>Draw the <b>Yellow Brick Road</b> and the Emerald City.</p> <p>Perform a short skit of the journey scene.</p> <p>Make character masks (Scarecrow, Tin Woodman, Lion).</p> <p>Write and decorate a diary entry from Dorothy’s point of view.</p>	<p>Provide read-aloud sessions and audio storytelling.</p> <p>Use pictures and videos for visual learners.</p> <p>Encourage group work and peer support.</p> <p>Allow responses in multiple formats (oral, written, drawing).</p> <p>Provide simplified summaries and vocabulary lists.</p> <p>Promote a supportive classroom discussion environment.</p>	<p>Create a 3D model of the Emerald City.</p> <p>Prepare a story map of the journey to Oz.</p> <p>Group presentation on one character and their qualities.</p> <p>Organize a classroom “treasure hunt” symbolizing the journey.</p>	<p>Create a 3D model of the Emerald City.</p> <p>Prepare a story map of the journey to Oz.</p> <p>Group presentation on one character and their qualities.</p> <p>Organize a classroom “treasure hunt” symbolizing the journey.</p>	<p>Retell the journey to the Great Oz clearly.</p> <p>Identify and describe character traits.</p> <p>Understand the importance of self-belief and teamwork.</p> <p>Participate confidently in creative and group activities.</p> <p>Apply the lesson’s values in real-life situations.</p>
June	16	<b><u>UNIT-II ART AND</u></b>	Understand the theme of	Draw a scene from	Conduct read-aloud	Make a poster on “Kindness is True	<b>Critical Thinking:</b> Why did one	Summarize the

	<p><b><u>SCULPTURE</u></b></p> <p><b>A.THE MODEL MILLIONAIRE</b></p> <p><b>B.THE PRAYING HANDS CH-4 ARTICLES</b></p> <p><b>CH-5 THE TENSES</b></p> <p><b>2. ESSAY WRITING</b></p> <p><b>2. PHRASAL VERBS</b></p>	<p><b>kindness and generosity.</b></p> <p>Describe the character of Hughie Erskine and Baron Hausberg.</p> <p>Explain the importance of compassion over wealth.</p> <p>Identify elements of irony in the story.</p> <p>Improve reading comprehension and vocabulary skills.</p> <p>Understand the theme of <b>sacrifice, gratitude, and brotherly love.</b></p> <p>Describe the life and struggles of Albrecht Durer.</p> <p>Explain the importance of supporting one another.</p> <p>Identify values such as hard work and selflessness.</p> <p>Improve reading comprehension and vocabulary.</p>	<p>the artist’s studio.</p> <p>Role-play the meeting between Hughie and the “beggar.”</p> <p>Create a character portrait of Hughie or Baron Hausberg.</p> <p>Write a diary entry from Hughie’s point of view.</p> <p><b>Draw a sketch of “Praying Hands” using pencil shading.</b></p> <p>Create a gratitude card for someone who has helped you.</p> <p>Make a collage showing the theme of sacrifice.</p> <p>Role-play the conversation between the two brothers.</p>	<p>sessions with explanation.</p> <p>Use pictures of Victorian London to explain the setting.</p> <p>Encourage pair and group discussions.</p> <p>Allow students to express answers orally or through drawings.</p> <p>Provide simplified summaries and vocabulary lists. Foster a supportive environment for sharing opinions</p> <p>Conduct expressive read-aloud sessions.</p> <p>Use visual aids (pictures of the artwork and Renaissance period).</p> <p>Pair students for peer discussion and support.</p> <p>Allow answers through drawing, speaking, or short writing.</p> <p>Provide simplified notes and vocabulary lists.</p> <p>Encourage emotional</p>	<p>Wealth.”</p> <p>Group presentation on the theme of generosity.</p> <p>Create a character comparison chart (Hughie vs Baron).</p> <p>Prepare and perform a short skit of the story.</p> <p>Prepare a chart on famous Renaissance artists.</p> <p>Write a thank-you letter to a family member or friend.</p> <p>Create a character sketch chart of the two brothers.</p> <p>Organize a mini art exhibition in class.</p>	<p>brother sacrifice his dream?</p> <p><b>Emotional Intelligence:</b>How would you show gratitude to someone who sacrifices for you?</p> <p><b>Communication Skills:</b>Group discussion: “Is sacrifice Necessary for success?”</p> <p><b>Life Skills:</b>Share a real-life example of helping others.</p>	<p>story clearly.</p> <p>Describe the main characters and their traits.</p> <p>Explain the moral of kindness and generosity.</p> <p>Identify irony in simple terms.</p> <p>Participate actively in discussions and creative tasks.</p> <p>Summarize the story confidently. Identify the moral values of sacrifice and gratitude. Describe the importance of supporting others. Express ideas creatively through art and discussion. Demonstrate empathy and appreciation for others’ efforts.</p>
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					sharing and reflection.			
July	26	<p><b><u>UNIT-II ART AND SCULPTURE</u></b></p> <p><b>C.THE STATUE -POEM</b></p> <p><b><u>UNIT-III TALES OF WONDER</u></b></p> <p><b>A.THE MAN OF THE ISLAND</b></p> <p><b>B.HOW THE FIRST LETTER WAS WRITTEN</b></p> <p><b>C. THE REVOLT OF THE LAMP POSTS – POEM</b></p> <p><b>CH- 6 VERBS</b></p> <p><b>CH-7 OBJECTS OF VERBS</b></p> <p><b>CH-8 TRANSITIVE AND INTRANSITIVE</b></p> <p><b>3. MESSAGE WRITING</b></p> <p><b>3. USEFUL EXPRESSIONS</b></p>	<p>Understand the central theme of <b>respect, values, and realization.</b></p> <p>Describe the importance of the statue in the story.</p> <p>Identify the moral message conveyed through the chapter.</p> <p>Develop reading comprehension and vocabulary skills.</p> <p>Express opinions confidently through speaking and writing.</p> <p>Understand the theme and central idea of <i>The Man on an Island</i></p> <p>Identify the main characters and describe their traits</p> <p>Develop reading comprehension skills</p> <p>Enhance vocabulary related to nature, isolation, and survival</p> <p>Express their thoughts and opinions clearly in oral and written form</p> <p>Relate the story to real-life situations and values like courage and self-reliance</p> <p>Understand the theme and</p>	<p>Draw or sketch a statue described in the story.</p> <p>Enact a short scene related to the statue.</p> <p>Create a clay model of a statue symbolizing a value (honesty, bravery, kindness).</p> <p>Write a poem about what a statue might “say” if it could speak.</p> <p><b>Island Illustration:</b> Students draw and colour an island scene based on their imagination.</p> <p><b>Character Sketch:</b> Create a portrait of the man and write 5 describing words around it.</p> <p><b>Poster Making:</b> Design a survival tips poster titled “<i>Life on a Deserted Island</i>”.</p> <p><b>Drama Activity:</b> Enact a short monologue imagining being alone on an island.<b>Design an Ancient Letter:</b></p>	<p>Read the chapter aloud with explanation.</p> <p>Use pictures and visual aids for better understanding.</p> <p>Encourage group discussions and peer support.</p> <p>Allow responses in oral, written, or drawing form. Provide simplified notes and keyword lists.</p> <p>Create a supportive environment for sharing ideas.</p> <p>Use <b>audio reading</b> of the lesson for auditory learners.</p> <p>Provide <b>visual aids and pictures</b> to help understanding.</p> <p>Allow <b>pair reading</b> for students needing peer support.</p> <p>Offer simplified worksheets for varied learning levels.</p> <p>Encourage participation through</p>	<p>Make a clay or paper statue representing a moral value.</p> <p>Prepare a chart on famous statues in the world.</p> <p>Group presentation on the importance of monuments.</p> <p>Visit a local monument or museum (if possible) and write a report.</p> <p>Students prepare a chart showing:</p> <p>5 things they would carry to a deserted island</p> <p>Reasons for choosing each item</p> <p>A short paragraph explaining how they would survive</p> <p>Write a short letter to a friend or family member.</p> <p>Follow correct format (address, greeting, body, closing).</p> <p>Present their letter</p>	<p><b>Critical Thinking:</b> What lesson does the statue teach?</p> <p><b>Emotional Intelligence:</b> How should we show respect to public property?</p> <p><b>Communication Skills:</b> Debate: “Do statues inspire people?”</p> <p><b>Life Skills:</b> Suggest ways to protect and respect monuments.</p> <p><b>Critical Thinking:</b> What would you do first if you were alone on an island?</p> <p><b>Problem Solving:</b> How would you find food and water?</p> <p><b>Communication Skill:</b> Write a letter asking for rescue.</p> <p><b>Creative Writing:</b> Continue the story with your own ending.</p> <p><b>Critical Thinking:</b></p>	<p>Summarize the chapter clearly.</p> <p>Identify the theme and moral values.</p> <p>Express ideas through creative art activities. Participate actively in discussions and projects. Demonstrate responsibility towards public property.</p> <p>Demonstrate understanding of the story through discussion and worksheets.</p> <p>Use new vocabulary correctly in sentences.</p> <p>Show creativity through art and project work. Develop empathy and decision-making skills.</p> <p>Participate confidently in class activities.</p> <p>Summarize the story in their own</p>

		<p>message of the story</p> <p>Identify the main characters and their roles</p> <p>Explain how imagination and communication play an important role in the story</p> <p>Enhance vocabulary related to letters, communication, and emotions</p> <p>Develop reading, speaking, and creative writing skills</p> <p>Appreciate the importance of written communication</p> <p>Recite the poem with correct pronunciation and expression</p> <p>Understand the theme and central idea of the poem</p> <p>Identify poetic devices such as personification and rhyme</p> <p>Explain how imagination is used to give life to non-living things</p> <p>Develop vocabulary related to light, streets, and emotions</p> <p>Express their ideas creatively through speaking and writing</p>	<p>Students create their own “first letter” on tea-stained paper.</p> <p><b>Illustration Activity:</b> Draw a scene where the girl dictates the letter.</p> <p><b>Envelope Craft:</b> Make and decorate a simple envelope.</p> <p><b>Comic Strip:</b> Convert the story into 4–6 illustrated panels.</p> <p><b>Character Drawing:</b> Draw a lamp post with human expressions.</p> <p><b>Poster Making:</b> Create a poster titled “<i>If Lamp Posts Could Talk</i>”.</p> <p><b>Poetry Illustration:</b> Illustrate your favourite stanza from the poem.</p> <p><b>Craft Activity:</b> Make a simple 3D lamp post using cardboard or paper rolls.</p>	<p>discussion rather than only written tasks.</p> <p>Provide <b>audio narration</b> of the chapter.</p> <p>Use <b>roleplay</b> to help kinaesthetic learners understand the concept.</p> <p>Offer <b>simplified summaries</b> for diverse learning needs.</p> <p>Encourage <b>peer collaboration</b> during activities.</p> <p>Allow students to respond orally, visually, or in writing.</p> <p>Use <b>audio recitation</b> for better pronunciation support.</p> <p>Conduct <b>choral reading</b> to involve all learners.</p> <p>Provide <b>simple explanations</b> of difficult words.</p> <p>Encourage <b>group discussions</b> and peer support.</p> <p>Allow students to respond through drawing, acting, or</p>	<p>creatively (decorate or illustrate).</p> <p>Choose a non-living object (chair, book, fan, etc.).</p> <p>Write a short poem giving it human qualities (personification). Present the poem with actions or expressions.</p> <p>Choose a non-living object (chair, book, fan, etc.).</p> <p>Write a short poem giving it human qualities (personification).</p> <p>Present the poem with actions or expressions.</p>	<p>Why did the girl need her father’s help to write the letter?</p> <p><b>Communication Skill:</b> Role-play dictating and writing a letter in pairs.</p> <p><b>Creative Writing:</b> Imagine you are the postman delivering the first letter.</p> <p><b>Problem Solving:</b> How would people communicate if there were no phones or letters?</p> <p><b>Critical Thinking:</b> Why might the lamp posts feel unhappy or want to revolt?</p> <p><b>Creative Expression:</b> Write 4–6 lines imagining a conversation between two lamp posts.</p> <p><b>Collaboration Skill:</b> Perform a group role-play of the poem.</p> <p><b>Application Skill:</b> Identify examples of personification in daily life (e.g., “The wind whispered”).</p>	<p>words.</p> <p>Identify the structure and format of a letter.</p> <p>Demonstrate understanding through creative activities.</p> <p>Apply correct letter-writing skills in practical tasks.</p> <p>Develop confidence in expressing thoughts through writing.</p> <p>Recite the poem confidently.</p> <p>Identify and explain poetic devices like personification.</p> <p>Demonstrate understanding through creative activities.</p> <p>Express ideas imaginatively in written and oral form.</p> <p>Participate actively in class discussions and projects.</p>
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Aug	24	<p align="center"><b><u>UNIT-IV FAMILY AND FRIENDS</u></b></p> <p><b>A. LIFE WITH UNCLE KEN</b></p> <p><b>B. THE FESTIVAL</b></p>	<p>Understand the humorous elements of the story</p> <p>Describe the character traits of Uncle Ken</p> <p>Identify the theme and message of the chapter</p> <p>Enhance vocabulary related to daily life and personality traits</p> <p>Develop reading comprehension and speaking skills</p> <p>Appreciate humour in literature</p> <p>Understand the theme and message of the story</p> <p>Identify the main characters and describe their roles</p> <p>Explain the importance of festivals in bringing people together</p> <p>Enhance vocabulary related to celebrations and traditions</p> <p>Develop reading, speaking, and writing skills</p> <p>Show respect for cultural diversity</p>	<p><b>Character Sketch:</b> Draw Uncle Ken and write 5–7 adjectives describing him.</p> <p><b>Comic Strip:</b> Convert a funny incident from the story into a 4–6 panel comic.</p> <p><b>Poster Making:</b> Create a “Funny Moments with Uncle Ken” collage.</p> <p><b>Role Play:</b> Act out a humorous scene from the chapter.</p> <p><b>Festival Scene Drawing:</b> Illustrate a festival celebration in a village or city.</p> <p><b>Rangoli / Decorative Art:</b> Create simple rangoli patterns on paper.</p> <p><b>Poster Making:</b> Design a poster titled “<i>Unity in Diversity</i>”.</p> <p><b>Folk Dance/Drama:</b> Perform a short cultural dance or enact a festival</p>	<p>Use <b>story narration with expressions</b> to engage all learners. Provide <b>simplified summaries</b> for better understanding.</p> <p>Encourage <b>group reading and discussion</b>.</p> <p>Allow creative responses such as drawing or acting instead of only written answers.</p> <p>Use <b>visual aids</b> and key-word charts for vocabulary building.</p> <p>Use <b>pictures and videos</b> to explain different festivals.</p> <p>Encourage <b>group discussion</b> to share personal experiences.</p> <p>Provide <b>simple summaries and vocabulary support</b>.</p> <p>Allow students to express understanding through drawing, speaking, or writing.</p> <p>Ensure participation of all learners through mixed-ability grouping.</p>	<p>Write a short paragraph about a funny incident involving a family member.</p> <p>Highlight 3-character traits of that person.</p> <p>Present it orally in class.</p> <p>Write a short paragraph about their favourite festival.</p> <p>Mention its significance, activities, and special food.</p> <p>Add drawings or pictures to decorate the page.</p>	<p><b>Critical Thinking:</b> Why does Uncle Ken often get into trouble?</p> <p><b>Creative Writing:</b> Write an additional funny incident involving Uncle Ken.</p> <p><b>Communication Skill:</b> Conduct a mock interview with Uncle Ken.</p> <p><b>Value-Based Learning:</b> What can we learn from Uncle Ken’s behaviour?</p> <p><b>Critical Thinking:</b> Why are festivals important in our lives?</p> <p><b>Communication Skill:</b> Speak about a festival you have celebrated.</p> <p><b>Creative Writing:</b> Imagine a new festival and describe how it would be celebrated.</p> <p><b>Value-Based Learning:</b> How do festivals promote unity and harmony?</p>	<p>Identify the main character and describe his personality.</p> <p>Understand and appreciate humour in the text.</p> <p>Express ideas clearly in speaking and writing.</p> <p>Participate actively in role-plays and creative tasks.</p> <p>Apply descriptive vocabulary correctly in sentences.</p> <p>Describe the theme and events of the chapter.</p> <p>Use new vocabulary related to festivals correctly.</p> <p>Demonstrate understanding through creative and practical tasks.</p> <p>Show appreciation for cultural traditions.</p> <p>Participate actively in discussions and</p>

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Sep	23	<p><b><u>UNIT-IV FAMILY AND FRIENDS</u></b></p> <p><b>C.DEAR MUM- POEM</b></p>	<p>Recite the poem with correct pronunciation and expression</p> <p>Understand the theme of love, gratitude, and respect for mother</p> <p>Identify poetic devices such as rhyme, rhythm, and repetition</p> <p>Interpret the feelings and emotions expressed in the poem</p> <p>Enhance vocabulary related to family and emotions</p> <p>Develop speaking and creative writing skills</p>	<p><b>Greeting Card Making:</b> Design a thank-you card for mother.</p> <p><b>Illustration Activity:</b> Draw a scene that shows love between mother and child.</p> <p><b>Poem Poster:</b> Write the poem neatly and decorate it with drawings.</p> <p><b>Memory Tree:</b> Create a paper tree and write loving messages for mother on leaves.</p>	<p>Use <b>audio recitation</b> for better understanding of rhythm and tone.</p> <p>Conduct <b>choral reading</b> to build confidence.</p> <p>Provide <b>simple explanation of difficult words.</b></p> <p>Allow students to express feelings through drawing, speaking, or writing. Encourage pair or group discussions to share personal experiences.</p>	<p>Write a short letter expressing gratitude to their mother.</p> <p>Mention at least three qualities they admire.</p> <p>Present the letter creatively (decorate or illustrate).</p>	<p><b>Critical Thinking:</b> Why is it important to express gratitude to parents?</p> <p><b>Creative Writing:</b> Write 4–6 lines about someone who cares for you.</p> <p><b>Communication Skill:</b> Speak about one special memory with your mother.</p> <p><b>Value-Based Learning:</b> Discuss the importance of respect and love in family life.</p>	<p>Recite the poem confidently with proper expression.</p> <p>Identify the theme and emotions in the poem.</p> <p>Use vocabulary related to family and gratitude correctly.</p> <p>Demonstrate creativity through art and writing activities.</p> <p>Show respect and appreciation towards family members.</p>
Oct	22	<p><b><u>UNIT-V OUT OF THE WORLD</u></b></p> <p><b>A.THE EAGLE HAS LANDED</b></p> <p><b>B.THE BOY THE DOG AND THE SPACESHIP</b></p> <p><b>C. THE COMET AND THE MOON- POEM</b></p> <p><b>CH-12 EXCLAMATORY AND INTERJECTIONS</b></p> <p><b>CH- 13 CONJUNCTIONS</b></p> <p><b>CH- 14 PREPOSITIONS</b></p>	<p>Understand the theme and central idea of the chapter</p> <p>Identify key events related to space exploration</p> <p>Describe the significance of the Moon landing Enhance vocabulary related to space and science Develop reading comprehension and speaking skills</p> <p>Appreciate human achievement and scientific progress</p> <p>Understand the theme and</p>	<p><b>Space Scene Drawing:</b> Illustrate the Moon landing scene.</p> <p><b>Model Making:</b> Create a small model of a rocket or lunar module.</p> <p><b>Poster Making:</b> Design a poster titled “<i>Mission to the Moon</i>”.</p> <p><b>Timeline Chart:</b> Draw and decorate a timeline of the</p>	<p>Use <b>videos or images</b> to explain the Moon landing visually.</p> <p>Provide <b>simple explanations</b> of scientific terms.</p> <p>Encourage <b>group discussions</b> for better understanding.</p> <p>Allow students to present learning through drawing or speaking.</p> <p>Provide vocabulary</p>	<p>Imagine they are astronauts traveling to the Moon.</p> <p>Write a short diary entry describing their experience.</p> <p>Draw their spacecraft and label its parts.</p> <p>Imagine traveling in a spaceship with their pet.</p> <p>Write a short diary entry describing their</p>	<p><b>Critical Thinking:</b> Why was the Moon landing an important event in history?</p> <p><b>Problem Solving:</b> What challenges might astronauts face in space?</p> <p><b>Creative Writing:</b> Write a conversation between two astronauts on the Moon.</p> <p><b>Application Skill:</b> Discuss how space research benefits life on</p>	<p>Explain the importance of the Moon landing.</p> <p>Use new vocabulary related to space correctly.</p> <p>Participate actively in discussions and projects. Demonstrate creativity through art and writing tasks.</p> <p>Show curiosity and interest in scientific</p>

		<p><b>6. DIALOGUE WRITING</b></p> <p><b>4. IDIOMS</b></p>	<p>main idea of the story</p> <p>Identify the characters and describe their qualities</p> <p>Explain the elements of science fiction in the chapter</p> <p>Enhance vocabulary related to space and adventure</p> <p>Develop reading comprehension and speaking skills</p> <p>Encourage imagination and creative thinking</p> <p>Recite the poem with proper pronunciation and rhythm</p> <p>Understand the theme and central idea of the poem</p> <p>Identify poetic devices such as rhyme, imagery, and personification</p> <p>Explain the imaginative conversation between the comet and the moon</p> <p>Enhance vocabulary related to space and nature</p> <p>Develop creative thinking and expressive skills</p>	<p>Moon mission.</p> <p><b>Story Illustration:</b> Draw the scene where the boy sees the spaceship.</p> <p><b>Character Sketch:</b> Draw the boy and his dog, and write 5 describing words for each.</p> <p><b>Model Making:</b> Create a simple spaceship model using paper or cardboard.</p> <p><b>Comic Strip:</b> Convert a part of the story into a 4–6 panel comic.</p> <p><b>Night Sky Painting:</b> Draw and colour a scene showing the comet and the moon.</p> <p><b>Character Drawing:</b> Create human-like faces for the comet and the moon.</p> <p><b>Poem Poster:</b> Write the poem neatly and decorate with stars and planets.</p> <p><b>Craft Activity:</b> Make a simple comet using paper and cotton.</p>	<p>support for diverse learners.</p> <p>Use <b>story narration with expressions</b> to engage learners.</p> <p>Provide <b>visual aids and key vocabulary charts</b>.</p> <p>Encourage <b>pair and group reading</b>.</p> <p>Allow responses through drawing, speaking, or short written answers. Support slow learners with simplified summaries.</p> <p>Use <b>audio recitation</b> to help with rhythm and pronunciation.</p> <p>Conduct <b>choral reading</b> for confidence building.</p> <p>Provide <b>simple explanations</b> of difficult words.</p> <p>Use <b>visual aids</b> to explain space-related concepts.</p> <p>Allow students to express understanding through drawing, speaking, or writing.</p>	<p>adventure.</p> <p>Draw and label their spaceship.</p> <p>Choose a space object (star, planet, sun, etc.).</p> <p>Write 4–6 lines giving it human qualities.</p> <p>Illustrate their poem creatively.</p>	<p>Earth.</p> <p><b>Critical Thinking:</b> How would you react if you saw a spaceship?</p> <p><b>Creative Writing:</b> Write a new ending to the story.</p> <p><b>Problem Solving:</b> What challenges might the boy face in space?</p> <p><b>Communication Skill:</b> Role-play a conversation between the boy and an alien.</p> <p><b>Critical Thinking:</b> Why might the comet and moon talk to each other?</p> <p><b>Creative Writing:</b> Write a short dialogue between a star and a planet.</p> <p><b>Application Skill:</b> Identify examples of personification in daily life.</p> <p><b>Communication Skill:</b> Present your poem confidently to the class.</p>	<p>achievements.</p> <p>Describe the characters and events of the story.</p> <p>Identify elements of imagination and science fiction.</p> <p>Use new vocabulary correctly in sentences.</p> <p>Participate actively in creative and group activities.</p> <p>Demonstrate confidence in expressing ideas.</p> <p>Recite the poem confidently with correct expression.</p> <p>Identify poetic devices such as rhyme and personification.</p> <p>Demonstrate creativity through art and writing tasks.</p> <p>Use new vocabulary correctly in sentences.</p> <p>Participate actively in discussions and</p>
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								activities.
Nov	16	<p style="text-align: center;"><b><u>UNIT-VI ANIMALS AND US</u></b></p> <p style="text-align: center;"><b>A. A NARROW ESCAPE</b></p> <p style="text-align: center;"><b>THE WHITE GIRAFFE</b></p> <p style="text-align: center;"><b>CH- 15 PHRASES KINDS</b></p> <p style="text-align: center;"><b>CH-16 VOICE- ACTIVE AND PASSIVE</b></p> <p style="text-align: center;"><b>CH- 17 PUNCTUATIONS</b></p> <p style="text-align: center;"><b>7. INVITATION WRITING</b></p> <p style="text-align: center;"><b>5. WORDS OFTEN CONFUSED WORDS</b></p>	<p>Read and understand the story “<b>A Narrow Escape.</b>”</p> <p>Identify the main characters and key events.</p> <p>Understand the meaning of new/difficult words from the lesson.</p> <p>Develop moral values such as courage, presence of mind, and helping others.</p> <p>Improve reading, speaking, and writing skills.</p> <p>Read and comprehend the story <i>The White Giraffe</i> with proper pronunciation and expression.</p> <p>Identify the main characters such as Martine and the white giraffe.</p> <p>Understand the theme of wildlife conservation and friendship between humans and animals.</p> <p>Learn new vocabulary words and use them correctly.</p> <p>Develop empathy towards animals and awareness about protecting nature.</p>	<p><b>Poster Making:</b> Draw a scene from <i>A Narrow Escape</i> showing the most exciting moment.</p> <p><b>Role Play:</b> Enact the story in groups with simple costumes and dialogue.</p> <p><b>Comic Strip Creation:</b> Convert the story into a 6–8 frame comic strip.</p> <p><b>Story Map:</b> Create a visual chart showing beginning, middle, climax, and ending.</p> <p><b>Drawing &amp; Coloring:</b> Draw the white giraffe and the African landscape described in the story.</p> <p><b>Mask Making:</b> Create animal masks (giraffe, lion, etc.) for role play.</p> <p><b>Creative Writing:</b> Write a short poem about a magical animal.</p> <p><b>Map Activity:</b> Locate Africa and discuss its wildlife</p>	<p>Use simple language and explain difficult words with pictures.</p> <p>Provide audio reading of the lesson for slow learners.</p> <p>Pair strong readers with weak readers (peer learning).</p> <p>Allow oral answers instead of written ones for students who need support.</p> <p>Use visual aids and gestures for better understanding.</p> <p>Use pictures and videos of giraffes and African wildlife for better understanding.</p> <p>Provide simplified summaries for slow learners.</p> <p>Encourage group reading and peer support.</p> <p>Allow students to express understanding through drawing or speaking.</p> <p>Give vocabulary flashcards with</p>	<p><b>Safety Awareness Chart:</b> Prepare a chart on “How to Stay Safe in Dangerous Situations.”</p> <p><b>Real-life Connection:</b> Write a short paragraph about a time when you faced a difficult situation.</p> <p><b>Interview Activity:</b> Interview elders about a time they had a narrow escape and present it in class.</p> <p><b>Wildlife Conservation Poster:</b> Make a poster on “Save Endangered Animals.”</p> <p><b>Animal Fact File:</b> Prepare a fact sheet about giraffes (habitat, food, lifespan).</p> <p><b>Nature Journal:</b> Observe and write about animals or birds seen in your surroundings.</p> <p><b>Research Activity:</b> Collect information about wildlife sanctuaries in Africa.</p>	<p><b>Problem-Solving Task:</b> What would you do if you were in the same situation as the character?</p> <p><b>Group Discussion:</b> How did presence of mind help in the story?</p> <p><b>Situation Cards:</b> Teacher gives emergency situations; students discuss possible safe actions.</p> <p><b>Value Identification:</b> Identify the moral of the story and explain it in your own words.</p> <p><b>Role Play:</b> Enact the meeting between Martine and the white giraffe.</p> <p><b>Think &amp; Answer:</b> Why was the white giraffe special?</p> <p><b>Problem-Solving:</b> What steps can be taken to protect endangered animals?</p> <p><b>Value Discussion:</b> Discuss courage, kindness, and environmental responsibility.</p>	<p>Retell the story in their own words.</p> <p>Identify the theme and moral of the lesson.</p> <p>Use new vocabulary correctly in sentences.</p> <p>Express their thoughts confidently in class discussions.</p> <p>Apply safety awareness and problem-solving skills in real life.</p> <p>Summarize the story in their own words.</p> <p>Identify the central idea and moral of the lesson.</p> <p>Use new vocabulary in sentences.</p> <p>Show awareness about wildlife protection.</p> <p>Express creativity through art and discussion</p>

				<p>through a colorful map activity.</p> <p><b>Scene Illustration:</b> Illustrate your favorite scene from the story.</p>	meanings and images.			activities.
Dec	24	<p><b><u>UNIT-VI ANIMALS AND US</u></b></p> <p><b>B. WILD HORSES - POEM</b></p> <p><b><u>UNIT-VII THE SPIRIT OF ADVENTURES</u></b></p> <p><b>A. THE NEW TENANT</b> <b>B. THE ADVENTURE OF ROBIN HOOD</b></p> <p><b>CH- 18 SENTENCES PHRASES AND CLAUSES</b></p> <p><b>CH- 19 SIMPLE, COMPOUND AND COMPLEX SENTENCE</b></p> <p><b>8. ARTICLES WRITING</b></p> <p><b>6. QUESTIONS TAGS</b></p>	<p>Read and recite the poem “<i>Wild Horses</i>” with proper rhythm and expression.</p> <p>Understand the theme of freedom and beauty of nature.</p> <p>Identify poetic devices such as rhyme, imagery, and repetition.</p> <p>Learn and use new vocabulary from the poem.</p> <p>Appreciate the poet’s message about strength and freedom.</p> <p>Read and understand the story “<i>The New Tenant</i>.”</p> <p>Identify the main characters and describe their traits.</p> <p>Understand the theme of cooperation, adjustment, and community living.</p> <p>Learn and use new vocabulary from the lesson.</p> <p>Develop communication and social skills through discussion.</p> <p>Read and understand the story “<i>The Adventure of Robin</i>”</p>	<p><b>Poem Illustration:</b> Draw a scene showing wild horses running freely.</p> <p><b>Rhythm Activity:</b> Clap to the rhythm while reciting the poem.</p> <p><b>Creative Writing:</b> Write 4–6 lines about an animal that loves freedom.</p> <p><b>Collage Making:</b> Create a collage using magazine pictures of horses and nature.</p> <p><b>Music Integration:</b> Recite the poem with soft background music to enhance expression.</p> <p><b>Scene Illustration:</b> Draw a picture of the new tenant arriving at the house.</p> <p><b>Role Play:</b> Enact</p>	<p>Provide audio recitation of the poem for better pronunciation.</p> <p>Use picture cards to explain difficult words.</p> <p>Allow group recitation to build confidence.</p> <p>Encourage students to express understanding through drawing or speaking.</p> <p>Provide simple explanations of poetic devices for slow learners.</p> <p>Use simple explanations and real-life examples to explain the theme.</p> <p>Provide vocabulary cards with meanings and pictures.</p> <p>Encourage peer reading and group</p>	<p><b>Animal Research Project:</b> Prepare a short fact file about wild horses (habitat, food, lifestyle).</p> <p><b>Freedom Poster:</b> Make a poster showing the importance of freedom for animals.</p> <p><b>Nature Observation:</b> Observe any animal in your surroundings and write 5 lines about its behavior.</p> <p><b>Poetry Corner:</b> Create a class poetry board displaying students’ own poems.</p> <p><b>Community Living Chart:</b> Prepare a chart showing rules for peaceful living in a society.</p> <p><b>Interview Activity:</b> Interview a neighbor about good neighborly behavior.</p> <p><b>Creative Writing:</b></p>	<p><b>Think &amp; Discuss:</b> Why are the horses called “wild”?</p> <p><b>Value-Based Question:</b> What does freedom mean to you?</p> <p><b>Role Play:</b> Imagine you are a wild horse and describe your feelings.</p> <p><b>Critical Thinking:</b> How would the horses feel if they were kept in captivity?</p> <p><b>Think &amp; Answer:</b> How should we treat a new person in our neighborhood or class?</p> <p><b>Problem-Solving:</b> What would you do if you had problems with a neighbor?</p> <p><b>Value Discussion:</b> Discuss the importance of cooperation and respect.</p> <p><b>Situation Cards:</b> Students suggest solutions for different neighbor-related</p>	<p>Recite the poem confidently with correct rhythm.</p> <p>Explain the central idea of the poem.</p> <p>Identify rhyme scheme and simple poetic devices.</p> <p>Express thoughts about freedom and nature.</p> <p>Show creativity through art and writing activities.</p> <p>Retell the story in their own words.</p> <p>Identify the theme and moral of the lesson.</p> <p>Use new vocabulary correctly in sentences.</p> <p>Show positive attitude towards community living.</p>

			<p><i>Hood.”</i></p> <p>Identify the main characters such as Robin Hood, Little John, and the Sheriff.</p> <p>Understand the themes of bravery, justice, and helping the poor.</p> <p>Learn new vocabulary and use it in sentences.</p> <p>Develop moral values like fairness, courage, and kindness.</p>	<p>the conversation between the tenant and the neighbors.</p> <p><b>Dialogue Writing:</b> Create a short dialogue between the tenant and landlord.</p> <p><b>House Design Activity:</b> Design a model or drawing of the house described in the story.</p> <p><b>Character Sketch Poster:</b> Make a poster describing the qualities of the new tenant</p> <p><b>Character Sketch Drawing:</b> Draw and color a picture of Robin Hood in the forest.</p> <p><b>Role Play:</b> Enact a scene between Robin Hood and the Sheriff.</p> <p><b>Comic Strip Creation:</b> Convert the story into a short comic with dialogues.</p> <p><b>Bow and Arrow Craft (Paper Model):</b> Make a simple craft representing Robin Hood’s weapon</p>	<p>discussion.</p> <p>Allow oral responses for students who find writing difficult.</p> <p>Use short summaries and visual aids for better understanding.</p> <p>Use storytelling with voice modulation to make the lesson interesting.</p> <p>Show pictures of forests, archers, and medieval settings for better understanding.</p> <p>Provide simple summaries for slow learners.</p> <p>Encourage group reading and peer assistance.</p> <p>Allow students to answer orally or through drawings.</p>	<p>Write a paragraph about welcoming a new student to your class.</p> <p><b>Role Play Project:</b> Present a short skit on “Being a Good Neighbor.”</p> <p><b>Hero Project:</b> Write about a real-life hero who helps others.</p> <p><b>Justice Poster:</b> Create a poster on “Stand for What is Right.”</p> <p><b>Research Activity:</b> Find out about famous folklore heroes from different countries.</p> <p><b>Value Chart:</b> Prepare a chart listing Robin Hood’s qualities and examples from the story.</p>	<p>situations.</p> <p><b>Think &amp; Discuss:</b> Why did Robin Hood help the poor?</p> <p><b>Problem-Solving:</b> What would you do if you saw someone being treated unfairly?</p> <p><b>Debate Activity:</b> Was Robin Hood right in breaking the law to help the poor?</p> <p><b>Role Play:</b> Act out a village court scene discussing justice.</p>	<p>Participate confidently in discussions and activities.</p> <p>Retell the story in their own words.</p> <p>Identify the theme and moral of the lesson.</p> <p>Use new vocabulary appropriately.</p> <p>Express opinions about justice and fairness.</p> <p>Participate actively in creative and group activities.</p>
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				(safe paper model).  <b>Ballad Writing:</b> Write 4–6 lines of a short ballad about bravery.				
Jan	14	<p><b><u>UNIT-VII THE SPIRIT OF ADVENTURES</u></b></p> <p><b>IF ONCE YOU HAVE SLEPT ON AN ISLAND- POEM</b></p> <p><b>CH-20 SUBJECTECT VERB AGREEMENT</b></p> <p><b>CH-21 DIRECT TO INDIRECT SPEECH</b></p> <p><b>9. COMPREHENSIONS</b></p>	<p>Read and recite the poem “<i>If Once You Have Slept on an Island</i>” with proper rhythm and expression.</p> <p>Understand the theme of love for nature and longing for peaceful places.</p> <p>Identify poetic devices such as imagery, repetition, and rhyme.</p> <p>Learn the meanings of new words from the poem.</p> <p>Express feelings about nature and personal experiences.</p>	<p><b>Island Scene Drawing:</b> Draw and color a peaceful island scene described in the poem.</p> <p><b>Sound Activity:</b> Create natural sounds (waves, wind, birds) to recite the poem creatively.</p> <p><b>Poetry Poster:</b> Write the poem neatly and decorate it with sea and island designs.</p> <p><b>Creative Writing:</b> Write 5–6 lines about your dream place in nature.</p> <p><b>Model Making:</b> Create a small island model using clay or chart paper</p>	<p>Use pictures or short videos of islands and sea shores for better understanding.</p> <p>Explain difficult words with simple meanings and examples.</p> <p>Encourage group recitation for confidence building.</p> <p>Allow students to express understanding through drawing or speaking.</p> <p>Provide short summaries for slow learners.</p>	<p><b>Nature Diary:</b> Write about a visit to a natural place (real or imaginary).</p> <p><b>Travel Brochure:</b> Design a simple brochure promoting an island as a tourist spot.</p> <p><b>Vocabulary Booklet:</b> Prepare a small booklet of new words with meanings and pictures.</p> <p><b>Environmental Poster:</b> Create a poster on “Keep Our Beaches Clean.”</p>	<p><b>Think &amp; Discuss:</b> Why does the poet feel drawn to the island?</p> <p><b>Value-Based Question:</b> Why is nature important for peace of mind?</p> <p><b>Imagination Activity:</b> Describe how you would feel spending a night on an island.</p> <p><b>Critical Thinking:</b> How can we protect islands and natural habitats?</p>	<p>Recite the poem confidently with correct pronunciation.</p> <p>Explain the central idea of the poem.</p> <p>Identify simple poetic devices.</p> <p>Express appreciation for nature through speech and writing.</p> <p><input type="checkbox"/> Show creativity through art and project work.</p>
Feb	22	<b>REVISION WORK</b>			<b>PRACTICE WORKSHEET PAPER</b>			
Mar	21	<b>BRIDGE CLASSES</b>	<b>SOFT SKILL DEVELOPMENT, CREATIVITY</b>			<b>TEAMWORK AND PHYSICAL FITNESS</b>		

**विषय : हिंदी**

**निर्धारित पुस्तकें—** 1. पंखुड़ी हिंदी पाठमाला

2. व्याकरण पंखुड़ी

3. बाल राम कथा

माह	कार्य दिवस	पाठ	अधिगम उद्देश्य	कला समेकन	समावेशी शिक्षण	परियोजना कार्य	कौशल आधारित गतिविधि अधिगम	अधिगम परिणाम
अप्रैल	23	<b>पाठ्यपुस्तक—</b> 1. उठो धरा के अमर सपूतो (कविता) 2. वो तीन दिन (कहानी) 17. बच्चों के नाम खुला पत्र (केवल पढ़ने के लिए) <b>व्याकरण—</b> 1. भाषा, बोली और व्याकरण 2. वर्ण—विचार	<ul style="list-style-type: none"> <li>देश प्रेम की भावना विकसित करना</li> <li>राजभाषा, राष्ट्रभाषा, मातृभाषा, संपर्कभाषा लिपि, व्याकरण के कार्य</li> <li>नए—नए शब्दों से परिचय</li> </ul>	<ul style="list-style-type: none"> <li>'उठो धरा के अमर सपूतो' कविता का लयबद्ध तरीके से वाचन</li> <li>द्वारिका प्रसाद माहेश्वरी की कविता 'वीर तुम बढ़े चलो' गीत की तरह गाना</li> </ul>	<ul style="list-style-type: none"> <li>1857 के स्वतंत्रता संग्राम पर रिपोर्ट तैयार करना</li> <li>समूह चर्चा</li> </ul>	<ul style="list-style-type: none"> <li>'प्रदूषण मुक्त शहर' अथवा 'हर हाथ में किताब' पंक्ति को आधार बनाकर 20250 के भारत का एक नया चित्र बनाएँ।</li> </ul>	<ul style="list-style-type: none"> <li>आपके लिए देश सेवा का क्या मतलब है? 8—10 पंक्तियों में समझाएँ।</li> </ul>	<ul style="list-style-type: none"> <li>राजभाषा, राष्ट्रभाषा, मातृभाषा, संपर्कभाषा लिपि, व्याकरण की विस्तृत जानकारी</li> <li>देश प्रेम</li> <li>आत्मविश्वास</li> <li>सूझबूझ</li> <li>सकारात्मक सोच</li> <li>उत्साह</li> </ul>
मई	07	<b>व्याकरण—</b> शब्द—विचार <b>अनुच्छेद लेखन पत्र—लेखन</b>	<ul style="list-style-type: none"> <li>पत्र—लेखन की जानकारी उपयोग औपचारिक पत्र एवं अनौपचारिक पत्र</li> <li>अनुच्छेद—लेखन का महत्व</li> </ul>	<ul style="list-style-type: none"> <li>शब्दों के उद्गम स्थान, बनावट की पूर्ण जानकारी</li> </ul>		<ul style="list-style-type: none"> <li>रंगीन पेपर से लिफाफा, अन्तर्देशी और पोस्टकार्ड बनाएँ।</li> </ul>	<ul style="list-style-type: none"> <li>पत्राचार और आज के ई—मेल, व्हाट्सएप के लाभ और नुकसान पर दो—तीन पंक्तियाँ लिखें।</li> </ul>	<ul style="list-style-type: none"> <li>शब्द विचार</li> <li>अनुच्छेद लेखन</li> <li>पत्र लेखन</li> </ul>
जून	16	<b>पाठ्यपुस्तक—</b> 4. जब मैं हनुमान बना (हास्य कथा)	<ul style="list-style-type: none"> <li>हनुमान जी का चरित्र चित्रण करें</li> </ul>	<ul style="list-style-type: none"> <li>पवन चक्की जैसा मॉडल बनाकर शब्द</li> </ul>	<ul style="list-style-type: none"> <li>'अभिनय करना एक कला है।'</li> </ul>	<ul style="list-style-type: none"> <li>रामलीला के प्रमुख पात्रों के मुखौटे शिक्षक</li> </ul>	<ul style="list-style-type: none"> <li>राम और हनुमान के बीच हुए संवाद को</li> </ul>	<ul style="list-style-type: none"> <li>बौद्धिक कौशल</li> <li>राजा दशरथ एवं</li> </ul>

		<p><b>व्याकरण—</b> शब्द—रचना संज्ञा <b>पूरक पुस्तक—</b> 3.दशरथ के दो वरदान... 4. राम का वन जाना..</p>	<ul style="list-style-type: none"> <li>• राजा दशरथ एवं उनके पुत्रों की जानकारी</li> <li>• राम वनगमन की घटना की विस्तृत जानकारी</li> </ul>	रचना को समझाएँ।	इस विषय पर कक्षा में परिचर्चा का आयोजन करना	की मदद से तैयार करना	लिखें।	उनके पुत्रों की जानकार
जुलाई	26	<p><b>पाठ्यपुस्तक—</b> 5. झाँसी की रानी (कविता) 6. आम बराबर गेहूँ (कहानी) 9. कोशिश करने वालों की हार नहीं होती (कविता) <b>व्याकरण—</b> संज्ञा के विकार: लिंग वचन कारक <b>संवाद—लेखन</b> <b>पूरक पुस्तक—</b> 5. चित्रकूट में भरत.. 6. दंडक वन में दस वर्ष..</p>	<ul style="list-style-type: none"> <li>• किसी एक भारतीय वीरांगना का वर्णन</li> <li>• वनवास काल में चित्रकूट में राम का जीवन, दंडक वन में राम प्रतिकूल</li> <li>• परिस्थितियों में धैर्य</li> </ul>	<ul style="list-style-type: none"> <li>• झाँसी की रानी और 'कोशिश करने वालों की हार नहीं होती' कविताओं को संगीत शिक्षक की मदद से गायन करना</li> </ul>	<ul style="list-style-type: none"> <li>• समूह चर्चा</li> <li>• बीस शब्दों से भाववाचक संज्ञा बनाएँ।</li> </ul>	<ul style="list-style-type: none"> <li>• भारत की किन्हीं तीन वीरांगनाओं के महत्वपूर्ण कार्यों के बारे में चित्र सहित वर्णन करें।</li> <li>• किन-किन राज्यों की मुख्यभाषा हिंदी है? एक सूची बनाएँ।</li> </ul>	<ul style="list-style-type: none"> <li>• गाँव जाकर किसी किसान से गेहूँ की फसल के बोन तथा पकने तक की प्रक्रिया के बारे में जानकारी एकत्रित करें।</li> </ul>	<ul style="list-style-type: none"> <li>• नारी शक्ति का परिचय</li> <li>• अपनी स्वतंत्रता को अक्षुण्ण बनाए रखने की भावना</li> <li>• समर्पण</li> <li>• परिश्रम</li> </ul>
अगस्त	24	<p><b>पाठ्यपुस्तक—</b> 8. अंधेर नगरी</p>	<ul style="list-style-type: none"> <li>• अल्बर्ट आइंस्टीन संग किन्हीं दो</li> </ul>	<ul style="list-style-type: none"> <li>• सर्वनाम अथवा विशेषण पर चार पक्तियों की</li> </ul>	<ul style="list-style-type: none"> <li>• समूह चर्चा</li> </ul>	<ul style="list-style-type: none"> <li>• सर्वनाम अथवा विशेषण वृक्ष तैयार करें।</li> </ul>	<ul style="list-style-type: none"> <li>• किसी भारतीय वैज्ञानिक का</li> </ul>	<ul style="list-style-type: none"> <li>• धर्म व नीति</li> <li>• सादगी</li> </ul>

		(एकांकी) 10. बहुमुखी प्रतिभाशाली: अल्बर्ट आइंस्टीन (जीवनी) <b>व्याकरण—</b> सर्वनाम विशेषण <b>डायरी लेखन</b> <b>पूरक पुस्तक—</b> सोने का हिरण... <b>पुनरावृत्ति</b>	वैज्ञानिकों पर 5-7 वाक्य • मारीच और रावण का संवाद सीता हरण की घटना	कविता लिखें।			साक्षात्कार लेने के लिए	• निष्ठा
सितम्बर	23	<b>अर्द्धवार्षिक परीक्षा</b>						
अक्टूबर	22	<b>पाठ्यपुस्तक—</b> 11. बूढ़े शेर की आत्मकथा (केवल पढ़ने के लिए) 12. रमन की डायरी से (डायरी) 13. कबीर के दोहे (दोहे) <b>व्याकरण—</b> क्रिया काल अव्यय <b>पूरक पुस्तक—</b>	• भक्तिकाल की काव्य-रचना शैली  • जीवन में सतर्कता की आवश्यकता  क्रिया तथा काल की अवधारणा को समझना एवं प्रयोग करना	• कबीर और रहीम के दोहे को गाकर कक्षा में सुनाना	समूह चर्चा	भक्तिकाल के किन्हीं दो कवियों की तस्वीर एक चार्ट पेपर पर चिपकाकर उनके बारे में 10-12 पंक्तियाँ लिखें।	• डायरी निर्माण	• डायरी लेखन शैली जानना • पशु-प्रेम  • सहानुभूति

		8. सीता की खोज... 9. राम और सुग्रीव..	• नए-नए शब्दों से परिचय					
नवंबर	16	<b>पाठ्यपुस्तक—</b> 14. मेरी दार्जिलिंग यात्रा (यात्रा वृत्तांत) 15. एलबम (कहानी) <b>व्याकरण—</b> वाक्य-विचार विराम चिह्न <b>पूरक पुस्तक—</b> 10. लंका में हनुमान	• दार्जिलिंग अथवा अपनी किसी यात्रा का वर्णन करें।	• वीरांगना लक्ष्मीबाई से जुड़ी दो अन्य कविताओं को गीत की तरह गाना	समूह चर्चा	विषय शिक्षक की सहायता से 1857 की क्रांति के प्रमुख सेनानी मंगल पांडे, कुंवर सिंह और तात्यां टोपे के चित्रों को बनकर उनके बारे में एक परियोजना तैयार करें।	• एलबम बनाना	• आनंद • दार्जिलिंग का भौगोलिक क्षेत्रों की जानकारी  • सदाचार
दिसंबर	24	<b>पाठ्यपुस्तक—</b> 16. पहली बूँद (कविता) 18. अजंता-एलोरा की गुफाएँ (ज्ञानवर्धक जानकारी) केवल पढ़ने के लिए  <b>व्याकरण—</b>	• 'पहले बूँद' कविता को चित्रित करें। • मुहावरे और लोकोक्तियों की जानकारी  • मित्र का कर्तव्य • लकां दहन की घटना	• कविता को गीत की तरह प्रस्तुत करना	• वर्ग-पहेली निर्माण करना  समूह चर्चा	• कविता 'पहली बूँद' की आठ पंक्तियों को चित्रित करें।  • अपने शिक्षक की मदद से भारत की सांस्कृतिक धरोहरों की सूची बनाएँ।	• जल का महत्व चित्रों द्वारा	• प्रकृति प्रेम  • जल-चक्र की जानकारी  • अजंता-एलोरा की गुफाओं की विस्तृत जानकारी • संवाद लेखन की जानकारी

		<p>संवाद-लेखन  डायरी लेखन  अशुद्धि शोधन  मुहावरे और  लोकोक्तियाँ</p> <p><b>पूरक पुस्तक-</b>  11. लंका विजय.. .  12. राम का  राज्याभिषेक...</p>						
जनवरी	14	<p><b>पूरक पुस्तक-</b>  11. लंका विजय.. .  12. राम का  राज्याभिषेक...</p> <p><b>पुनरावृत्ति</b></p>						
फरवरी	22	<b>वार्षिक परीक्षा</b>						
मार्च								

# षष्ठीकक्षा

विषयःसंस्कृतम्

निर्धारितपुस्तकानि -----

पाठ्यपुस्तकम् -----

सहायकपुस्तकम् -----

सहायकपुस्तकम् -----

दीपकम् प्रथमो भागः (रा. शै. अनु. परि.)

मङ्गलम् संस्कृतव्याकरणम् प्रथमो भागः(दीपू प्रकाशन)

संस्कृतसहचरः (आचार्य राधामोहन उपाध्याय, श्री घनश्याम पाण्डेय)

मासाः	कार्यदिवसाः	पाठाः उपविषयाः च	शिक्षणस्य उद्देश्याः	नियमाः अवधारणा च	कला/एकीकरणम्	समावेशीशिक्षणम्	प्रकल्पाः/व्यवहारिकज्ञानम्	अनुसन्धानकार्यमिश्रितशिक्षणम्	योग्यताधारितंगतिविधिःशिक्षणम्	शिक्षणस्य परिणामाः
अप्रैल	23	दीपकम्								
		प्रथमः पाठः संस्कृतवर्णमाला	संस्कृतवर्णमालायाः ज्ञानम् पठने सहायतार्थम्	संस्कृतवर्णमालायाः ज्ञानम् पठने सहायतार्थम्	हिन्दीशिक्षकस्य सहायतया संस्कृतहिन्दी वर्णमालयोः मध्ये भेदः	संस्कृतवर्णमालायाः स्वरैः सह सुलेखनम्।	संस्कृतवर्णमालायाः लेखनं स्मरणं पुनः अभ्यासः च।	संस्कृतहिन्दी वर्णमालयोः मध्ये भेदः	संस्कृतवर्णमालायाः ज्ञानम् एवम् उच्चारणशुद्धिः	संस्कृतवर्णमालायाः ज्ञानम् एवम् उच्चारणशुद्धिः।
		द्वितीयः पाठः	संयुक्त-व्यञ्जनानि	संस्कृतवर्णमालायाः संयुक्तव्यञ्जानां ज्ञानम् पठने सहायतार्थम्	हिन्दीशिक्षकस्य सहायतया संस्कृतहिन्दी वर्णमालयोः मध्ये भेदः	संस्कृतवर्णमालायाः संयुक्तव्यञ्जनैः सह सुलेखनम्।	संस्कृतवर्णमालायाः संयुक्तव्यञ्जनानां लेखनं स्मरणं पुनः अभ्यासः च।	व्यञ्जन - संयुक्तव्यञ्जयोः मध्ये भेदः	संस्कृतवर्णमालायाः ज्ञानम् एवम् उच्चारणशुद्धिः	भाषाशुद्धता
		वर्णसंयोजनं वर्णवियोजनं च।	वर्णाधारेणपदपरिचयः	स्वरव्यञ्जनमध्ये भेदः।	गणित हिन्दीशिक्षकस्य सहायतयामेलनम् योगात्मकक्रिया	लेखनं स्मरणं च (गृहकार्यम्)	वर्णसंयोजनं वर्णवियोजनं माध्यमेनस्वपरिवारस्यसदस्यानां नामानि लेखनम्	केन प्रकारेण कथं पदनिर्माणं भवति? अस्यान्वेषणम्।	वाक्यनिर्माणप्रक्रियायाः ज्ञानम्।	वाक्यनिर्माणप्रक्रियायाः ज्ञानम्।

		उच्चारणस्थानानि।	उच्चारणस्थानपरिचयः	उच्चारणस्थानानिसंगीतसाधनैः तालिकामाध्यमेन	लेखनं स्मरणं च (गृहकार्यम्)	उच्चारणस्थानतालिकानिर्माणकार्यम्	उच्चारणस्थानैः पदपरिचयः	उच्चारणस्थानपदनिर्माणकार्यम्।	उच्चारणस्थानपदनिर्माणकार्यम्।	
		तृतीयः पाठः एषः कः? एषा का? एतत् किम्?	प्रथमपुरुषलिङ्गवचनम् कं कथयते? कति भेदाः?	हिन्दीशिक्षकस्य सहायतया कर्तृक्रियापुरुषलिङ्गवचनानां ज्ञानार्जनम्	लेखनं स्मरणं च (गृहकार्यम्)	पुरुषलिङ्गवचनानितालिकानिर्माणकार्यम्	पुरुषलिङ्गवचनानि कति भेदाश्च।	पुरुषलिङ्गवचनज्ञानम्	पुरुषलिङ्गवचनानां भेदज्ञानम्।	
		कर्तृक्रियामेलनम् (लट्लकारे)	विभक्तिः, पुरुषः, लिङ्गः वचनज्ञानम्।	अनुवादकार्यम्	हिन्दीशिक्षकस्य सहायतया कर्तृक्रियापुरुषलिङ्गवचनैः सह मेलनम्।	कर्तृक्रियापरिचयः	कर्तृक्रियापरिचयः चार्टमाध्यमेन	अनुवादकार्यम्	पुरुषलिङ्गवचनज्ञानम्	पुरुषलिङ्गवचनानां भेदज्ञानम्।
		शब्दरूपाणि- बालक, बालिका, लता, फलम्	शब्दरूपाणां स्मरणम्	शब्दरूपाणां ज्ञानम्	लेखनं स्मरणं च (गृहकार्यम्)	लेखनं स्मरणं च (गृहकार्यम्)	शब्दरूपाणां स्मरणं लेखनं च।	शब्दरूपाणां ज्ञानम्	पुरुषलिङ्गवचनज्ञानम्	शब्दरूपाणां स्मरणम्।
		चतुर्थः पाठः अहं च त्वं च	मध्यमोत्तमपुरुषवचनम् कं कथ्यते? कति भेदाः?	हिन्दीशिक्षकस्य सहायतया कर्तृक्रियापुरुषवचनानां ज्ञानार्जनम्	लेखनं स्मरणं च (गृहकार्यम्)	मध्यमोत्तमपुरुषवचनानितालिकानिर्माणकार्यम्	मध्यमोत्तमपुरुषवचनानि कति भेदाश्च।	मध्यमोत्तमपुरुषवचनज्ञानम्	मध्यमोत्तमपुरुषवचनानां भेदज्ञानम्।	
मई	07	शब्दरूपाणि- बालक, बालिका, लता, फलम्	शब्दरूपाणां स्मरणम्	शब्दरूपाणां ज्ञानम्	-----	लेखनं स्मरणं च (गृहकार्यम्)	शब्दरूपाणां स्मरणं लेखनं च।	शब्दरूपाणां ज्ञानम्	पुरुषलिङ्गवचनज्ञानम्	शब्दरूपाणां स्मरणम्।
		धातुरूपाणि - पठ्, चल्, खाद, धाव, हस्, पत्,	धातुरूपाणां स्मरणम्	धातुरूपाणां ज्ञानम्	-----	लेखनं स्मरणं च (गृहकार्यम्)	लट्लकारे धातुरूपाणां स्मरणं लेखनं च।	धातुरूपाणां ज्ञानम्	पुरुषलिङ्गवचनज्ञानम्	धातुरूपाणां स्मरणम्।

		गम्, नम्, खेल, क्रीड्, चर्, अस्, गर्ज्, भू।(लट्लकारे)								
		चित्रवर्णनम्, अनुवादकार्यं च।	चित्रं दृष्ट्वा अनुवादकार्यम्	रचनात्मककार्यं स्य उपयोगः	-----	अभ्यासकार्यम्	चित्राधारि तम् अनुवादका र्यम्	अनुवादकार्यम्	पुरुषलिङ्गवचन ज्ञानम्	लेखनक्रियायाः अभ्यासः अभ्यासकार्यस्य लेखनम् च।
		धातुरूपाणि - पठ्, चल, खाद, धाव, हस्, पत्, गम्, नम्, खेल, क्रीड्, चर्, अस्, गर्ज्, भू।(लट्लकारे) पुनरावृत्तिः	धातुरूपाणां नस्मरणम्	धातुरूपाणां ज्ञानम्	-----	लेखनं स्मरणं च (गृहकार्यम्)	लट्लकारेधा तुरूपाणां स्मरणं लेखनं च।	धातुरूपाणां ज्ञानम्	पुरुषलिङ्गवचन ज्ञानम्	धातुरूपाणां स्मरणम्
जून	16	अव्ययाः - उच्चैः, नीचैः, कुत्र, अत्र, तत्र, यत्र, अन्यत्र, सर्वत्र, सर्वदा, कति, कदा, यथा, तथा, यदा, तदा, यदि, तर्हि, यावत्, तावत्, एकदा, पुरा, अधुना, ह्यः, अद्य, श्वः	अव्ययानां ज्ञानं प्रयोगं च।	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	अव्ययपद निर्माणम्	अव्ययपदनिर्मा णम् लेखनं ज्ञानं च।	अव्ययज्ञानम्	वाक्यनिर्माणम्
		पञ्चमः पाठः संख्यागणना ननु सरला	संख्याज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	गणितशिक्षक स्य सहायतया संख्याज्ञानम्	लेखनं स्मरणं च (गृहकार्यम्)	संख्यापरिच यः	पदनिर्माणम्	संख्याज्ञानम्	स्मरणम्

जुलाई	26	व्याकरणतः								
		पर्यायाः 1-16 पर्यन्तम्।	पर्यायपदज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	पर्यायप्रयोगः	लेखनं ज्ञानं च।	पर्यायज्ञानम्	पर्यायपदस्मरणम्
		विपर्यायाः 1-11 पर्यन्तम्।	विपर्यायपदज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	विपर्यायप्रयोगः	लेखनं ज्ञानं च।	विपर्यायज्ञानम्	विपर्यायपदस्मरणम्
		संख्या- 1-25 पर्यन्तम्।	संख्याज्ञानम्	पदनिर्माणम् पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	संख्यापरिचयः	लेखनं ज्ञानं च।	संख्याज्ञानम्	संख्याज्ञानम्
		अशुद्धिसंशोधनम् अनुवादकार्यं च।	विभक्तिः ए पुरुषः ए कारकः एलिङ्गः व चनज्ञानम्।		कर्तृक्रियापुरुषलिङ्गवचनैः सह		कर्तृक्रियापरिचयः	अनुवादकार्यम्	पुरुषलिङ्गवचनकालकारकज्ञानम्	भाषायाः शुद्धता
		षष्ठः पाठः अहं प्रातः उत्तिष्ठामि	शब्दार्थाः अनुवादकार्यम् च।	प्रातः उत्थानाय लाभाः।	प्रातःकालीयलीय केचनदशगतिविधीनां चित्रनिर्माणम् कलाशिक्षकस्य सहायतया	पाठाधारे गृहकार्यम्	प्रातःकालीय केचनदशगतिविधीनां विषये स्वशब्देषु दशवाक्यानि लिखत।	प्रातःकालीयलीय केचनदशगतिविधीनां केचनदशगतिविधीनां नामानि लिखत।	प्रातः उत्थाय किं कर्तव्यम्?	प्रातः उत्थानस्य उपयोगिता का?
		सप्तमः पाठः शूराः वयं धीराः वयम्	वीरतायाः महत्त्वम्	शूरवीराः किं कुर्वन्ति	कस्यापि देशभक्तिचलचित्र दर्शयित्वा तस्योपरि चर्चा महत्त्वम्	पाठाधारे गृहकार्यम्	साहसस्य परिचयः	पद्यं रुच्यात्मकविधयाः पाठनम्।	लयबद्धात्मकपाठाभ्यासः अभ्यासकार्यम्	देशभक्तानां विषये ज्ञानम्
अगस्त	24	व्याकरणतः								
		अपठित- अवबोधनम्, चित्रवर्णनम्, कर्तृक्रियामेलनम्	कर्तृक्रिया, विभक्तिः, पुरुषः, कारकः, लिङ्गः वचनानां परिचयः	वाक्यनिर्माणम् अनुवादकार्यम् च।		कर्तृक्रियापुरुष स्त्रीलिङ्गवचनैः सह	वाक्यनिर्माणम्	शब्दधातुरूपाणां स्मरणं, लेखनं, वाक्यनिर्माणम् अनुवादकार्यम् च।	पुरुषलिङ्गवचनज्ञानम्	वाक्यनिर्माणम् अनुवादकार्यम् च।

		अनुवादकार्यम्, च।								
		<b>अष्टमः पाठः सः एव महान् चित्रकारः</b>	शब्दार्थाः अनुवादकार्यम् च।	विद्यालीयवाटिका विषये ज्ञानम्।	विद्यालीय वाटिका भ्रमणं कृत्वा तस्योपरि चर्चा	पाठाधारे गृहकार्यम्	विद्यालीय वाटिका भ्रमणं कृत्वा तस्योपरि स्वशब्देषु श वाक्यानि लिखत।	विद्यालीय वाटिका भ्रमणं कृत्वा तस्योपरि केचनदशगति विधीनां नामानि लिखत।	प्रकृतिप्रेमः	पुष्पाणि विषये ज्ञानम्।
सितम्बर	23	अर्धवार्षिकीपरीक्षा याः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकीपरीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकीपरीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकीपरीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकीपरीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकीपरीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकीपरीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकीपरीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकीपरीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।
		व्याकरणतः -----								
		धातुरूपाणि- पठ्, चल्, खाद्, धाव, हस्, पत्, गम्, नम्, खेल, क्रीड्, चर्, अस्, गर्ज्, भू। (लट्लृट्लकारयोः)	धातुरूपाणां स्मरणम्	धातुरूपाणां, क्रियायाः ज्ञानम्	-----	लेखनं स्मरणं च (गृहकार्यम्)	लृट्लकारेधातु रूपाणां स्मरणंलेखनं च।	धातुरूपाणां, क्रियायाः ज्ञानम्	पुरुषलिङ्गवचन नज्ञानम्	धातुरूपाणां स्मरणम्
		क्त्वा, तुमुन् प्रत्ययौ- पठ्, चल्, खाद्, पत्, हस्, गम्, खेल, कृ, क्रीड्, भ्रम्, गर्ज्	क्त्वा, तुमुन् च प्रत्ययौ ज्ञानं प्रयोगः च।	वाक्यनिर्माणम् अनुवादकार्यम् च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	वाक्ये प्रत्ययप्रयोगः	प्रत्यये वाक्यनिर्माणम्	पुरुषलिङ्गवचन नज्ञानम्	वाक्यनिर्माणम्।
अक्तूबर	22	नवमः पाठः अतिथिदेवो भव	भारतीय संस्कृतेः महत्त्वम्	अतिथिदेवो भव उपनिषदो वचनम्	स्वपरिवारस्य सहातया	पाठाधारे गृहकार्यम्	अतिथिसेवा का?	पाठस्य अर्थः शब्दार्थाः च।	लयबद्धात्मकपा ठाभ्यासःअभ्या सकार्यम्	कथामाध्यमेन व्यवहारिकज्ञानम्

		दशमः पाठः बुद्धिः सर्वार्थसाधिका	संसारे बुद्धिपूर्वकः व्यवहारः आवश्यकः	बुद्धिना कठिनं कार्यमपि सहजं भवति	कक्षायां छात्रानां सहायता क्रियाकलापः	पाठाधारे गृहकार्यम्	बुद्धिर्बलम्	पाठस्य अर्थः शब्दार्थाः च।	लयबद्धात्मकपा ठाभ्यासः अभ्या सकार्यम्	कथामाध्यमेन व्यवहारिकज्ञानम्
नवम्बर	16	व्याकरणतः								
		अपठितावबोधनम्, चित्रवर्णनम्, अनुवादकार्यम्। कर्तृक्रियामेलनम्(लु ट्लकारे)।	कर्तृक्रियाविभक्तिः, पुरुषः, कारकः, लिङ्गः वचनानां परिचयः।	वाक्यनिर्माणम् अनुवादकार्यम् च।	-----		वाक्यनिर्माण म्	शब्दधातुरूपाणां स्मरणं, लेखनं, अनुवादकार्यम्	पुरुषलिङ्गवच नज्ञानम्	वाक्यनिर्माणम् अनुवादकार्यं च।
		अव्ययाः- नीचैः, उच्चैः, शनैः-शनैः, ह्यः, अद्य, श्वः, परश्वः, परह्यः, यथा, तथा, हि, आम्, न, यावत्, तावत्, पुनः, मृषामिथ्या, वृथा, सह, यदि, समीपम्।	अव्ययानां ज्ञानं प्रयोगं च।	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	अव्ययपदनि र्माणम्	पदनिर्माणम्	अव्ययज्ञानम्	स्मरणम्
		पर्यायाः 1-32 पर्यन्तम्।	पर्यायपदज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	पर्यायपदप्रयो गः	पदनिर्माणम्	पर्यायज्ञानम्	स्मरणम्
		विपर्ययाः 1-23 पर्यन्तम्	विपर्ययपदज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	विपर्ययपदप्रयो गः	पदनिर्माणम्	विपर्ययज्ञानम्	स्मरणम्
		संख्या - 1- 50पर्यन्तम्	संख्याज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	संख्यापरिचयः	पदनिर्माणम्	संख्याज्ञानम्	स्मरणम्
		एकादशः पाठः यो जानाति सः पण्डितः	प्रहेलिकाः कं पृच्छन्ति	व्यवहारिकज्ञान म्	प्रहेलिकैः कथानिर्माण म्	पाठाधारे गृहकार्यम्	योग्यतावि स्तारम्	पद्यात्मकशब्दा र्थैः अनुवादः	बौद्धिकविकासः	चिन्तनक्षमतायाः विकासः
		द्वादशः पाठः त्वम् आपणं गच्छ	समाजिकतायाः ज्ञानम्	व्यवहारिकतायाः ज्ञानम्	छात्राणां कृते क्रय-विक्रयस्य आयोजनम्	पाठाधारे गृहकार्यम्	योग्यतावि स्तारम्	संवादात्मक- शब्दार्थैः	बौद्धिकविकासः	चिन्तनक्षमतायाः विकासः

					क्रियते			अनुवादः			
दिसम्बर	24	व्याकरणतः									
		शब्दरूपाणि -साधु, मुनि, नदी।	शब्दरूपाणां ज्ञानम्	लेखनम् स्मरणं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	शब्दरूपाणां स्मरणं लेखनं च।	शब्दरूपाणां ज्ञानम्	पुरुषलिङ्गवचनज्ञानम्	शब्दरूपाणां स्मरणम्	
		अशुद्धिसंशोधनम् चित्रवर्णनम्। कारक-उपपद-धिक्, विना, प्रति, सह, अलम्, नाना, सदृश, तुल्यं, अङ्गविकार, नमः, स्वाहा, दा, रक्ष, बहिः।	वाक्यनिर्माणम् अनुवादकार्यम् च।	बौद्धिकविकासः	-----	लेखनम् (गृहकार्यम्)	कर्तृक्रियाकारकपरिचयः	शब्दधातुरूपाणां स्मरणं, लेखनं, अनुवादकार्यम् च।		पुरुषलिङ्गवचनज्ञानम्	अनुवादकार्यम्
		त्रयोदशः पाठः पृथिव्यां व्रीणिरत्नानि	सुभाषितानां जीवने स्थानम् अस्य ज्ञानार्जनम्	नैतिकमूल्यानां वर्द्धनम्	सङ्गीतशिक्षकस्य सहायतया	पाठाधारे गृहकार्यम्	स्वजीवने कथं प्रयोगः कुर्मः?	लयबद्धात्मकपाठाभ्यासः अभ्यासकार्यम्	सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्		सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्
		चतुर्दशः पाठः आलस्यं हि मनुष्याणां शरीरस्थो रिपुः	आलसस्य जीवने निरर्थकता	नैतिकमूल्यानां वर्द्धनम्	सङ्गीतशिक्षकस्य सहायतया	पाठाधारे गृहकार्यम्	स्वजीवने आलस्यं न कर्तव्यम्	लयबद्धात्मकपाठाभ्यासः अभ्यासकार्यम्	सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्		सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्
		पञ्चदशः पाठः माधवस्य प्रियम् अङ्गम्	शरीरस्य अङ्गानाम् नामानि	पदनिर्माणम् लेखनं ज्ञानं च।	जीवविज्ञान शिक्षकस्य सहायतया	लेखनं स्मरणं च (गृहकार्यम्)	पाठाधारे गृहकार्यम्	पदच्छेदः	पाठ्यपुस्तकमाध्यमेन पाठस्य अभ्यासकार्यम्।		सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्
जनवरी	14	कर्तृक्रियामेलनम् (लुटलकारे)। अनुवादकार्यम्। अपठित-अवबोधनम्, चित्रवर्णनम्।	कर्तृक्रियाविभक्तिः, पुरुषः, कारकः, लिङ्गः वचनानां परिचयः।	वाक्यनिर्माणम् अनुवादकार्यम् च।	-----	कर्तृक्रियापरिचयः	शब्दधातुरूपाणां स्मरणं, लेखनं, अनुवादकार्यम्	पुरुषलिङ्गवचनज्ञानम्	अनुवादकार्यम्		

		पठ्, चल्, खाद, धाव, हस्, पत्, गम्, नम्, खेल, क्रीड्, चर्, अस्, गर्ज्, भू।(लट्लुट्लकार योः)	धातुरूपाणां ज्ञानम्	धातुरूपाणां ज्ञानम् स्मरणं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	धातुरूपाणां स्मरणं लेखनं च।	धातुरूपाणां ज्ञानम्	पुरुषलिङ्गवच नज्ञानम्	धातुरूपाणां स्मरणम्।
		षोडशः पाठः वृक्षाः सत्पुरुषाः इव	वृक्षाणां महत्त्वम् उपयोगः च।	वृक्षाणां महत्त्व म्	जीवविज्ञानशिक्ष कस्यसहायतया वृक्षाणां महत्त्वम्	पाठाधारे गृहकार्यम्	पर्यावरणसंर क्षणम्	पद्यं रुच्यात्मकविध याः पाठनम्।	लयबद्धात्मक पाठाभ्यासःअ भ्यासकार्यम्	वृक्षाणां महत्त्वम्
फरवरी	22	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षिक परीक्षाच।	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षिकप रीक्षाच।	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षि कपरीक्षाच।	वार्षिकपरीक्षा याः पुनरावृत्तिः, वा र्षिकपरीक्षाच।	वार्षिकपरीक्षा याः पुनरावृत्तिः, वा र्षिकपरीक्षाच।	वार्षिकपरीक्षा याः पुनरावृत्तिः, वा र्षिकपरीक्षाच।	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षिक परीक्षाच।	वार्षिकपरीक्षा याः पुनरावृत्तिः, वा र्षिकपरीक्षाच।	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षिकपरीक्षा च।
मार्च										

**SUBJECT: MATHS**

**Textbook: 1. VERTEX MATHEMATICS**

**2. Lab Manual Activity**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	CH – 3, Number System <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Use of Commas</li> <li>• Face Value and Place Value</li> <li>• Formation of the Smallest and Greatest Number using the given Digits</li> <li>• Indian and International System of Numeration</li> <li>• Expanded Form and short form</li> <li>• Comparing and Ordering Numbers</li> <li>• Formation of Number (with repeating and without repeating digits)</li> <li>• Estimation of Large Numbers</li> <li>• Roman Numerals</li> <li>• Real-life Applications of</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the students to understand about the numbers from One digit and beyond.</li> <li>• To enable the students to know about Indian and International number systems.</li> <li>• To enable the students to develop the skill to compare the numbers</li> <li>• To enable the students to estimate and round off the numbers.</li> <li>• To enable the students to know about the Roman Numerals.</li> <li>• To develop the skill to solve the Real-life applications.</li> </ul>	Integrated with *Cross Math Puzzles Activity	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Problem solving skills</li> <li>• Group discussion</li> <li>• Peer learning and collaboration</li> </ul>	Lab. Manual Activity	<ul style="list-style-type: none"> <li>• Picture based learning.</li> <li>• Case based learning.</li> <li>• HOTS</li> <li>• Assignment</li> <li>• Collect the information from your surroundings /daily life, like population of some states/countries</li> <li>• Food expenditure for one year, distance between earth and moon, planets and write them in Indian System and International System.</li> </ul>	Students will be able to <ul style="list-style-type: none"> <li>• understand about the numbers from One digit and beyond.</li> <li>• know about Indian and International number systems.</li> <li>• develop the skill to compare the numbers</li> <li>• estimate and round off the numbers.</li> </ul>

		<p>Large Numbers</p> <p>CH – 4, Numbers and Their Properties</p> <ul style="list-style-type: none"> <li>Numbers and their neighbours (Supercells)</li> <li>Number line patterns</li> <li>Playing with numbers</li> <li>Palindromic numbers</li> <li>Kaprekar’s Constant</li> <li>Playing with number patterns</li> <li>Collatz Conjecture</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to know about various patterns.</li> <li>To enable the students to know about the rules to find the nth term.</li> <li></li> </ul>	<p>Integrated with art and craft</p>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Problem solving skills</li> <li>Group discussion</li> <li>Peer learning and collaboration</li> </ul>	<p>Classroom Activity</p>	<ul style="list-style-type: none"> <li>Picture based learning.</li> <li>Case based learning.</li> <li>HOTS</li> <li>Assignment</li> <li>Critical thinking questions</li> <li></li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>know about various patterns.</li> <li>know about the rules to find the nth term</li> </ul>
May	07	<p>CH – 1, Mathematical Patterns</p> <ul style="list-style-type: none"> <li>Number sequence</li> <li>Addition sequences</li> <li>Multiplication sequences</li> <li>Fibonacci sequences</li> <li>Visualising Patterns in numbers</li> <li>Shapes and patterns</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to understand about the number sequences</li> <li>To enable the students to visualising the patterns</li> <li>To develop the skill to understand the patterns in shapes</li> </ul>	<p>Integrated with art and craft</p>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Problem solving skills</li> <li>Group discussion</li> <li>Peer learning and collaboration</li> </ul>	<p>Classroom Activity</p>	<ul style="list-style-type: none"> <li>Picture based learning.</li> <li>Case based learning.</li> <li>HOTS</li> <li>Assignment</li> <li>Critical thinking questions</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>understand about the number sequences</li> <li>visualising the patterns</li> <li>develop the skill to understand the patterns in shapes</li> </ul>
June	16	<p>CH – 1, Mathematical Patterns</p>	<p>Continued</p> <ul style="list-style-type: none"> <li>To enable the students know</li> </ul>	<p>Integrated with *TLM</p>	<ul style="list-style-type: none"> <li>Critical Thinking</li> </ul>	<p>Classroom Activity</p>	<ul style="list-style-type: none"> <li>Picture based learning.</li> <li>Case based</li> </ul>	<p>Students will be able to</p>

		<p>CH- 6, Primes and Factors</p> <ul style="list-style-type: none"> <li>• Exploring factors and multiples</li> <li>• Prime, Composite and Twin prime numbers</li> <li>• Prime triplet</li> <li>• Co-prime numbers</li> <li>• Divisibility rules</li> <li>• Prime factorization</li> <li>• HCF and LCM</li> <li>• Real-life application of HCF and LCM</li> </ul>	<p>about factors and multiples</p> <ul style="list-style-type: none"> <li>• To enable the students to understand about prime triplet and co-prime numbers</li> <li>• To enable the students to find prime factorization, HCF and LCM</li> <li>• To enable the students to develop the skill to solve real-life application problems</li> </ul>	Working model Activity	<ul style="list-style-type: none"> <li>• Problem solving skills</li> <li>• Group discussion</li> <li>• Peer learning and collaboration</li> </ul>		<p>learning.</p> <ul style="list-style-type: none"> <li>• HOTS</li> <li>• Assignment</li> <li>• Critical thinking questions</li> </ul>	<ul style="list-style-type: none"> <li>• know about factors and multiples</li> <li>• understand about prime triplet and co-prime numbers</li> <li>• find prime factorization, HCF and LCM</li> <li>• to develop the skill to solve real-life application problems</li> </ul>
July	26	<p>CH – 10, Symmetrical Shapes</p> <ul style="list-style-type: none"> <li>• Ways to create symmetrical figures</li> <li>• Line of symmetry</li> <li>• Types of lines of symmetry</li> <li>• Reflection</li> <li>• Rotational Symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the students to create symmetrical figures</li> <li>• To enable the students to know about the line of symmetry and its types</li> <li>• To enable the students to understand about Reflection and Rotational symmetry</li> </ul>	<p>Integrated with Mandala art Activity</p> <p>Integrated with Stem Activity</p> <p>Numbers Maths Activity</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Problem solving skills</li> <li>• Group discussion</li> <li>• Peer learning and collaboration</li> </ul>	Lab. Manual Activity	<ul style="list-style-type: none"> <li>• Picture based learning.</li> <li>• Case based learning.</li> <li>• HOTS</li> <li>• Assignment</li> <li>• Critical thinking questions</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>▪ create symmetrical figures</li> <li>▪ know about the line of symmetry and its types</li> <li>▪ understand about Reflection and Rotational symmetry</li> </ul>
		<p>CH – 5, Data and Visual Graphs</p>	<ul style="list-style-type: none"> <li>• To enable the students to organize</li> </ul>	Integrated with	<ul style="list-style-type: none"> <li>• Critical Thinking</li> </ul>	Lab. Manual	<ul style="list-style-type: none"> <li>• Picture based learning.</li> </ul>	Students will be able to

		<ul style="list-style-type: none"> <li>Data and its organisation</li> <li>Organising the Data</li> <li>Frequency Distribution table</li> <li>Tally Marks</li> <li>Pictographs</li> <li>Bar graphs</li> <li>Infographics</li> </ul>	<p>the data in the frequency distribution table</p> <ul style="list-style-type: none"> <li>To enable the students to prepare Tally Marks for the given data</li> <li>To enable the students to read and solve Pictographs, Bar graphs and Infographics</li> </ul>	<p>*Bar Graph Working Model Activity</p>	<ul style="list-style-type: none"> <li>Problem solving skills</li> <li>Group discussion</li> <li>Peer learning and collaboration</li> </ul>	<p>Activity</p>	<ul style="list-style-type: none"> <li>Case based learning.</li> <li>HOTS</li> <li>Assignment</li> <li>Critical thinking questions</li> </ul>	<ul style="list-style-type: none"> <li>organize the data in the frequency distribution table</li> <li>prepare Tally Marks for the given data</li> <li>read and solve Pictographs, Bar graphs and Infographics</li> </ul>
Aug	24	<p>CH – 8, World of Fractions – Mastering Parts</p> <ul style="list-style-type: none"> <li>Fractions and equal shares</li> <li>Unit Fractions</li> <li>Fractions as Division</li> <li>Types of Fractions</li> <li>Proper, Improper and Mixed Fractions</li> <li>Fractions on the Number Line</li> <li>Conversion of Fractions</li> <li>Equivalent Fractions</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to know about the types of fractions.</li> <li>To enable the students to represent the fractions on number line.</li> <li>To enable the students to compare and convert the fraction.</li> <li>To enable the students to find the equivalent fractions.</li> <li>To enable the students to develop the skill to solve</li> </ul>	<p>Integrated with Mosaic Fraction Art Activity</p>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Problem solving skills</li> <li>Group discussion</li> <li>Peer learning and collaboration</li> </ul>	<p>Lab. Manual Activity</p>	<ul style="list-style-type: none"> <li>Picture based learning.</li> <li>Case based learning.</li> <li>HOTS</li> <li>Assignment</li> <li>Critical thinking questions</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>know about the types of fractions.</li> <li>represent the fractions on number line.</li> <li>compare and convert the fraction.</li> <li>find the equivalent fractions.</li> </ul>

		<ul style="list-style-type: none"> <li>Comparing fractions</li> <li>Operations with fractions</li> </ul>	operations with fractions.					<ul style="list-style-type: none"> <li>develop the skill to solve operations with fractions.</li> </ul>
Sep	23	<p>CH – 11, From Zero and Beyond – Understanding Whole Numbers</p> <ul style="list-style-type: none"> <li>Understanding Natural and Whole numbers</li> <li>Successor and Predecessor</li> <li>Whole numbers on a number line</li> <li>Properties of Whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to understand about Natural and Whole numbers</li> <li>To enable the students to represent the whole numbers on a number line</li> <li>To make students understand about the properties of whole numbers</li> </ul>	Integrated with TLM Working model Activity	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Problem solving skills</li> <li>Group discussion</li> <li>Peer learning and collaboration</li> </ul>	Classroom Activity	<ul style="list-style-type: none"> <li>Picture based learning.</li> <li>Case based learning.</li> <li>HOTS</li> <li>Assignment</li> <li>Critical thinking questions</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>understand about Natural and Whole numbers</li> <li>represent the whole numbers on a number line</li> <li>understand about the properties of whole numbers</li> </ul>
Oct	22	<p>CH – 12, Exploring Integers – Going Beyond Zero</p> <ul style="list-style-type: none"> <li>Integers</li> <li>Positive and Negative integers</li> <li>Represent integers on a number line</li> <li>Absolute value</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to know about the integers</li> <li>To enable the students represent integers on number line</li> <li>To develop the skill to apply integers in real world</li> <li>To enable the</li> </ul>	Integrated with Shape Collages Activity or Popstick Play Activity	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Problem solving skills</li> <li>Group discussion</li> <li>Peer learning and collaboration</li> </ul>	Lab. Manual Activity	<ul style="list-style-type: none"> <li>Picture based learning.</li> <li>Case based learning.</li> <li>HOTS</li> <li>Assignment</li> <li>Critical thinking questions</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>know about the integers</li> <li>represent integers on number line</li> <li>develop the skill to apply integers in real</li> </ul>

		<ul style="list-style-type: none"> <li>Real world applications of integers</li> <li>Addition and Subtraction of integers</li> <li>Comparing integers</li> </ul>	<p>students to understand how to add and subtract integers.</p> <ul style="list-style-type: none"> <li>To enable the students to compare the integers</li> </ul>					<p>world</p> <ul style="list-style-type: none"> <li>understand how to add and subtract integers.</li> <li>compare the integers</li> </ul>
Nov	16	<p>CH – 9, Compass and Ruler Mathematics</p> <ul style="list-style-type: none"> <li>Perfect Circles and Semicircles</li> <li>Construction of semicircles and angles using compass</li> <li>Basic Geometric Constructions</li> <li>Properties of square and rectangle</li> <li>Perpendicular bisector</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to construct semicircle and angles with the help of compass</li> <li>To enable to students to understand about the properties of square and rectangle</li> <li>To enable the enable students to construct perpendicular bisector</li> </ul>	<p>Integrated with Art-Piet Mondrian Activity</p>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Problem solving skills</li> <li>Group discussion</li> <li>Peer learning and collaboration</li> </ul>	<p>Lab. Manual Activity</p>	<ul style="list-style-type: none"> <li>Picture based learning.</li> <li>Case based learning.</li> <li>HOTS</li> <li>Assignment</li> <li>Critical thinking questions</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>construct semicircle and angles with the help of compass</li> <li>understand about the properties of square and rectangle</li> <li>construct perpendicular bisector</li> </ul>
Dec	24	<p>CH – 7, Shapes and Measures</p> <ul style="list-style-type: none"> <li>Understanding Perimeter</li> <li>Perimeter of irregular Polygons</li> <li>Area of square, rectangle and triangle</li> <li>Area of composite</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to understand about perimeter</li> <li>To enable the students to find the perimeter of irregular polygons</li> <li>To enable the students to find the</li> </ul>	<p>Integrated with Art-Piet Mondrian Activity</p>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Problem solving skills</li> <li>Group discussion</li> <li>Peer learning and collaboration</li> </ul>	<p>Lab. Manual Activity</p>	<ul style="list-style-type: none"> <li>Picture based learning.</li> <li>Case based learning.</li> <li>HOTS</li> <li>Assignment</li> <li>Critical thinking questions</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>understand about perimeter</li> <li>find the perimeter of irregular polygons</li> </ul>

		shapes	area of square, rectangle, triangle and composite shapes					▪find the area of square , rectangle, triangle and composite shapes
Jan	14	<p>CH – 2, Geometric Foundation – Lines and Angles</p> <ul style="list-style-type: none"> <li>• Point</li> <li>• Line segments and Lines</li> <li>• Parallel and Perpendicular lines</li> <li>• Rays and Angles</li> <li>• Exterior and Interior of an angle</li> <li>• Types of angles</li> <li>• Adjacent and Vertical Angles</li> <li>• Angle Bisector</li> <li>• Comparison of Angles</li> <li>• Drawing angles using a protractor</li> <li>• Angles on a clock</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the students to know about point , line segments and lines, parallel and perpendicular lines</li> <li>• To enable the students to understand about ray and angles</li> <li>• To enable the students to draw angles by using protractor</li> <li>• To enable the students to develop the skill to compare the angles</li> </ul>	Integrated with Art-Piet Mondrian Activity	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Problem solving skills</li> <li>• Group discussion</li> <li>• Peer learning and collaboration</li> </ul>	Lab. Manual Activity	<ul style="list-style-type: none"> <li>• Picture based learning.</li> <li>• Case based learning.</li> <li>• HOTS</li> <li>• Assignment</li> <li>• Critical thinking questions</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>▪know about point , line segments and lines, parallel and perpendicular lines</li> <li>▪understand about ray and angles</li> <li>▪ draw angles by using protractor</li> <li>▪develop the skill to compare the angles</li> </ul>
Feb	22	Revision of Term II Assessment						

**SUBJECT: PHYSICS (SCIENCE)**

**Textbook:** 1. ADVENTURE WITH SCIENCE 6  
2. NCERT SCIENCE 6

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p><b><u>CH - EXPLORING MAGNET</u></b></p> <ul style="list-style-type: none"> <li>• Magnet</li> <li>• Artificial Magnets</li> <li>• Magnetic and Non-magnetic Materials</li> <li>• Poles of a magnet</li> <li>• Attraction and Repulsion</li> <li>• Properties of Magnets</li> <li>• Common uses of magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Understand basic concept of magnets.</li> <li>• Identify magnetic and non-magnetic materials.</li> <li>• Learn properties and uses of magnets.</li> </ul>	Students prepare <b>charts or drawings of magnets and their uses</b> in daily life.	Demonstration using real magnets and objects so that all learners can observe and participate.	Activity to <b>test different objects</b> (iron, wood, plastic) for magnetism.	Sorting activity where students classify objects as magnetic or non-magnetic.	Students will identify magnets, describe their properties and classify materials based on magnetism.
May	07	<p><b><u>CH- EXPLORING MAGNET (Contd.)</u></b></p> <ul style="list-style-type: none"> <li>• Make your own magnets</li> <li>• Finding directions</li> <li>• Magnetic Compass</li> <li>• Maintenance of magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Learn methods of making magnets.</li> <li>• Understand working of a magnetic compass.</li> </ul>	Students draw <b>compass diagram and direction chart.</b>	Hands-on activity with compass for experiential learning.	<b>Make a simple magnet</b> by stroking method using iron nail.	Use compass to identify directions in classroom or school ground.	Students will explain how magnets are made and how compass helps in finding directions.
June	16	<p><b><u>CH – MEASUREMENT OF LENGTH AND MOTION</u></b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• How do we measure</li> <li>• Traditional Units</li> <li>• Standard Units</li> <li>• Accurate measurement of Length</li> </ul>	<ul style="list-style-type: none"> <li>• Understand need of measurement.</li> <li>• Learn different units of length and importance of standard units.</li> </ul>	Students prepare <b>measurement charts and unit conversion diagrams.</b>	Demonstration with rulers, meter scales and measuring tapes.	Measure <b>length of classroom objects</b> using scale or tape.	Practice measuring objects and recording observations.	Students will measure length correctly and understand importance of standard units.

July	26	<p><b><u>CH – MEASUREMENT OF LENGTH AND MOTION (Contd.)</u></b></p> <ul style="list-style-type: none"> <li>Measuring length of curved lines</li> <li>Moving things</li> <li>Describing Positions</li> <li>Object at rest and motion</li> <li>Types of Motion</li> <li>Presence of more than one Motion</li> </ul>	<ul style="list-style-type: none"> <li>Understand rest and motion.</li> <li>Identify different types of motion in daily life.</li> </ul>	Students draw <b>examples of circular, linear and periodic motion.</b>	Use toys, balls and pendulum for demonstration.	Activity measuring <b>curved line using thread and scale.</b>	Observation activity identifying motion in surroundings.	Students will explain rest, motion and types of motion with examples.
Aug	24	<p><b><u>CH – MATERIALS AROUND US</u></b></p> <ul style="list-style-type: none"> <li>Objects Around Us</li> <li>Grouping of things</li> <li>Properties of Materials – Appearance, Hardness, Transparency, Solubility, Heavy and Light objects, Space and Volume</li> <li>Importance of grouping</li> </ul>	<ul style="list-style-type: none"> <li>Understand classification of materials based on properties.</li> <li>Learn importance of grouping materials.</li> </ul>	Students prepare <b>property charts or collage of materials.</b>	Provide different materials for tactile observation and classification.	Activity testing <b>transparency, hardness or solubility</b> of materials.	Group work classifying objects based on their properties.	Students will identify properties of materials and explain the need for grouping them.
Sep	23	<p><b><u>TERM – I EXAM</u></b></p> <ul style="list-style-type: none"> <li>Revision</li> <li>Question paper discussion</li> <li>Marking scheme</li> </ul>	<ul style="list-style-type: none"> <li>Revise concepts learned in Term I.</li> </ul>	Concept maps and summary charts.	Practice worksheets for varied learning levels.	Mock tests and practice papers.	Quiz-based revision activities.	Students strengthen understanding of Term I topics.
Oct	22	<p><b><u>CH - TEMPERATURE AND ITS MEASUREMENT</u></b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Hot or Cold</li> <li>Temperature</li> </ul>	<ul style="list-style-type: none"> <li>Understand concept of temperature.</li> <li>Learn use and types of thermometers.</li> </ul>	Students draw <b>labelled diagrams of thermometers.</b>	Demonstration using laboratory thermometer and digital thermometer.	Measure <b>room temperature using thermometer.</b>	Observation activity comparing hot and cold objects.	Students will explain temperature and correctly use thermometers.

		<ul style="list-style-type: none"> <li>• Units of Measurement</li> <li>• Measuring Temperature</li> <li>• Thermometer and its types</li> <li>• Normal Temperature of human body and its variation</li> <li>• Precautions while using thermometers</li> <li>• Measuring Air temperature</li> </ul>						
Nov	16	<p><b><u>CH – METHODS OF SEPARATION</u></b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Mixtures</li> <li>• Why do we separate the components of mixtures</li> <li>• Handpicking</li> <li>• Threshing</li> </ul>	<ul style="list-style-type: none"> <li>• Understand concept of mixtures.</li> <li>• Learn simple methods of separating substances.</li> </ul>	Students prepare <b>flow charts showing separation methods.</b>	Real-life examples used for better understanding.	Demonstration of <b>handpicking and threshing using samples.</b>	Identify suitable separation methods for given mixtures.	Students will explain mixtures and simple separation techniques.
Dec	24	<p><b><u>CH – METHODS OF SEPARATION (Contd.)</u></b></p> <ul style="list-style-type: none"> <li>• Winnowing</li> <li>• Sieving</li> <li>• Churning</li> <li>• Sedimentation and Decantation</li> <li>• Filtration</li> <li>• Evaporation</li> <li>• Magnetic Separation</li> <li>• Loading</li> <li>• Use of more than one methods</li> </ul>	<ul style="list-style-type: none"> <li>• Understand different separation techniques.</li> <li>• Identify situations where each method is used.</li> </ul>	Chart making of <b>different separation processes.</b>	Demonstration with sand-water mixture and sieve.	<b>Filtration experiment</b> using sand and water mixture.	Activity matching mixtures with suitable separation methods.	Students will demonstrate and explain various separation techniques.

Jan	14	<p><b><u>CH – BEYOND EARTH</u></b></p> <ul style="list-style-type: none"> <li>• Watching Night Sky</li> <li>• Stars</li> <li>• Pole Stars</li> <li>• Constellations</li> <li>• The Ursa Major</li> <li>• Orion, Canis Major, Cassiopeia and Taurus</li> <li>• Names of Stars and Constellations in India</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about stars and constellations.</li> <li>• Identify some constellations in the night sky.</li> </ul>	Students draw <b>constellation patterns.</b>	Use sky charts, pictures and digital simulations.	<b>Night sky observation project.</b>	Identify constellations using star maps.	Students will recognize constellations and explain features of stars.
Feb	22	<p><b><u>CH – BEYOND EARTH (Contd.)</u></b></p> <ul style="list-style-type: none"> <li>• Our Solar System</li> <li>• Planets</li> <li>• Natural Satellites</li> <li>• Moon and its surface</li> <li>• Asteroids</li> <li>• Comets</li> <li>• Milky Way Galaxy</li> <li>• The Universe</li> </ul>	<ul style="list-style-type: none"> <li>• Understand structure of solar system.</li> <li>• Learn about different celestial bodies.</li> </ul>	Students make <b>solar system models.</b>	Visual aids, models and videos used for explanation.	<b>Model making of solar system.</b>	Group activity arranging planets according to distance from the sun.	Students will explain solar system components and basic features of universe.
Mar	20	<p><b><u>TERM – II EXAM</u></b></p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Question paper discussion</li> <li>• Marking scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate learning outcomes of the year.</li> </ul>	Reflective charts and summary diagrams.	Individual feedback and doubt clearing.	Practice papers and answer script discussion.	Error analysis and improvement activities.	Students evaluate their learning and improve conceptual clarity.

**SUBJECT: Biology**

**Textbook: 1. Adventure with science class 6**

2.

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Ch- 3: Mindful Eating:- A path to a healthy body (a) What do we eat? (b) Components of food (c) How to test different components of food? (d) Balanced diet (e) Nutri - cereals:- Millets (f) Food miles	The students will be able to: # Identify the different food Components and it's sources. # Understand the function of each nutrient in our body. # Explain the concept of a Balanced diet. # Recognize the causes and effects of nutrient deficiencies. # Apply this knowledge to make informed food choices. # Develop interest towards the various culinary skills.	Draw a balanced diet plate.  Make a poster on "Eat Healthy, Stay Healthy."	<b>Mathematics:-</b>  Students count calories or number of food groups in their meal. Make a table of food eaten in one day. Create a bar graph of favorite healthy foods <b>English:-</b>  Write a short paragraph on "My Healthy Eating Habits."  Vocabulary activity:  Nutrition  Balanced diet  Digestion  Mindful eating  <b>Social Science:-</b>  Discuss food habits in different regions of India.  Explain how culture and climate	Mindful Eating Poster Project  Students create a poster with messages such as:  Eat slowly  Chew food properly  Avoid distractions (TV/mobile)  Respect food  Listen to your hunger	MCQs, HOTS, Assertion and reason, Diagrams, case based questions	The students will be able to: # Identify the different food Components and it's sources. # Understand the function of each nutrient in our body. # Explain the concept of a Balanced diet. # Recognize the causes and effects of nutrient deficiencies. # Apply this knowledge to make informed food choices. # Develop interest towards the various culinary skills.

					influence food choices.  <b>Physical Education / Health Education:-</b>  Discuss how good eating habits support physical fitness.  Link mindful eating with healthy lifestyle and exercise.			
May	07	Ch-1. The Wonderful world of science	Students will be able to #Identify the different wonders of science in their environment  #Foster curiosity about the natural world # Develop a deep understanding about all scientific aspects around. # Sparkle excitement and wonder about the world. # Promote a life long experience for scientific enquiry.	<u>Students create a science collage or poster including:</u>  <u>Sun</u>  <u>Plants</u>  <u>Animals</u>  <u>Machines</u>  <u>Water cycle</u>	<u>Social Science</u>  <u>Famous Scientists</u>  <u>Science Around Us” Paragraph Writing</u>	Questioning Like a Scientist  Aim: To develop curiosity and questioning skills.  Procedure:  Observe something around you (plant, insect, sky).  Write 5 questions about it.  Try to find answers through books or teachers.	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	Students will be able to #Identify the different wonders of science in their environment #Foster curiosity about the natural world # Develop a deep understanding about all scientific aspects around. # Sparkle excitement and wonder about the world. # Promote a life long experience for scientific enquiry.
June	16		The students will be able to	Students draw and color	<b>Mathematics</b> Counting and	<b>Leaf Diversity Collection Project</b>	MCQs,HOTS, Assertion and reason,	The students will be able to

		Ch- 2 Diversity in the living world (a) Diversity in plants and animals around us (b) Grouping plants and animals	# Comprehend and understand the variety of living organisms around. # Explore the fundamentals of biodiversity.	different organisms (plants, animals, fungi).	classification of living organisms. Students learn data collection and graphing.  <b>English</b> Describing living organisms		Diagrams ,case based questions	# Comprehend and understand the variety of living organisms around. # Explore the fundamentals of biodiversity.
July	26	Ch- 2 Diversity in the living world <b>(c) Habitat</b> - plants and animals in different surroundings. (d) Adaptations in plants and animals (e) Different Adaptations by some plants and animals in different habitats. (f) Avoiding damage to habitats of plants and animals.	The students will be able to # Develop critical thinking skills and a deeper appreciation for the natural world. # Instill a sense of responsibility towards conservation. # Recognize the significance of preserving the rich life on earth.	<u>Make a biodiversity collage.</u>	<b>Geography</b> Distribution of living organisms in different regions. Students understand how climate and environment affect biodiversity. <b>Social Science</b>  Importance of biodiversity in human life. <b>Environmental Education</b>  Conservation of biodiversity.	<b>Plant Habitat Survey</b>  <b>To study how plants grow in different habitats</b>	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	The students will be able to # Develop critical thinking skills and a deeper appreciation for the natural world. # Instill a sense of responsibility towards conservation. # Recognize the significance of preserving the rich life on earth.
Aug	24	Ch- 11.Nature's treasures (a) Air and it's importance in our life. (b) Water a precious resource . (c) Energy from the sun. (d) Forests - our lifeline (e) Soil ,rocks and minerals. (f) Fossil fuels . (g) Natural resources:- renewable and non - renewable . (h) Resources we use	The students will be able to # Recognize various natural resources such as air,water,soil,minerals,forests and wildlife and understand their essential roles. # Differentiate between renewable resources and non renewable resources. # Emphasize the necessity of conserving natural resources. # Explore the importance of Forests in providing habitat for wildlife, maintaining ecological balance and supporting human livelihoods.	<u>Make leaf collage or nature scrapbook using fallen leaves, seeds, and flowers.</u>	<b>Mathematics</b>  <u>Count how many different plants or trees are in the school area.</u>  <u>Make a bar graph showing the number of trees, birds, insects etc.</u>  <b>Social Science</b>  <u>Use and conservation of</u>	Reduce–Reuse–Recycle Activity  To protect nature’s treasures.	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	The students will be able to # Recognize various natural resources such as air,water,soil,m inerals,forests and wildlife and understand their essential roles. # Differentiate between renewable resources and non renewable resources.

			<p># Discuss how human actions ,affect natural resources and Ecosystems. # Engage in identifying resources they use daily.</p>		<p><u>natural resources.</u></p> <p><u>Activity:</u></p> <p><u>Discuss how people in villages and cities use forests, water, and soil.</u></p> <p><b><u>English / Language</u></b></p> <p><u>Activity:</u></p> <p><u>Write a short paragraph or poem on “My Favourite Treasure of Nature”.</u></p> <p><u>Storytelling about forests or wildlife.</u></p>			<p># Emphasize the necessity of conserving natural resources. # Explore the importance of Forests in providing habitat for wildlife, maintaining ecological balance and supporting human livelihoods. # Discuss how human actions ,affect natural resources and Ecosystems. # Engage in identifying resources they use daily.</p>
Sep	23	Revision for term 1						
Oct	22	Ch- 10.Living Creatures:- Exploring their character (a) Characteristics of living organisms. (b) Essential conditions for Germination of a seed. (c) Growth and movement in plants.	<p>The students will be able to</p> <p># Distinguish between living and Non- living things based on their characteristics. # Explain the key features of living organisms,such as movement, respiration, growth, reproduction, excretion, Nutrition and response to stimuli. # Categorise organisms into major groups ( plants ,</p>	Draw living and non-living things.	<p><b>English / Language</b></p> <p>Write 5–6 sentences on “Why plants are living things.”</p> <p>Vocabulary words: respiration, growth, stimuli, reproduction.</p> <p><b>Social Science</b></p>	Identify Characteristics of Living Beings	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	<p>The students will be able to</p> <p># Distinguish between living and Non- living things based on their characteristics. # Explain the key features of living organisms,such as movement, respiration, growth,</p>

			<p>animals ,fungi , bacteria, protists)based on their traits</p> <p># Explain how organisms perform essential life functions such as breathing ,eating and responding to changes in their surroundings.</p>		<p>Connect with environment and ecosystem.</p> <p>Discussion:</p> <p>How living organisms depend on each other.</p> <p>Importance of plants and animals in human life</p>			<p>reproduction, excretion, Nutrition and response to stimuli.</p> <p># Categorise organisms into major groups ( plants , animals ,fungi , bacteria, protists)based on their traits</p> <p># Explain how organisms perform essential life functions such as breathing ,eating and responding to changes in their surroundings.</p>
Nov	16	<p>Ch- 10.Living Creatures:- Exploring their character</p> <p>(d)Life cycle of a plant.</p> <p>(e) Life cycle of Animals.</p>	<p>The students will be enable to</p> <p># Recognize and appreciate the variety of life forms and their importance in Ecosystems.</p> <p># Engage in experiments or observations to explore the characteristics of living things.</p>	<p>Make a chart showing characteristics of living organisms.</p>	<p><b>ICT / Technology</b></p> <p>Show short videos of plant growth or animal movement.</p> <p>Students can make a digital poster or slide.</p>	<p>Small Experiment (Growth)</p> <p>Take a small plant.</p> <p>Water it daily for 5 days.</p> <p>Measure its height every day.</p>	<p>MCQs,HOTS, Assertion and reason, Diagrams ,case based questions</p>	<p>The students will be able to</p> <p># Recognize and appreciate the variety of life forms and their importance in Ecosystems.</p> <p># Engage in experiments or observations to explore the characteristics of living things.</p>

Dec	24	<p>Ch- 8 .A journey through states of water.</p> <p>(a) Evaporation -water's Disappearing Act.</p> <p>(b) Condensation</p> <p>(c) Different states of water</p> <p>(d) Changing the states of water</p> <p>(e) Evaporation -slow or fast</p>	<p>The students will be enable to</p> <p># Understand the concept of evaporation and Condensation and explain the three states of matter.</p> <p># Describe the factors that explain the rate of Evaporation.</p>	<p>Make a poster on “Save Water Save Life.”</p>	<p><b>Geography / Social Science</b></p> <p>Concepts</p> <p>Major rivers of India</p> <p>Importance of water for agriculture and human life</p> <p>Water scarcity in some regions</p> <p><b>Mathematics</b></p> <p>Concepts</p> <p>Measuring water in litres and millilitres</p> <p>Calculating daily water usage</p>	<p>Evaporation Activity</p> <p>Under the shade and sunlight.</p>	<p>MCQs,HOTS, Assertion and reason, Diagrams ,case based questions</p>	<p>The students will be able to</p> <p># Understand the concept of evaporation and Condensation and explain the three states of matter.</p> <p># Describe the factors that explain the rate of Evaporation</p>
Jan	14	<p>Ch- 8 A journey through states of water.</p> <p>(a) Cooling effect</p> <p>(b) Clouds and rain</p>	<p>The students will be enable to</p> <p># Explain Cooling effect of Evaporation.</p> <p># Understand the basic concept of water cycle.</p> <p># Conduct simple experiments to observe and analyse changes in water cycle.</p> <p># Apply their understanding of water to real life situations.</p>	<p>Create a 3D model of the water cycle using cotton (clouds) and blue paper (water).</p>	<p><b>English</b></p> <p>Activities</p> <p>Write a short paragraph or poem on “Save Water”.</p> <p>Vocabulary words: evaporation, river, rain, drought, conservation.</p>	<p>Floating and Sinking Experiment</p> <p>To show that plants absorb water through roots.</p>	<p>MCQs,HOTS, Assertion and reason, Diagrams ,case based questions</p>	<p>The students will be able to</p> <p># Explain Cooling effect of Evaporation.</p> <p># Understand the basic concept of water cycle.</p> <p># Conduct simple experiments to observe and analyse changes in water cycle.</p> <p># Apply their understanding of water to real life situations.</p>
Feb	22	Revision for Term 2						

**SUBJECT: HIS & SPL**

**Textbook: 1. EXPLORING SOCIETY: INDIA & BEYOND**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>Chapter 4 – Timeline &amp; sources of history</p> <ul style="list-style-type: none"> <li>• Learning about the past</li> <li>• Measurement of time in history</li> <li>• Beginning of human history</li> <li>• The first crop</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how we learn about the past through archaeological and literary sources.</li> <li>• Read and interpret timelines, understand BC/AD and BCE/CE, and calculate centuries correctly.</li> <li>• Describe early human life (Stone Age) and explain the importance of tools, fire, and shelter.</li> <li>• Explain how the discovery of agriculture led to settled life and the growth of villages.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a combined timeline chart showing early humans to farming stages with drawings.</li> <li>• Draw cave paintings and model Stone Age tools or a small Neolithic village.</li> </ul>	<ul style="list-style-type: none"> <li>• Use storytelling, visuals, timelines, and real-life examples to explain sources of history, early humans, and farming.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a combined timeline from prehistoric life to the beginning of agriculture.</li> <li>• Make a model of a Stone Age tool or a small Neolithic farming village</li> </ul>	<ul style="list-style-type: none"> <li>• Compare hunter-gatherer life with early farming communities.</li> <li>• Explain cause-and-effect: How agriculture changed human life.</li> </ul>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how we learn about the past using different sources of history.</li> <li>• Read timelines and calculate centuries correctly.</li> <li>• Describe early human life and the importance of tools and fire.</li> <li>• Explain how early farming led to settled life.</li> </ul>
		<p>Chapter 9 – Family &amp; Community</p> <ul style="list-style-type: none"> <li>• Fundamentals of family</li> <li>• Roles and responsibilities of family members</li> <li>• Emergence of Community</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the meaning and importance of family and community.</li> <li>• Identify different types of families and their basic features.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a collage showing roles of family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Use storytelling and real-life examples from students' own families.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify responsibilities of family members in given situations.</li> </ul>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the importance and types of families.</li> <li>• Explain the roles and responsibilities of family members.</li> </ul>
May	07	Chapter 9 – Family &	Students will be able to:	• Design a model		• Create a chart	• Explain how	By the end of the

		<p>Community</p> <ul style="list-style-type: none"> <li>• Fundamentals of family</li> <li>• Roles and responsibilities of family members</li> <li>• Emergence of Community</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the roles and responsibilities of family members.</li> <li>• Describe how communities emerge and function together.</li> </ul>	<p>or chart showing different community helpers.</p>		<p>showing how families form a community.</p>	<p>cooperation helps a community function smoothly.</p>	<p>chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how communities are formed and why cooperation is important.</li> </ul>
June	16	<p>Chapter 5 – India, that is Bharat</p> <ul style="list-style-type: none"> <li>• How Indians Named India</li> <li>• The term ‘Bharatavarsha’</li> <li>• How foreigners named India</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how India got its names from Indian traditions and historical texts.</li> <li>• Explain the meaning of the term Bharatavarsha.</li> <li>• Describe how foreigners referred to India in ancient and medieval times.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a map of ancient India showing regions referred to as Bharatavarsha.</li> <li>• Create a chart comparing Indian and foreign names for India.</li> </ul>	<ul style="list-style-type: none"> <li>• Show visuals and maps to support understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect references from historical texts mentioning India or Bharat.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify which names for India were used by Indians and which by foreigners.</li> </ul>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how India got its names from Indian tradition and foreign sources.</li> <li>• Describe the meaning of Bharatavarsha.</li> <li>• Understand the historical significance of different names for India.</li> </ul>
July	26	<p>Chapter 7 – India’s Cultural roots</p> <ul style="list-style-type: none"> <li>• The Vedas and Vedic culture</li> <li>• Buddhism</li> <li>• Jainism</li> <li>• Folk and tribal roots</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basics of Vedic culture and the importance of the Vedas.</li> <li>• Explain the key teachings of Buddhism and Jainism.</li> <li>• Recognize the influence of folk and tribal traditions on Indian culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a timeline showing the development of cultural and religious traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use storytelling to explain Vedic legends, Buddhist tales, and Jain principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a chart comparing Vedic, Buddhist, and Jain beliefs.</li> <li>• Make a small folk art or tribal craft project.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize folk and tribal contributions to culture and traditions.</li> </ul>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe Vedic culture and the significance of the Vedas.</li> <li>• Explain basic teachings of Buddhism and Jainism.</li> <li>• Recognize folk</li> </ul>

								and tribal traditions and their role in shaping Indian culture.
Aug	24	<p>Chapter 10 – Grassroots Democracy – Part 1: Governance</p> <ul style="list-style-type: none"> <li>• Introduction to Governance</li> <li>• Three organs of government</li> <li>• Separation of power</li> <li>• Three level of government</li> <li>• Thoughts of Dr. A.P.J. Abdul Kalam</li> <li>• Meaning of Democracy</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the meaning and importance of governance and democracy.</li> <li>• Identify the three organs of government and their functions.</li> <li>• Explain the separation of powers and the three levels of government.</li> <li>• Appreciate the ideas of Dr. A.P.J. Abdul Kalam on democracy and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a diagram showing the three organs of government.</li> <li>• Create a chart illustrating the three levels of government</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage group discussions and role-play for democratic decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a poster highlighting Dr. A.P.J. Abdul Kalam’s thoughts on good governance.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify functions of each government organ in given examples.</li> <li>• Explain how separation of powers prevents misuse of authority.</li> </ul>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of governance and democracy.</li> <li>• Identify the three organs of government and their roles.</li> <li>• Understand separation of powers and the three levels of government.</li> <li>• Appreciate Dr. A.P.J. Abdul Kalam’s vision for democracy and leadership.</li> </ul>
Sep	23	<b>REVISION</b>						
Oct	22	<p>Chapter 8 – Unity in Diversity, or ‘Many in the one’</p> <ul style="list-style-type: none"> <li>• Rich diversity of India</li> <li>• Food of different region</li> <li>• Textiles and clothing</li> <li>• Festivals Galore</li> <li>• Diverse Indian Literature</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand India’s culture linguistic, and regional diversity.</li> <li>• Recognize traditional food, clothing, festivals, and literature from different regions.</li> <li>• Appreciate unity in diversity as a key feature of India.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a collage of regional food, clothing, and festivals.</li> <li>• Illustrate examples of Indian literature from different languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage sharing students’ own family or regional experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a mini-exhibit of regional cultural items.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how diverse traditions coexist harmoniously.</li> <li>• Match festivals or foods with their states/regions.</li> </ul>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe India’s rich cultural and regional diversity.</li> <li>• Identify traditional foods, clothing,</li> </ul>

								festivals, and literature from various regions.  • Explain the concept of unity in diversity and its importance in India.
		<p>Chapter 11- Grassroots Democracy – Part 2: Local Government</p> <ul style="list-style-type: none"> <li>• Panchayati Raj System</li> <li>• Gram Panchayat</li> <li>• Exemplary Sarpanch</li> <li>• Child friendly Panchayat Initiative</li> <li>• Panchayat samiti and Zila parishad</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the structure and importance of local self-government.</li> <li>• Explain the Panchayati Raj system and functions of Gram Panchayat, Panchayat Samiti, and Zila Parishad.</li> <li>• Appreciate initiatives like Child-friendly Panchayat and exemplary leadership examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the hierarchy of local government from Gram Panchayat to Zila Parishad.</li> <li>• Create a poster highlighting a notable Sarpanch or child-friendly Panchayat initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Use real-life examples of local governance in students' villages/towns.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a chart showing roles and responsibilities at each level of local government.</li> <li>• Conduct a mock Gram Panchayat meeting in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify functions of Gram Panchayat, Panchayat Samiti, and Zila Parishad in given scenarios.</li> </ul>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the structure and importance of Panchayati Raj and local government.</li> <li>• Identify roles of Gram Panchayat, Panchayat Samiti, and Zila Parishad.</li> <li>• Appreciate initiatives like Child-friendly Panchayat and exemplary local leadership.</li> </ul>
Nov	16	<p>Chapter 6 – The Beginning of Indian Civilisation</p> <ul style="list-style-type: none"> <li>• Meaning of Civilisation</li> <li>• From village to city</li> <li>• Indus Valley Civilisation</li> <li>• Eating habits, trade and fall of Harappan civilisation</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the meaning of civilisation and its key features.</li> <li>• Explain the transition from villages to urban settlements.</li> <li>• Describe the Indus Valley Civilisation, including city planning, trade, and lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a model or plan of an Indus Valley city (like Mohenjo-daro or Harappa).</li> </ul>	<ul style="list-style-type: none"> <li>• Show maps and images of Indus Valley sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a chart showing features of Harappan civilisation (houses, streets, trade, food habits).</li> </ul>	<ul style="list-style-type: none"> <li>• Explain reasons for the rise and fall of the Harappan civilisation.</li> <li>• Compare lifestyle and trade practices of Harappans with today.</li> </ul>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning and features of civilisation.</li> <li>• Describe the transition from villages to cities.</li> </ul>

			<ul style="list-style-type: none"> <li>Discuss reasons for the decline of the Harappan civilisation.</li> </ul>					<ul style="list-style-type: none"> <li>Identify key aspects of Indus Valley Civilisation including trade, eating habits, and city planning.</li> <li>Understand reasons for the decline of Harappan civilisation.</li> </ul>
Dec	24	<p>Chapter 12 – Grassroots Democracy- Part 3: Local Government in Urban Areas</p> <ul style="list-style-type: none"> <li>Concept of participatory democracy</li> <li>Structure of Urban Local bodies</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the meaning of participatory democracy.</li> <li>Explain the structure and functions of urban local bodies.</li> <li>Appreciate the importance of citizen participation in urban governance.</li> </ul>	<ul style="list-style-type: none"> <li>Create a poster showing citizen participation in local governance.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage discussion on how students’ communities are governed.</li> <li>Role-play urban local body meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a chart showing functions of Municipal Corporation, Municipality, and Nagar Panchayat.</li> </ul>	<ul style="list-style-type: none"> <li>Identify functions of urban local bodies in given scenarios.</li> <li>Explain how participatory democracy works in urban areas.</li> </ul>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the concept of participatory democracy.</li> <li>Describe the structure and functions of urban local bodies.</li> <li>Appreciate citizen participation in urban governance.</li> </ul>
Jan	14	<b>REVISION</b>						
Feb	22							

**SUBJECT: Geography**

**Textbook: 1. Exploring Society: India and Beyond  
Social Science Textbook for Grade 6**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	L-1 <b>Locating Places on the Earth</b> . Map and its components . Mapping the Earth . Latitude	<ol style="list-style-type: none"> <li>1. Understand what a map is.</li> <li>2. Learn different types of maps.</li> <li>3. Read maps to find places and directions.</li> <li>4. Identify symbols and legends on maps.</li> <li>5. Use maps to locate countries, cities, and landmarks.</li> </ol>	<ul style="list-style-type: none"> <li>. Map Symbols</li> <li>Art – Design your own symbols and legends for a map.</li> <li>. 3D Maps – Create a clay or cardboard model of a small area with landmarks.</li> </ul>	<ol style="list-style-type: none"> <li>1. Tactile maps/globes for visually impaired learners.</li> <li>2. Use local examples (nearby city coordinates) for better connection.</li> <li>3. Multilingual support – Explain key terms in regional language if needed.</li> </ol>	<b>Map Symbols Chart</b> – Create a chart of map symbols and legends with drawings and colors.	<b>1. Map Reading Challenge</b> <b>Competency:</b> Spatial understanding Students locate given places using latitude and longitude on a map.	<ul style="list-style-type: none"> <li>. Understand what a map is.</li> <li>. Identify different types of maps.</li> <li>. Read and interpret map symbols and legends.</li> </ul>
May	07	<b>Locating Places on the Earth</b> . Longitude . Grid System . Time Zones and Standard Time	<ol style="list-style-type: none"> <li>1. Understand latitudes and longitudes.</li> <li>2. Locate places using coordinates.</li> <li>3. Learn how time is calculated on Earth.</li> </ol>	<b>Time Zone Poster</b> Prepare a poster showing different time zones of the world	<ul style="list-style-type: none"> <li>. <b>Group activities</b> so peers can support each other.</li> <li>. <b>Hands-on map making</b> to include kinesthetic learners.</li> <li>. <b>Use multilingual labels</b> if students speak different languages.</li> </ul>	<b>Grid Map Drawing</b> Draw a grid on chart paper and locate 5 famous cities using approximate coordinates.	<b>1. Coordinate Quiz</b> <b>Competency:</b> Application skill Teacher gives coordinates; students identify the correct place.	<ol style="list-style-type: none"> <li>1. Understand latitudes and longitudes.</li> <li>2. Identify important parallels like Equator and Tropics.</li> <li>3. Locate places using coordinates.</li> <li>4. Learn how longitude affects time.</li> <li>5. Use maps and globes to find places.</li> </ol>

June	16	<p><b>L-13</b>  <b>The Value of Work</b>  . Types of Economic Activities  . The importance of Non-Economic Activities  . The Strength of Community Participation</p>	<ol style="list-style-type: none"> <li>1. Understand what work is.</li> <li>2. Identify <b>economic</b> (earning a living) and <b>non-economic</b> (social, household, voluntary) activities.</li> <li>3. Realize the importance of work in personal life and society.</li> <li>4. Develop respect for all kinds of work.</li> <li>5. Understand how work contributes to society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw posters showing <b>economic and non-economic work</b>.</li> <li>2. Make a collage depicting people working in different roles (farmers, teachers, volunteers).</li> </ol>	<ol style="list-style-type: none"> <li>1. Use stories, examples, or videos to show both types of work.</li> <li>2. Group discussions to involve all students.</li> <li>3. Give simple examples suitable for all learners.</li> </ol>	<p>Make a <b>diary of a week</b> listing economic (shop, office, farming) and non-economic (household chores, helping friends) activities.</p>	<ol style="list-style-type: none"> <li>1. Categorize activities as <b>economic or non-economic</b>.</li> <li>2. Explain why each work type is important.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can define work and classify it into <b>economic and non-economic</b>.</li> <li>2. Understands the importance of both types of work.</li> <li>3. Appreciates all kinds of work.</li> <li>4. Can give examples of economic and non-economic activities in society.</li> </ol>
July	26	<p><b>L-2</b>  <b>Oceans and Continents</b>  . The distribution of Water and Land on the Earth  . Oceans</p>	<ol style="list-style-type: none"> <li>1. Identify the seven continents and five oceans.</li> <li>2. Understand the proportion of land and water on Earth.</li> <li>3. Learn the names and locations of major oceans.</li> <li>4. Develop skills to read maps and globes.</li> </ol>	<p>Draw a world map showing continents and oceans.</p>	<ol style="list-style-type: none"> <li>1. Use tactile globes for visually impaired learners.</li> <li>2. Large-print or digital maps for students with low vision.</li> <li>3. Storytelling about oceans and continents to engage auditory learners.</li> </ol>	<p>Make a <b>mini-diary or chart</b> of continents and oceans visited virtually or through research.</p>	<ol style="list-style-type: none"> <li>1. Locate continents and oceans on a map or globe.</li> <li>2. Compare the area covered by land and water.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can name and locate all continents and oceans.</li> <li>2. Understands that water covers most of the Earth's surface.</li> <li>3. Can explain basic features of major oceans.</li> <li>4. Can use a globe or map to identify land and water distribution.</li> </ol>
Aug	24	<p><b>L-2</b>  <b>Oceans and</b></p>	<ol style="list-style-type: none"> <li>1. Identify continents,</li> </ol>	<p>Create a 3D globe or model</p>	<ol style="list-style-type: none"> <li>1. Include stories, videos, and real-</li> </ol>	<ol style="list-style-type: none"> <li>1. Research and present</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate continents,</li> </ol>	<ol style="list-style-type: none"> <li>1. Can identify continents,</li> </ol>

		<b>Continents</b> . Oceans and Disasters . Continents . Islands . Oceans and Life	islands, and major oceans. 2. Understand the distribution of land and water on Earth. 3. Learn about ocean-related disasters (tsunami, cyclones).	showing land and water.	life examples of ocean disasters. 2. Group activities to involve all learners and encourage participation.	one ocean disaster (tsunami, cyclone) and its effects. 2. Make a collage showing ocean life (fish, coral reefs, mammals).	islands, and oceans on maps and globes. 2. Categorize natural disasters associated with oceans.	islands, and oceans. 2. Understands the link between oceans and natural disasters. 3. Appreciates the importance of oceans for life. 4. Can use maps and globes to locate land and water features.
Sep	23	<b>Revision for Term - I</b>						
Oct	22	<b>L-3 Landforms and Life</b> . Introduction . Mountains . Life in the Mountains . Plateaus	1. Understand different types of landforms: mountains and plateaus. 2. Learn how landforms influence human and animal life. 3. Identify the characteristics of mountains and plateaus.	Create posters showing mountain life and wildlife.	1. Use tactile maps or models for visually impaired students. 2. Provide large-print maps and diagrams for low-vision learners. 3. Use stories or videos to show mountain life and wildlife.	Prepare a short report on life in the mountains, including food, clothing, and houses.	1. Identify mountains and plateaus on maps. 2. Explain how life adapts to high altitudes.	1. Can identify mountains and plateaus on maps and globes. 2. Understands life in the mountains and adaptations needed. 3. Knows key features of mountains and plateaus.
Nov	16	<b>L-3</b>	1. Understand	Make collages	1. Show videos or	Model a plateau and	▪ Explain adaptations	▪ Can identify

		<b>Landforms and Life</b> . Life in the Plateaus . Plains . Life in the Plains	<p>how life adapts to plateau regions.</p> <ol style="list-style-type: none"> <li>Identify plains and their features.</li> <li>Learn about human and animal life in plains.</li> </ol>	of human settlements, crops, and wildlife in plains and plateaus.	<p>use stories to explain life in plateaus and plains.</p> <ol style="list-style-type: none"> <li>Group discussions to ensure participation of all students.</li> </ol>	a plain using clay or cardboard.	of people and animals in both landforms. <ul style="list-style-type: none"> <li>Compare vegetation, crops, and lifestyle in plateaus vs plains.</li> <li>Classify regions based on landform type and life patterns.</li> </ul>	plateaus and plains on maps and globes. <ul style="list-style-type: none"> <li>Understands human and animal life in plateaus and plains.</li> <li>Knows features of plateaus and plains.</li> </ul>
Dec	24	<b>L-14 Economic Life Around Us</b> . The Classification of Economic Activities into Economic Sectors . Primary Sector . Secondary Sector . Tertiary sector . Interdependence Among Sectors	<ol style="list-style-type: none"> <li>Understand different types of economic activities.</li> <li>Identify the primary, secondary, and tertiary sectors.</li> <li>Learn the importance of interdependence among sectors.</li> <li>Recognize examples of each economic sector in daily life.</li> </ol>	Draw charts showing the three economic sectors.	<ol style="list-style-type: none"> <li>Group discussions and peer activities to include all learners.</li> <li>Use real-life examples from students' surroundings to explain sectors.</li> </ol>	Prepare a poster showing interdependence among sectors.	<ol style="list-style-type: none"> <li>Classify economic activities into the correct sector.</li> <li>Explain how each sector depends on the others.</li> <li>Identify examples of sectors in local markets or farms.</li> </ol>	<ol style="list-style-type: none"> <li>Can classify activities into primary, secondary, and tertiary sectors.</li> <li>Understands the role of each sector in the economy.</li> <li>Appreciates the interdependence among sectors.</li> <li>Can give examples of each sector from daily life.</li> </ol>
Jan	14	<b>Revision for Term- II</b>						
Feb	22	<b>Revision for Term- II</b>						

**SUBJECT: WE/AI/Computational Thinking**  
**Textbook: Empower Computer Studies.**

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<b>CH 1 – Categories of Computer and Computer Languages: -</b> A. Introduction B. Classification of Computer. C. Generation of computers D. Low level language E High level language F. Language Translator	Students are able to know about type of computer, generation of computer & computer language	Make groups comprising five –six students each and discuss about the following topics: - Generation of Computer, Low level language, High level language and Language Translator	Focus on every student should learn the communication skills which promote active listening and ensure that students are able to express themselves.	Project: - On a chart paper write the difference between Low level language and High-level language along with example of both the languages	Students are given pictures or descriptions of different computing devices. They must: Identify the type of computer Explain its main function Give one real-life example of where it is used	Students will be able to identify various types of computer and Computer Languages
May	07	<b>CH 2: -File Management: Organization of Data</b> <ul style="list-style-type: none"> <li>• File Folders</li> <li>• File Explorer</li> <li>• Working with File and folder</li> </ul>	Student are able to know about type of about Type of file and its managements	Make groups comprising five –six students each and discuss about the following topics: -Type of file and manipulation of the file	Focus on every student should learn and know about file management	. Project: - create a folder and create a file in that folder then delete the file.		Students will be able to identify various types of File and its managements.
June	16	<b>CH 3 – Word processor: Tabular Presentation</b> Inserting a table Modifying table Entering data in a table Formatting a table	Student are able to know how to create table and table style	Create a table that keeps the records of all students who participate in club activities	Focus on every student should learn and know about how to create table and table style	Project: - On a chart paper draw a table of all the symbols used in Flowchart. Write name and use of symbols. Different colors to be used for different		Students will be able to how to create table in ms word.
July	26	<b>CH 4 - Presentation: Visual Effects</b> A. PowerPoint views B. Animation slides objects C. Modify animation and transition D. Custom animation and transitioned. Inserting your own sound F. Rehearse slide show	Student are able to know how to create Presentation	Integrated with: Make a PPT to show “Phases of Moon”. Use images of phase of moon and write down the description.	Focus on every student should learn and know about how to create power point Presentation	Practical: - Make a PPT on “Independence e Day”. Use the following information: A. Insert national anthem as audio. B. Show the difference before and after independence		Students will be able to how to create PowerPoint presentation.
Aug	24	<b>CH 5 - HTML: An Introduction</b> A. Introduction B. Features of HTML C. Structure of HTML document E. Tags of HTML CH 10 - Artificial Intelligence: - A. Introduction B. History of AI C. Purpose	Students are able to know how to create web page.	Integrated with: Skit Create a web page to show “Reason behind celebrate Diwali”. Use photos to make it beautiful.	Focus on every student should learn and know about how to create web site			Students will be able to how to create web page

		of AI D. Types of AI E. Advantages F. Disadvantages						
Sep	23	<b>Introduction to Computational Thinking</b> <ul style="list-style-type: none"> <li>• What is Computational Thinking (CT)?</li> <li>• Importance of CT in daily life</li> <li>• Key components: <ul style="list-style-type: none"> <li>○ Decomposition (breaking problems)</li> <li>○ Pattern Recognition</li> <li>○ Abstraction</li> <li>○ Algorithmic Thinking</li> </ul> </li> </ul> Project Work and Revision						
Oct	22	<b>CH 6. Internet: Online Surfing</b> Introduction, Use of internet, Netiquette, Potential Threats Introduction to E-mail Creating and opening an email account Composing an Email	Students are able to learn about <b>Internet and Online Surfing</b>		Focus on every student should learn and know about how to use. Internet	Practical: - Compose an E-mail to your friend and invite him/her for Diwali at your place.		Students will be able to how to use internet page
Nov	16	<b>CH 7 More on Python: Programming Language</b> Introduction, Python Application, Basic Elements Data Type, Operators Python Code	Students are able to know about Python: Programming Language	Write Python programs that are ideal for beginners to practice core concepts such as input/output, variables, control flow (if-else statements and loops), and functions	Focus on every student should learn and know about how to write and run python program	Finding the <b>maximum of two numbers</b> in Python helps determine the larger of the two values.		Students will be able to how to write and run python program
Dec	24	<b>Microsoft Copilot: Your AI Companion.</b> Introduction <b>CH 8.AI in Cloud Computing Infrastructure</b> Introduction of Cloud	Students are able to know about <b>Microsoft Copilot</b>					Students are able to know how to use copilot.
Jan	14	<b>AI in Cloud Computing Infrastructure</b> , History of cloud computing, Application of cloud computing ML, Deep learning ,big data	Students are able to know about <b>Cloud Computing</b>	Integrated with: Puppetry Make a short movie in scratch on “Kite flying”. Record your voice by explaining about importance of Makar and add it as background sound		Project: - On a chart paper show all types of blocks used in Scratch. Use color to decorate the blocks.		
Feb	22	Revision for Annual Exam						
March								

## SUBJECT: PHYSICAL EDUCATION

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	1. Definition, Aims, Objectives of Health & Physical Education and practice of general fitness exercises.	#To inculcate knowledge about subject.	*Role Play	* Badminton to be integrated with Physics.	#Championship among students  # Art integrated project	*Conceptual learning  *Thought provoking  *Critical thinking  *Logical reasoning	# They are able to play badminton  #They are to play chess.  # They are able to play Table tennis.
		2. Inter house Badminton tournament.	# To develop coordination ability.		* Table tennis to be integrated with Physics.			
		3. Learning & practice of Table tennis game.	# To develop mental ability.		* Chess and carrom to be integrated with mathematics.			
		4. Introduction & practice of chess game.	# To improve speed ability.					
		5. Practice for Yoga Day	# To knowledge of chess and game.	* Yoga to be integrated with respiration system.	* Identify any two-yoga pose.	*Logical reasoning *Analyzing *High order thinking. *Picture based	# To develop body flexibility.	
May	07	Inter house Table tennis tournament	# To improve speed ability.	*Role Play	* Table tennis to be integrated with Physics.	#Championship among students	*Logical reasoning	* Mental development *agility development
June	16	1. Inter house yoga competition.	## To improve of mental Strength.  # To develop body flexibility.	*Role Play • Perform Surya Namaskar with soft instrumental music.	* Yoga to be integrated with respiration system.	#Championship among students	*Thought provoking  *Critical thinking *Logical reasoning	* Physical Development.  * Mental development

		2. Inter house Rope Skipping competition.	# To improve their confidence level. # To improve fitness level and coordination. # Improve leg strength. # Learn the game.	*Role Play / Skit	#Rope skipping events to be integrated with physics.	#Championship among students	*Critical thinking	*Improved confidence level *Improved Physical Development.
		3. Introduction & practice of Taekwondo game.	# To learn the self defence.	*Role Play	#Peer Learning	# Practical	* Balance, coordination, discipline	#they are able to play taekwondo games.
July	26	1. Inter house Taekwondo championship.	# To improve fitness level and coordination. # To improve their confidence level.	*Role Play / Skit	#Adaptive Taekwondo	#Championship among students	* Balance and coordination * Tactical puzzle solving	*Improved fitness level and coordination. *Improved confidence level
		2. Inter house Chess competition.	# To improve their Mental development.	• Perform a short self-defence situation.	#Peer Learning			
		3. Introduction and practices of Gatka event.	# To know the rules and regulations of gatka	*Role Play	# Simplified Drills			
Aug	24	1. Inter house Gatka championship.	# to check the confidence level.	*Role Play	#Rotational Participation	#Championship among students	* Balance, coordination, discipline *Critical thinking	#they are able to play gatka, volleyball , football and basketball. *Improved confidence level
		2. Introduction and practices Volleyball event.	# To know the rules and regulations of gatka , volleyball, football and basketball games.		# Simplified Drills			
		3. Introduction and practices of Basketball event			# Encourage teamwork and cooperation			

		4. Introduction and practices of football games.						
Sep	23	1. Term – II examination	Assessment					
Oct	22	1. Inter house Football tournament.	# To improve fitness level and coordination.	*Role Play	# Encourage teamwork and cooperation	#Tournamnet among students	*Logical reasoning *Analyzing *High order thinking. * Balance, coordination, discipline	* Physical Development. * Mental development *Improved fitness level and coordination. *Improved confidence level
		2. Inter house Volleyball tournament.	# To improve their confidence level.					
		3. Inter house Basketball tournament.	# To improve their Mental development.					
Nov	16	1. Heats of Annual sports meet.	#Developing fitness, sports skills, teamwork, discipline, creativity, and event-planning abilities.”	*Role Play	# Encourage teamwork and cooperation	#Tournamnet among students	* Balance, coordination, discipline *Logical reasoning *Analyzing *High order thinking.	*Improved fitness, sports skills, teamwork, discipline, creativity, and event-planning abilities.”. *Improved fitness level and coordination. *Improved confidence level
		2. Practice of Drill and march past.						
Dec	24	1. Annual sports meet 2026 (SPARDHA) <ul style="list-style-type: none"> <li>Practice</li> <li>Final</li> </ul>	# To show case the talent # To awareness of physical education	*Role Play	# Encourage teamwork and cooperation	#Tournamnet among students	* Balance, coordination, discipline *Logical reasoning	#Improved fitness level # they are able to know the

		events	# To build the confidence level				*Analyzing *High order thinking.	meaning of physical education # Improved confidence level
Jan	14	1. Inter house Kho- Kho Championship.	# To improve their confidence level. # To improve fitness level and coordination. # Improve leg strength.	*Role Play	# Encourage teamwork and cooperation	#Tournamnet among students	* Balance and coordination * Tactical puzzle solving	#they are motivated # they are able to play higher level kho – kho tournaments.
		2. Practical of Term – II examination.	Assessment					
Feb	22	1. Revision of previous games.	# Skill Reinforcement ▪ Strengthen previously learned techniques and skills in each game or sport. ▪ Improve accuracy, speed, and efficiency in performance. # Memory & Recall ▪ Recall rules, strategies, and sequences of different games. ▪ Remember key techniques, formations, and moves.	*Role Play	#Rotational Participation	#Tournamnet among students	*Logical reasoning *Analyzing *High order thinking.	#Students demonstrate improved accuracy, technique, and execution in previously learned games.
		2. Term – II examination	Assessment					

**SUBJECT : DANCE**

Month	WD / NOP	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
APRIL	24	Introduction of Bharatnatyam & its famous dancers. Classical pranam.	<u>To know the basic starting of Bharatnatyam</u>	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	Cultural awareness.	Cultural awareness.	With SST(history) Integrate with Sanskrit Integrate with physiology	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	NO	Bharatnatyam & its famous dancers. Classical pranam.	<u>To know the basic starting of Bharatnatyam</u>
MAY	08						Integrate with yoga.				
JUNE	14	Guruvandana	<u>To understand the importance of Guru in performing art.</u>	<u>Learn the meaning and write down its lyrics as well.</u>	Learn about Gurukul.	Learn about Gurukul.	Integrate with Sanskrit	<u>Learn the meaning and write down its lyrics as well.</u>	NO	<u>Basics of Mudra,its classification has to be learnt by the students to know Dance better.</u>	<u>To understand the importance of Guru in performing art.</u>
JULY	26	Commandments to be a successful Bharatnatyam Dancer.	<u>To know about the application of this artform.</u>	<u>Practising postures of this artform</u>	Understanding the working mechanism of the body.	Understanding the working mechanism of the body.	Integrate with physiology .	<u>Practising postures of this artform</u>	NO	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>To know about the application of this artform.</u>
AUG	22	“Ganesh Vandana”	<u>Write the Ganesh Akshari Mantra</u>	<u>Elephant Salutation</u>	<u>Learn about a good start.</u>	<u>Learn about a good start.</u>	Integrate with yoga.	<u>Elephant Salutation</u>	NO	<u>Basics of Mudra,its classification has to be learnt by the students to know Dance better.</u>	<u>Write the Ganesh Akshari Mantra</u>

SEPT	05										
OCT	13	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>Krishna Bhajan writing and meaning</u>	Janmashta mi story.		Intigrate with mythology.	<u>Krishna Bhajan writing and meaning</u>	NO	<u>Basics of Mudra,its classification has to be learnt by the students to know Dance better.</u>	<u>A Krishna Bhajan is taught to the children because it is one of the most famous festival of India.</u>
NOV	22	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>Draw and name different kinds of asamyukta mudras(at least 10)</u>	Daily life mudras.		Intigrate with Yogasana.	<u>Draw and name different kinds of asamyukta mudras(at least 10)</u>	NO	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>Basics of Mudra,its classification has to be learnt by the students to know Dance better.</u>
DEC	23	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	Integrate with Mathematics.	Janmashta mi story.		<u>counts with bass beats , &amp; counts and empty beats</u>	Integrate with Mathematics.	NO	<u>Basics of Mudra,its classification has to be learnt by the students to know Dance better.</u>	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>
JAN	16	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>New year dance</u>	Daily life mudras.		Intigrate with Music.	<u>New year dance</u>	NO	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>Ospisious occautional dance</u>
FEB					<u>Counts are the rhythmic arrangements of beats in a song.</u>		Intigrate with mythology.				
					New Year celebration						

**SUBJECT : ART & CRAFT**

**Text Book:** ART VILLE PART- 6

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
APRIL	23	<b>From book CHAPTER 1 &amp; 2</b> Element of art Color shade chart	<u>To give brief knowledge of art elements.</u>	Shape & Size Visual aspect of various 3 D SHAPES	Shape & Size Visual aspect of various 3 D SHAPES	<u>Color shade chart to be made.</u>	• Q & A LOA	<ul style="list-style-type: none"> <li>• Students will be able to understand various aspects of development.</li> <li>• Students will be able to identify various indicators of development</li> </ul> Student will be able to differentiate quantitative & qualitative measures of comparison
MAY	07	<b>From book CHAPTER 1 &amp; 2</b> Element of art Color shade chart	Elements of art	Shape & Size	<u>Prepare a chart of color shade.</u>	Make different tints of same color.	• Shape & Size	• <u>Prepare a chart of color shade.</u>
JUNE	16	<b>From book CHAPTER 3</b> Tone (pencil shading Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	• Human Anatomy and Composition in Tempera	• Human Anatomy and Composition in Tempera
JULY	26	<b>From book CHAPTER 3 and 4</b> Paper collage ( craft ) Mixed media art	Mixed media art	Mixed media art	Mixed media art	Mixed media art	• Mixed media art	• Mixed media art
AUG	24	<b>From book CHAPTER 4 &amp; 5</b> Prehistoric painting M- Seal craft	<u>To give knowledge of cave painting.</u>	SST – topic cave painting of Indus valley Civilization	SST – topic cave painting of Indus valley Civilization	<u>Make a painting of cave .</u>	• Elements of art	• SST – topic cave painting of Indus valley Civilization

<b>SEPT</b>	<b>23</b>	<b>From book unit CHAPTER 5&amp; 6</b> Raja Ravi Verma (Theory Soharai painting	<u>To inculcate knowledge about Folk Art of Jharkhand.</u>	SST art and culture of Jharkhand	SST art and culture of Jharkhand	<u>Prepare a profile of Raja Ravi Verma.</u>	Elements of art	SST art and culture of Jharkhand
<b>OCT</b>	<b>22</b>	From book <b>CHAPTER 7&amp; 8</b> Rangoli (Theory) Practical -Rangoli pattern on Graph paper	<u>Give idea of Rangoli.</u>	Math TOPIC-Symmetry	Math TOPIC-Symmetry	<u>To make Rangoli</u>	Elements of art	Math TOPIC-Symmetry
<b>NOV</b>	<b>16</b>	From book <b>CHAPTER 9and 10</b> Theory & Practical Composition in Watercolor	To inculcate knowledge about composition drawing.	It can be related with village story, in Hindi or Eng subject	It can be related with village story, in Hindi or Eng subject	One Landscape and one village landscape to be done	Elements of Art Color	Students will make a water color composition
<b>DEC</b>	<b>24</b>	<b>From Book CHAPTER 11</b> Practical -Composition in Watercolor	To inculcate knowledge about composition drawing.	It can be related with village story, in Hindi or Eng subject	It can be related with village story, in Hindi or Eng subject	One Landscape and one village landscape to be done	Elements of Art Color	Students will make a water color composition
<b>JAN</b>	<b>14</b>	<b>From Book CHAPTER 111</b> Graphic Art (Practical) Theory – Crafts of India Practical Any craft of any state	<u>To give idea of Graphic Art.</u>	Computer. Graphic Design	Computer. Graphic Design	<u>To prepare any one graphic art of your choice</u>	Theory Graphic art GGraphics	Students will make a Graphic Layout in Black color

**SUBJECT: ART EDUCATION (VOCAL MUSIC)**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
April	24	Song from Almanac “ <b>Manat Nahi Man mora</b> ”	Knowing about Kabirdas	Concept About <ul style="list-style-type: none"> <li>• Bhajan Theka</li> <li>• Taali Khali and proper Division of Maatras</li> <li>• Different Rhythm of this taal</li> </ul>	How to divide a taal into Different Parts and Sing on it	Values of Actual Life	Other Kabirdas Songs	findout About Kabirdas life and importance of bhakti in life	NO	NO	Children will get to know about Kabir Das bhajan and will understand to sing Bhajan
May	08		Difference bwtween Other Bhjans and Kabirdas Bhajans								
June	14	Raag “ <b>Desh</b> ” Discription, Aaroh, Avroh & Bandish	Practice of small alnkars in Suddh Swar Effortlessly singing suddh swars and usage as sargams with Komal ni	Nature of the the Raag along with Teentaal describing taali and khali	Identificati on of other songs related to this raga's interpretati on	Usage of Swar Pa andRe sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haroni um and understa nding the Tune	Children will know the Importance of Practice of small alnkars in Suddh Swar Effortlessly singing Komal swars and useage as sargams
July	26										
Aug	22	Song from almanac “ <b>Durga Wandana</b> ”	Knowing about Bhajan theka to properly sing in bhajan theka Counting of 8 beats and Use of Raag Shankara	Concept About <ul style="list-style-type: none"> <li>• Kaharwa taal</li> <li>• Bhajan Theka</li> <li>• Chalan of Raag Shankara</li> </ul>	Integrated With “Durga Stuti”	Learning about bhajan genre and Bhajni theka	Different Nams of goddess Durga	Another Wandana of Maa Durga	NO	NO	Children will Know about Bhajan theka to properly sing in bhajan theka Counting of 8 beats and Use of komal Dha in the song
Sept		<b>Term I EXAMINATION</b>									
Oct	13	Song From Almanac “ <b>War De veena Wadini</b> ”	Knowing about Aaddha taal of 16 Beats to properly sing in Addha Taal Counting of 16 beats and Use of Raag Desh	Concept About <ul style="list-style-type: none"> <li>• Addha Taal</li> <li>• 16 beats and division of taal</li> <li>• Chalan of Raag Desh</li> </ul>	Diffrence between Teen taal And Addha Taal	With the reference to this Song discribing different Category of Wandana	Demonstrati on of the beats in hand along with taali khali	Difference between 16 maatras taal	NO	NO	Children will know about Aaddha taal of 16 Beats to properly sing in Addha Taal Counting of 16 beats and Use of Raag Desh
Nov	22										

Dec	23	Christmas Song “ <b>Deck the Halls</b> ”	Knowing About Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)	Concept About <ul style="list-style-type: none"> <li>• Four By Four Beat Structure</li> <li>• Scale and its type</li> </ul>	Difference between Indian Rhythm and western rhythm	Learning about difference between fast beat and slow beat songs	Western notation and sound system	Songs related other western culture	NO	NO	Children will know about Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)
Jan	16	Song from Almann “ <b>Ye waqt Ki awaz Hai milke Chalo</b> ”	Knowing about the following <ul style="list-style-type: none"> <li>• Use of Tune which Needs in composing Patriotic Song</li> <li>• Enhancing Ability of Composing</li> </ul>	Concept About <ul style="list-style-type: none"> <li>• Kaharwa &amp; Dadra taal</li> <li>• How to westernize the taal</li> </ul>	By singing Knowing the difference between komal and suddh swar	Inclusively teaching about raag desh and using swar of this Raag	Similar Songs which Use the same Swar	Finding out the musical note which changes the mood of the song	NO	NO	Children will know about the following <ul style="list-style-type: none"> <li>• Use of Tune which Needs in composing Patriotic Song</li> <li>• Enhancing Ability of Composing</li> </ul>
Feb		<b>Term II EXAMINATION</b>	<b>Revision</b>								
Mar		<b>Revision “All Songs”</b>	<b>Revision</b>								

**Subject: INSTRUMENT (Music)**

Month	W. D.	Chapter/Sub-Topic	Learning Objectives	Art Integration Topics	Inclusive Teaching	Project / Practical Work	Competency Based Activity/ Learning Outcomes	Learning Outcomes
April	23	Ten Verna of Tabla, Hasta sadhan bol	To inculcate knowledge about different Verna.	Number Counting.	Number Counting.	Verna Practice.	Students will come to know about Verna Parichay.	Students will come to know about Verna Parichay.
May	07	Taal parichay	To inculcate knowledge about different Theka.	Number Counting.	Number Counting.	Theka Practice.	Students will come to know about taal Parichay & Theka Bole.	Students will come to know about taal Parichay & Theka Bole.
June	16	Theka practice about taal naal and congo	To improve hand practice.	Taal Counting.	Taal Counting.	Teen Taal & Theka Practice.	Students will learn about Teen Taal and palta practice	Students will learn about Teen Taal and palta practice
July	26	Teen taal kaida, Palta and Tihai	To inculcate knowledge about Kaida, Palta, & Tehai.	Forward & Back-word counting.	Forward & Back-word counting.	Skill Practice.	They will learn about Kaida, Palta & Tihai.	They will learn about Kaida, Palta & Tihai.
Aug	24	Theka of Kaharwa taal , Dadra Taal.	To improve knowledge about different Taal.	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaharwa taal and Dadra taal	They will come to know about Theka of Kaharwa taal & Dadra Taal.	They will come to know about Theka of Kaharwa taal & Dadra Taal.
Sept	23							
Oct	22	Teen taal kayda with palta an dtehai	Practice of Teen Taal, Tukra & Cango Beats.	Dance & Vocal music.	Dance & Vocal music.	Students will Prepare a Chart of Different instrument.	They will learn Teen Taal, Tukra & Cango Beats.	They will learn Teen Taal, Tukra & Cango Beats.
Nov	16	Cont. Western beast practice	To improve knowledge about different Taal.	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaharwa taal and Dadra taal	They will come to know about Theka of Kaharwa taal & Dadra Taal.	They will come to know about Theka of Kaharwa taal & Dadra Taal.
Dec	24	Bhajan folk and semi classical music beats .	To inculcate knowledge about taals	Dance & Vocal music.	Dance & Vocal music.	Practice of Chakradhar and Bole Padhant.	Students will learn Teen Taal dadra and kaharwa	Students will learn Teen Taal dadra and kaharwa
Jan	14	Revision practice of previous lessons.	To improve perfection	Dance & Vocal music.	Dance & Vocal music.	Draw Tabla on half size chart paper and leveling the different parts.	They will improve their performance.	They will improve their performance.
Feb								
March								

**SUBJECT: GENERAL KNOWLEDGE****Textbook: 1. BRAIN BYTES (ORIENT)**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	CH-1 GALAXIES & CONSTELLATIONS CH-2 ORGAN & ORGAN SYSTEMS CH-3 UNUSUAL ANIMAL DEFENSE MECHANISMS	Understand universe structure; identify body systems; explore animal adaptations	Constellation drawing; 3D human body model; animal mask making	Visual charts, models, peer explanation	Make a constellation map; working model of organ system	Observation & classification activities	Students explain galaxies, organs & animal adaptations confidently Students explain galaxies, organs & animal adaptations confidently
May	07	CH-4 MARSUPIALS	Identify marsupials & their characteristics	Clay models of kangaroo & koala	Storytelling with visuals	Habitat comparison chart	Research-based learning	Students describe marsupials & their habitat adaptations
June	16	CH-5 SLOWEST CREATURES CH-6 USEFUL MICROBES CH-7 NATURAL WONDERS OF THE WORLD	Learn animal survival traits; importance of microbes; recognize world wonders	Collage of wonders; poster on microbes	Videos, simplified notes	Prepare microbe chart; wonder scrapbook	Investigation & case study	Students connect microbes & environment; identify global wonders
July	26	CH-8 BOOKS THAT CHANGED THE WORLD CH-9 LANDLOCKED COUNTRIES CH-10 MOUNTAINS IN INDIA CH-11 FAMOUS INDIAN BRANDS	Understand influence of books; identify landlocked nations; locate Indian mountains; learn brand history	Book cover redesign; map marking; logo design	Map practice, group discussion	Map activity; brand case study	Critical thinking & mapping skills	Students analyze influence of books; identify geography accurately
Aug	24	CH-12 ECOTOURISM DESTINATIONS IN INDIA CH-13 THE SEVEN SISTERS AND ONE BROTHER CH-14 CHALLENGING TREKS IN INDIA	Understand sustainable tourism; identify NE states; learn trekking challenges	Travel brochure making; state collage	Regional representation & inclusive examples	Design eco-tour plan	Problem-solving tasks	Students appreciate eco-tourism & cultural diversity
Sep	23	CH-15 TRADITIONAL MEDICAL SYSTEMS PRACTISED IN INDIA	Learn Indian medicinal systems; historical importance of forts	Fort model making; herbal chart	Demonstration & field visit (virtual/real)	Prepare herbarium; fort presentation	Research & presentation	Student's value traditional medicine &

		CH-16 FORTS OF INDIA						heritage conservation
Oct	22	Ch-17 KABADDI CH-18 INDIAN WOMEN WHO MADE A DIFFERENCE CH-19 THE WORLD WARS	Learn rules of Kabaddi; recognize women achievers; understand world wars impact	Role play; timeline chart	Sports participation for all; inclusive biographies	Conduct mini-Kabaddi match; war timeline	Leadership & teamwork skills	Students show sportsmanship & historical awareness
Nov	16	CH-20 LEADERS OF THE 21 <sup>ST</sup> CENTURY CH-21 THE HOLY BOOKS CH-22 MAJOR SPORTING EVENTS	Identify global leaders; understand religious texts; know major sports events	Leader collage; interfaith chart	Respectful discussion; cooperative learning	Presentation on leader; sports quiz	Comparative analysis	Students develop global awareness & respect diversity
Dec	24	CH-23 HAZAROUS SUBSTANCES AROUNDUS 24- INTERNET OF THINGS 25- TYPES OF ROOTS 26- CLASSICAL LANGUAGES	Understand safety measures; basic IoT concept; plant root	Safety poster; root diagram; language script art	Hands-on experiments; visual aids	Root collection activity; IoT	Practical identification skills	Students practice safety & identify
Jan	14	CH-27 ALTERNATIVES TO CHEMICALS CH-28 FOOD ADULTERATION CH-29 DRIVE AND MOTIVATION	Learn eco-friendly alternatives; detect food adulteration; understand motivation	Poster on organic living	Simple experiments; motivational stories	Adulteration test demo	Analytical thinking	Students promote healthy lifestyle & self-motivation
Feb	22	CH-30 MORALITY AND ETHICS CH-31 RAINWATER HARVESTING CH-32 BIODEGRADABLE MATERIALS	Understand ethical values; water conservation; eco-friendly materials	Model of rainwater harvesting	Value-based discussions	Make compost model	Problem-solving project	Students practice ethical behavior & environmental responsibility

**SUBJECT: Kaushal Bodh**  
**Textbook: Vocational Education**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<b>Project 1: School Kitchen Garden</b> Activity 1: Planning your school kitchen garden Activity 2: Making Vermicompost Activity 3: Sowing seeds and Planting of seedlings	<ul style="list-style-type: none"> <li>Understand importance of kitchen garden</li> <li>Learn compost preparation</li> <li>Develop planting skills</li> </ul>	<ul style="list-style-type: none"> <li>Draw kitchen garden layout</li> <li>Seed drawing and labeling</li> </ul>	<ul style="list-style-type: none"> <li>Group planning activity</li> <li>Peer learning and observation</li> </ul>	<ul style="list-style-type: none"> <li>Plan school kitchen garden</li> <li>Prepare vermicompost</li> <li>Seed sowing activity</li> </ul>	<ul style="list-style-type: none"> <li>Planning garden layout</li> <li>Hands-on seed sowing</li> </ul>	Students develop basic gardening and planting skills.
May	07	<b>Project 2: Biodiversity Register</b> Activity 4: What is around us? (Identifying Biodiversity around us) Activity 5: Meet an Expert on Biodiversity	<ul style="list-style-type: none"> <li>Understand biodiversity</li> <li>Identify local plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>Nature collage</li> <li>Biodiversity drawing</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>Identify biodiversity</li> <li>Expert interaction</li> </ul>	<ul style="list-style-type: none"> <li>Observation based activity</li> <li>Recording biodiversity</li> </ul>	Students identify biodiversity in surroundings.
June	16	<b>Project 2: Biodiversity Register</b> Activity 6: Identify places to survey	<ul style="list-style-type: none"> <li>Learn survey planning</li> <li>Develop observation skills</li> </ul>	<ul style="list-style-type: none"> <li>Map drawing</li> <li>Area sketch</li> </ul>	<ul style="list-style-type: none"> <li>Field observation</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Identify survey locations</li> </ul>	<ul style="list-style-type: none"> <li>Survey planning</li> <li>Observation activity</li> </ul>	Students identify places for biodiversity survey.
July	26	<b>Project 2: Biodiversity Register</b> Activity 7: Filling in the biodiversity register (Observing & Recording Biodiversity)	<ul style="list-style-type: none"> <li>Record biodiversity</li> <li>Develop presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>Register decoration</li> <li>Chart making</li> </ul>	<ul style="list-style-type: none"> <li>Group presentation</li> <li>Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>Prepare biodiversity register</li> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Data recording</li> <li>Presentation skills</li> </ul>	Students prepare and present biodiversity register.
Aug	24	<b>Project 3: Maker Skills</b> Activity 1: Simple Machines in our Surrounding Activity 2: Using levers to make toys Activity 3: Using a wheel and axle to make toys	<ul style="list-style-type: none"> <li>Understand simple machines</li> <li>Learn lever and wheel mechanism</li> </ul>	<ul style="list-style-type: none"> <li>Toy design drawing</li> <li>Model decoration</li> </ul>	<ul style="list-style-type: none"> <li>Hands-on learning</li> <li>Group activity</li> </ul>	<ul style="list-style-type: none"> <li>Make lever toy</li> <li>Wheel and axle model</li> </ul>	<ul style="list-style-type: none"> <li>Model making</li> <li>Testing movement</li> </ul>	Students understand and create simple machine models.

Sep	23	<b>Project 4: Animation &amp; Games</b> Activity: Create animated birthday cards for your friends	<ul style="list-style-type: none"> <li>• Develop creativity</li> <li>• Learn basic animation concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Card design</li> <li>• Colouring and illustration</li> </ul>	<ul style="list-style-type: none"> <li>• Activity based learning</li> <li>• Individual creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Create animated birthday card</li> </ul>	<ul style="list-style-type: none"> <li>• Creative design activity</li> </ul>	Students create animated greeting cards.
Oct	22	<b>Project 5: School Museum</b> Activity: Identify artefacts & learn about them Activity: Selecting artefacts for the museum	<ul style="list-style-type: none"> <li>• Understand artefacts</li> <li>• Learn museum concept</li> </ul>	<ul style="list-style-type: none"> <li>• Artefact drawing</li> <li>• Museum layout sketch</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion based learning</li> <li>• Group activity</li> </ul>	<ul style="list-style-type: none"> <li>• Artefact identification</li> <li>• Museum selection</li> </ul>	<ul style="list-style-type: none"> <li>• Observation activity</li> <li>• Documentation</li> </ul>	Students identify and select artefacts.
Nov	16	<b>Project 6: Cooking Without Fire</b> Activity: Reading Recipes Activity: Measure your food ingredients Activity: Handling tools with care and safety	<ul style="list-style-type: none"> <li>• Learn reading recipes</li> <li>• Understand measurement</li> <li>• Learn kitchen safety</li> </ul>	<ul style="list-style-type: none"> <li>• Recipe card design</li> <li>• Dish presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration method</li> <li>• Group cooking activity</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare simple dish</li> <li>• Measure ingredients</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement activity</li> <li>• Safety practice</li> </ul>	Students prepare simple no-fire recipes safely.
Dec	24	<b>Project 6: Cooking Without Fire</b> Activity: Storing Food Activity: Handling and Disposing of Kitchen waste	<ul style="list-style-type: none"> <li>• Learn food storage</li> <li>• Understand waste management</li> </ul>	<ul style="list-style-type: none"> <li>• Poster on food safety</li> <li>• Waste management chart</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Activity based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Food storage activity</li> <li>• Waste disposal practice</li> </ul>	<ul style="list-style-type: none"> <li>• Hygiene activity</li> <li>• Sorting waste</li> </ul>	Students understand food storage and waste disposal.
Jan	14	Project 6: Cooking Without Fire Activity: Make dishes that require cutting and mixing	<ul style="list-style-type: none"> <li>• Learn cutting and mixing</li> <li>• Develop cooking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Dish decoration</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Hands-on activity</li> <li>• Peer support</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare no-fire dish</li> </ul>	<ul style="list-style-type: none"> <li>• Practical cooking activity</li> </ul>	Students prepare simple no-fire dishes independently.

