CBSE Affiliation No. 3430369

DELHI PUBLIC SCHOOL
CHAS, BOKARO

TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – VII FOR THE SESSION 2026-2027

SUBJECT: ENGLISH

Textbook: 1. Communicate with Cambridge
2. Cambridge Grammar Gear

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	**Comm. with Cambridge:** Unit 1: *Tasty Treats* – A. *Dal Delight*; B. *The All-American Slurp*; Poem: *Deep in Our Refrigerator* **Grammar Gear:** Revision of basic parts of speech Diary Entry: A memorable food experience	• Read and comprehend simple texts • Understand main ideas and inference • Review nouns, verbs, adjectives • Develop listening/speaking skills	Poetry recitation with expressive art cards related to food and culture	Differentiated reading groups; visual supports for vocabulary	*Picture-based narrative* (food story)	Skimming/scanning activities; oral fluency practice	Improved reading comprehension; vocabulary development; expressive skills
May	07	**Comm. with Cambridge:** Unit 2: *Facing Challenges* – A. *The Last Leaf*; Poem: *If* **Grammar Gear:** Simple/Continuous Tenses Autobiography: A personal challenge overcome	• Analyse perseverance • Apply tenses correctly	Role-play of character	Peer support	Diary entry	Group discussion	Tense accuracy & thematic understanding

June	16	**Comm. with Cambridge:** Unit 2 (cont.) – B. *His First Flight*; Unit 3: *Our Country* – A. *Dhyan Chand* **Grammar Gear:** Subject-Verb Agreement Story Writing: An inspiring real-life event	• Comprehend biography • Apply grammar accurately	Hero poster art	Sentence strips	Biography card	Role play	Grammar + factual writing
July	26	Unit 3 (cont.): *Gems of India*; Poem: *To India – My Native Land* **Grammar**: Direct & Indirect Speech Book Review: A book you recently read	• Identify reported speech • Analyse poem	Poetic wall display	Audio aids	Speech on homeland	Dialogue role play	Reported speech accuracy
Aug	24	Unit 4: *The Sporting Spirit – The Goal Not Scored*; *The Amazing Story of Kipchoge Keino* **Grammar**: Active & Passive Voice; Modals Travelogue: A place you visited or would like to visit	• Narrative comprehension • Convert voices	Sports collage	Modal prompts	Sports day report	Peer review	Narrative + modality use
Sep	23	Unit 5: Adventure Stories; Poem Grammar: Phrases & Clauses; Prepositions	• Analyse adventure narrative • Identify clauses	Comic strip	Clause aids	Adventure journal	Clause sorting	Complex sentence understanding

Oct	22	Unit 6: Classic Tales & Poems Grammar: Sentence Types; Conjunctions Formal Letter: Letter to school principal	• Evaluate classic texts • Construct complex sentences	Storyboard art	Conjunction cards	Story adaptation	Sentence building	Sentence variety mastery
Nov	16	Unit 7: Modern Narratives & Poems Grammar: Modals & Modal Perfect; Adverbs Informal Letter / Email: To a friend about your holiday	• Compare narratives • Use adverbs/adjectives effectively	Narrative illustration	Adverb/adjective charts	Modern narrative retell	Grammar hunt	Descriptive writing
Dec	24	ASL & Listening Skills Grammar: Review Problem Areas Data Interpretation: Write conclusions from charts/graphs	• Enhance speaking/listening • Consolidate grammar	Short film responses	Multisensory support	Recorded ASL task	Debates & discussion	Spoken confidence
Jan	14	Writing Skills Workshop: Notices, Messages, Informal Letters	• Understand format & purpose • Audience awareness	Illustrate notices/messages	Writing frames	School event notices	Peer review	Functional writing
Feb	22	Story Writing / Creative Writing: Short story Revision & Application	• Integrate all language skills • Prepare for ASL & assessment Language art	Language art display	Remedial support	Language portfolio	Comprehensive tasks	Summative mastery
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SUBJECT: HINDI
Textbook: 1.
2.

Month	WI	Chapter/Sub-Topic	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	पाठ–1 माँ कह एक कहानी कविता	–न्याय–अन्याय की समझ –कर्तव्यपालन –कठिन शब्द निवारण –	–कविता को सुंदर लिखावट में लिखकर सजाएँ। –कक्षा में कविता का सस्वर वाचन करें।	ऐसे शब्दों को लिखें जो आपको कठिन लगता हो, इन शब्दों का प्रयोग वाक्य में करें।	समय मिलने पर आप या आपके परिजन भ्रमण के लिए कहाँ–कहाँ जाते हैं?न स्थानों की क्या–क्या विशेषताएँ हैं?	कक्षा में समूह बनाकर पाठ से संबंधित प्रश्नोतरी का आयोजन।	–समस्त प्राणियों के प्रति सहृदय होना। –पर्यावरण के प्रति संवेदनशील होना।
April		भाषा, बोली, लिपि व्याकरण	भाषा, बोली, लिपि व्याकरण वर्ण–विचार के बारे में	भाषा, बोली, लिपि व्याकरण को सुगमता से याद रखने के लिए एक गीत या पहेली की रचना करें ।	क्विज का आयोजन समूह चर्चा	भाषा और बोली में अंतर उदाहरण सहित लिखें।	एल.ओ.ए	भाषा, बोली, लिपि व्याकरण वर्ण–विचार की समझ
April		पाठ–2 तीन बुद्धिमान	बुद्धि और तर्कशक्ति का विकास	इस तरह की कुछ और कहानियों को कक्षा में सुनाना	कठिन शब्दों का प्रयोग वाक्य में करें।	कोई एक शिक्षाप्रद कहानी लिखकर लाएँ एवं कक्षा में सुनाएँ	श्रुतलेख मौखिक एवं लिखित प्रश्नोत्तर	–बुद्धि का विकास आवष्यक है। –बुद्धिमान व्यक्तियों की पूजा सर्वत्र होती है।
May	07	पाठ–3 फूल और काँटा कविता	–हमें अच्छे कार्य करना चाहिए। –अपना आचरण अच्छा	कविता का सस्वर वाचन	प्रश्नोत्तरी का आयोजन एवं समूह चर्चा	कविता को सजाकर लिखें।	–मौखिक एवं लिखित प्रश्नोत्तर	–व्यवहार ही आपका परिचय है,

			रखना चाहिए। – व्यक्ति के अच्छे कार्यों के कारण ही लोग उसका सम्मान करते हैं।				–एल. ओ. ए.	अतः सभी के साथ अच्छा व्यवहार करें।
June	16	वर्ण–विचार	वर्ण, वर्णमाला	मानक वर्णमाला को चार्टपेपर पर सजाकर लिखें।	प्रश्नोत्तरी का आयोजन एवं समूह चर्चा	वर्णवृक्ष का मॉडल बनाएँ	–एल. ओ. ए.	वर्ण विचार विभिन्न प्रकार के वर्णों की जानकारी
June	16	पाठ–4 पानी रे पानी (निबंध)	–पानी के महत्व को समझना –जलचक्र को समझना –पानी के श्रोत –जल संकट की समझ एवं इसके निवारण के उपाय	जलचक्र को चार्ट पेपर पर समझाएँ	प्रश्नोत्तरी का आयोजन एवं समूह चर्चा	जल संकट से बचने के लिए आप क्या–क्या करेंगे, तथा लोगों को सलाह देंगे।	पाठ से 10 लघुउत्तरीय प्रश्न तैयार करें एवं कक्षा में पूछें।	पानी के महत्व को समझना –जल संरक्षण करना
June		**व्याकरण** – संधि **स्वर संधि**	परिभाषा, स्वर संधि के भेद एवं उदाहरण	स्वर संधि के सभी भेदों का कार्ड बनाएँ	कार्यपत्रक पूरा करें	स्वर संधि के सभी भेदों से पाँच–पाँच उदाहरण लिखें।	–एल.ओ. ए. –बच्चों का समूह विभाजन कर प्रश्नोत्तरी का आयोजन	स्वर संधि की जानकारी
July	26	पाठ–5 नहीं होना बीमार कहानी	–स्वास्थ्य और स्वच्छता के महत्व को समझना –सही आदतों की पहचान करना	स्वास्थ्य और स्वच्छता से संबंधित कविता या चित्र की रचना करें	समूह आधारित प्रश्नोत्तरी का आयोजन एल. ओ. ए. चार्ट पेपर पर	अपने दैनिक जीवन में प्रयोग की जाने वाली कुछ सही आदतों की सूची बनाएँ	–मौखिक एवं लिखित प्रश्नोत्तर –एल. ओ. ए.	–सही आदतों को पहचानने की क्षमता – स्वास्थ्य और स्वच्छता के महत्व की समझ

		व्याकरण– शब्द विचार और शब्द भंडार	विभिन्न प्रकार के शब्दों को समझना जैसे– विकारी शब्द, एवं अविकारी शब्द एकार्थी, अनेकार्थी शब्द विलोम शब्द पर्यायवाची शब्द अनेक शब्दों के बदले एक शब्द श्रुतिसम भिन्नार्थक शब्द	शब्द वृक्ष बनाकर विभिन्न प्रकार के शब्दों को दिखाना	अलग–अलग प्रकार के शब्दों का उदाहरण देकर विभिन्न प्रकार के शब्दों को बताना	शब्द वृक्ष बनाकर विभिन्न प्रकार के शब्दों को दिखाना	शब्द वृक्ष बनाकर विभिन्न प्रकार के शब्दों को दिखाना	विभिन्न प्रकार के शब्दों को समझना जैसे– विकारी शब्द, एवं अविकारी शब्द एकार्थी, अनेकार्थी शब्द विलोम शब्द पर्यायवाची शब्द अनेक शब्दों के बदले एक शब्द श्रुतिसम भिन्नार्थक शब्द
		व्याकरण– संज्ञा के विकार	**लिंग** **वचन** **कारक**	चार्ट पेपर पर आरेख बनाएँ	उदाहरणों का वाक्य प्रयोग – समूह चर्चा	सभी कारक चिह्नों का प्रयोग करते हुए एक–एक वाक्य लिखें	एल.ओ.ए. एवं प्रश्न उत्तर	लिंग, वचन कारक की जानकारी
August	23	पाठ–6 गिरिधर कविराय की कुंडलियाँ	–किसी कार्य को करने से पहले विचार करना –बीती बातों को छोड़कर आगे की चिंता करना	कविता का सस्वर वाचन	प्रश्नोत्तरी का आयोजन एल. ओ. ए.	कुंडलियों को सजाकर लिखें।	–मौखिक एवं लिखित प्रश्नोत्तर	किसी कार्य को करने से पहले विभिन्न प्रकार से विचार करने की समझ।
		व्याकरण– पत्र लेखन, अनुच्छेद लेखन, विज्ञापन लेखन,	अनौचारिक पत्र औपचारिक पत्र <u>अनुच्छेद लेखन कैसे करें</u>	अनौचारिकपत्र औपचारिक पत्र लेखन, करें	लेखन प्रतियोगिता	अनौचारिक पत्र एवं औपचारिक पत्र का अभ्यास करें	अनुच्छेद लेखन, एवं विज्ञापन लेखन, प्रतियोगिता	– पत्र लेखन, अनुच्छेद लेखन, विज्ञापन लेखन,
		उपसर्ग, प्रत्यय और समास	उपसर्ग, प्रत्यय और समास परिभाषा,	चार्ट पेपर पर समास के	एल.ओ.ए. प्रश्नोत्तरी का	दस ऐसे शब्दों को लिखें जिसमें	बच्चों का समूह विभाजन कर	उपसर्ग, प्रत्यय और समास

			उदाहरण, भेद	विभिन्न भेदों को लिखकर सजाएँ।	आयोजन	उपसर्ग एवं प्रत्यय हो।	प्रश्नोत्तरी का आयोजन	परिभाषा, उदाहरण, भेद की जानकारी
		विकारी शब्द	संज्ञा सर्वनाम विशेषण क्रिया	चार्ट पेपर पर विभिन्न प्रकार के विकारी शब्दों की एक सूची बनाएँ।	प्रश्नोत्तरी का आयोजन	अलग –अलग प्रकार के विकारी शब्दों का कार्ड बनाएँ।	बच्चों का समूह विभाजन कर प्रश्नोत्तरी का आयोजन	विकारी शब्दों की जानकारी
Sep		अद्र्धवार्षिक परीक्षा एवं पुनरावृति						
Oct	22	पाठ–7 वर्षा बहार	–प्रकृति प्रेम –पर्यावरण के प्रति जागरुकता –वर्षाऋतु का महत्व	– कविता का सस्वर वाचन	–पाठ में प्रयोग किए गए संज्ञा तथा सर्वनाम शब्दों को लिखें।	–वर्षा ऋतु से संबंधित एक कविता लिखें। –वर्षा ऋतु का वर्णन अपने शब्दों में करें	–वर्षा ऋतु से संबंधित कोई एक लोककथा या कहानी लिखें।	–वर्षा ऋतु के महत्व की समझ। –पर्यावरण के प्रति चेतना –
		व्याकरण – अविकारी शब्द (अव्यय)	क्रियाविशेषण, संबंधबोधक समुच्यबोधक विस्मयादिबोधक निपात	चार्ट पेपर पर विभिन्न प्रकार के अविकारी शब्दों की एक सूची बनाएँ।	प्रश्नोत्तरी का आयोजन	अलग –अलग प्रकार के अविकारी शब्दों का कार्ड बनाएँ।	बच्चों का समूह विभाजन कर प्रश्नोत्तरी का आयोजन	अविकारी शब्दों की जानकारी
		अशुद्धि शोधन	शब्द एवं वाक्य		शब्दों एवं वाक्यों को शुद्ध करने का अभ्यास करना		अशुद्ध शब्दों एवं वाक्यों को शुद्ध करना	शब्दों एवं वाक यों का शुद्ध वाचन एवं लेखन
Nov	16	पाठ–8	–साक्षात्कार एक साहित्यि एक विधा	–शास्त्रीय संगीत से संबंधित	–कठिन शब्द लेखन	झारखंड के लोक संगीत की सूची	–मौखिक एवं लिखित	–बिरजू महाराज के

		बिरजू महाराज से साक्षात्कार	–बिरजू महाराज का जीवन परिचय –शास्त्रीय संगीत की जानकारी	आकर्षक पोस्टर बनाएँ।		बनाएँ एवं उसके के बारे में लिखें।	प्रश्नोत्तर –कक्षा में क्विज का आयोजन –एल. ओ. ए.	बारे में जानकारी –शास्त्रीय संगीत की जानकारी
		व्याकरण –काल	परिभाषा भेद वर्तमान काल भूतकाल भविष्य काल	भूतकाल एवं भविष्यत काल में संवाद लेखन करें	सभी प्रकार के काल का दो–दो वाक्य लिखें।	काल एवं उसके भेदों को चित्र सहित दर्शाएँ	चार्ट पेपर पर काल का आरेख बनाएँ एल.ओ.ए	काल की परिभाषा भेद काल की पहचान
Dec	24	पाठ–9 चिडिया कविता मीरा के पद	–पर्यावरण के महत्व –आपसी एकता एवं भाईचारा –प्रेम और स्वतंत्रता का संदेश	सुंदर लिखावट में कविता को लिखें।	–प्रश्नोत्तर –भावों की अभिव्यक्ति करने वाले संज्ञा शब्दों की एक सूची बनाएँ।	आपके आस–पास चिड़ियाँ की कौन–कौन सी प्रजाति पाई जाती है? सूची बनाएँ।	–कक्षा में समूह बनाकर पाठ से संबंधित प्रश्नोतरी का आयोजन। –प्रत्येक शिक्षार्थी दो–दो प्रश्न तैयार करेंगे।	पर्यावरण के महत्व की समझ –आपसी एकता एवं भाईचारा का विकास –प्रेम और स्वतंत्रता का संदेश
		व्याकरण – विराम चिह्न	विराम चिह्नों का प्रयोग एवं महत्व	सभी प्रकार के विराम चिह्नों को नाम सहित सुंदर लिखावट में लिखें।		सभी विराम चिह्नों का प्रयोग करते हुए दो–दो वाक्य लिखें	समूह बनाकर प्रश्नोत्तरी का आयोजन	विराम चिह्नों का प्रयोग एवं कार्य
		व्याकरण – वाक्य–विचार, मुहावरे और लोकोक्तियाँ	वाक्य की परिभाषा एवं संरचना की समझ – वाक्य की परिभाषा वाक्य की संररना अर्थ के आधार पर वाक्य के भेद रचना के आधार पर वाक्य के भेद		समूह चर्चा	रचना एवं अर्थ के आधार पर वाक्य के सभी भेदों को चार्ट पेपर पर सजाकर लिखें	समूह बनाकर प्रश्नोत्तरी का आयोजन –एल. ओ. ए.	वाक्य की परिभाषा एवं संरचना की समझ वाक्य निर्माण

		पाठ–10 मीरा के पद	–मीराबाई के बारे में जानकारी –मीराबाई की कृष्ण भक्ति –मीरा के पद	सुंदर लिखावट में पदों को लिखें।	कठिन शब्द लेखन	–मीराबाई के जीवन के बारे में लिखें। –एक पद में सावन का सुंदर चित्रण किया गया है? जब आपके गाँव या शहर में सावन आता है तो क्या–क्या परिवर्तन होता है?लिखें।	मीराबाई के पदों को कक्षा में सस्वर वाचन करें। –एल. ओ. ए.	–मीराबाई के बारे में जानकारी – मीराबाई के पदों की जानकारी –
Jan	14	अभ्यास एवं पुनरावृति	पूरे पाठ्यक्रम की पुनरावृत्ति	माइंड मैप	समूह अध्ययन	मॉडल टेस्ट	क्विज का आयोजन	विद्यार्थी विषय को दोहरा सकेंगे
Feb	22	पुनरावृति एवं वार्षिक परीक्षा						

विषयः संस्कृतम्

निर्धारितपाठ्यपुस्तकानि --

निर्धारितपुस्तकानि ---------

पाठ्यपुस्तकम् -------- **दीपकम्** द्वितीयो भागः (रा. शै. अनु. परि.)

सहायकपुस्तकम् --------- मङ्गलम् संस्कृतव्याकरणम् द्वितीयो भागः (दीपू प्रकाशन)

सहायकपुस्तकम् --------- संस्कृतसहचरः (आचार्य राधामोहन उपाध्याय, श्री घनश्याम पाण्डेय)

Month	WD	अध्यायाः उपविषयाः च	शिक्षणस्य उद्देश्याः	कला-एकीकरणम्	समावेशीशिक्षणम्	परियोजनाकार्यम्/प्रयोगाः च	योग्यताधारितशिक्षणम्	शिक्षणस्य लाभाः
April	23	वर्णसंयोजनं वर्णवियोजनं च , वर्णसंयोजनं वर्णवियोजनं च , पुरुषलिङ्गवचनकारकादि- **शब्दरुपाणि-** बालक, लता, फल, नदी, मुनि, भानु। किम्, तत्, एतत् (त्रिषु लिङ्गेषु) **धातुरुपाणि-** पठ्, चल्, खाद्, पत्, हस्, गम्, खेल्, क्रीड्, इत्यादयः भू, अस्, कृ, (लट्लृट्लकारयोः) **दीपकम्**- प्रथमःपाठः-वन्देभारतमातरम् । द्वितीयः पाठः- नित्यं पिबामः सुभाषितरसम् ।	कर्तृक्रियामेलनम्(लट्लकारे)। उच्चारणस्थानपरिचयः, धातुरूपाणां स्मरणम्, पुरुषलिङ्गवचनम्कंकथ्यते? शब्दरूपाणां स्मरणम्, वर्णाधारेणपदपरिचयः कर्तृक्रियामेलनम्(लट्लकारे)। अस्माभिः किं कर्त्तव्यं किं न कर्त्तव्यम्? वन्देभारतमातरम् कथामाध्यमेन ज्ञानम् ।	गणित हिन्दीशिक्षकस्य सहायतया मेलनम् । योगात्मकक्रिया, उच्चारणस्थानानि संगीतसाधनैः, तालिकामाध्यमेन, हिन्दीशिक्षकस्य सहायतया कारकज्ञानम् । कलाशिक्षकस्य सहायतया, सङ्गीतशिक्षकस्य सहायतया ।	लेखनं स्मरणं च (गृहकार्यम्), पुरुषलिङ्गवचनज्ञानम्, पाठाधारे गृहकार्यम् ।	केन प्रकारेण कथं पदनिर्माणं भवति? अस्यान्वेषणम्। उच्चारणस्थानैः पदपरिचयः, पुरुषलिङ्गवचनानि कति भेदाश्च। शब्दरूपाणां ज्ञानम्, धातुरूपाणां ज्ञानम्, अनुवादकार्यम्, लयबद्धात्मकपाठाभ्यासः अभ्यासकार्यम्, गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम् ।	वाक्यनिर्माणप्रक्रियायाः ज्ञानम्।उच्चारणस्थानपदनिर्माणकार्यम्। पुरुषलिङ्गवचनानां भेदज्ञानम्, शब्दरूपाणांस्मरणम्, सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्, कथामाध्यमेन व्यवहारिकज्ञानम् ।	वाक्यनिर्माणप्रक्रियायाः ज्ञानम्।उच्चारणस्थानपदनिर्माणकार्यम्। भाषाशुद्धता । सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्, कथामाध्यमेन व्यवहारिकज्ञानम् ।
May	07	सन्धिः -- दीर्घगुणश्च। व्याकरणतः --- शब्दरुपाणि- बालकवत्, लतावत्, फलवत् नदी, मुनि,	सन्धिपरिचयः, शब्दरूपाणां स्मरणम्। जीवनमूल्यानांपाठस्यपरिचयः।	गणितशिक्षकस्य सहायतया, संगीतसाधनैः दृश्यश्रव्यमाध्यमेन। कथाचित्रमाध्यमेन।	पुरुषलिङ्गवचनज्ञानम्' पाठाधारे गृहकार्यम्।	पदनिर्माणम्, शब्दरूपाणां ज्ञानम् संस्कृतशब्दवाक्यानां शुद्धता।	सन्धिपरिचयः, शब्दरूपाणां स्मरणं लेखनं च। पाठमाध्यमेन व्यवहारिकज्ञानम्।	भाषाशुद्धता, भाषाशुद्धता । सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्, कथामाध्यमेन

		भानु, साधु, किम्, तत्, एतत् (त्रिषुलिङ्गेषु) **दीपकम्**- तृतीयः पाठः- मित्राय नमः।						व्यवहारिकज्ञानम् ।
June	16	अनुवादकार्यम् । चित्रवर्णनम्उपपदविभक्तिःसामान्यःपरिचयः। प्रत्ययाः -- क्त्वा,तुमुन् ल्यप् च। **दीपकम्**- चतुर्थः पाठः - न लभ्यते चेत् आम्लं द्राक्षाफलम्।	विभक्तिः, पुरुषः, लिङ्गःवचनज्ञानम्। प्रत्ययानाम् ज्ञानं प्रयोगः च। 'लोभो मूलमनर्थानाम्' विषये ज्ञानम्	संगीतसाधनैः, तालिकामाध्यमेन, चलचित्रं दार्शयित्वा।	पाठाधारे गृहकार्यम्, पुरुषलिङ्गवचनज्ञानम्।	अनुवादकार्यम्, गद्यपद्ययोः अनुवादः।	शब्दरूपाणां स्मरणं लेखनं च। पदपरिचयः, पाठमाध्यमेन व्यवहारिकज्ञानम्।	पाठमाध्यमेन व्यवहारिकज्ञानम्, भाषाशुद्धता।
July	26	व्याकरणतः --- अव्ययाः- च, अपि, यदा, तदा, कदा, यत्र, तत्र, अत्र, अन्यत्र, कुत्र, सर्वत्र, एव, इव, यथा, तथा, विना, पुरा, अधुना, तु, अधः, उपरि। पर्यायाः1-22 पर्यन्तम्, विपर्ययाः1-25 पर्यन्तम्, संख्या- 1-50 पर्यन्तम्। चित्रवर्णनम्, अनुवादकार्यम्अशुद्धिसंशोधनम् च। संवादलेखनं, पत्रं लेखनम। दीपकम्- पञ्चमः पाठः - सेवा हि परमो	अव्ययप्रयोगः, पर्यायज्ञानम्, लेखनकौशलस्य विकासः, संख्याज्ञानम्,अशुद्धवाक्यानां शुद्धिकरणम् । सेवा किं भवति? तस्य पालनं किमर्थं ? क्रीडायाः विषये प्रति महत्वम्।	कलाशिक्षकस्य सहायतया, कथाश्रावणेन।	अव्ययज्ञानम्, पर्यायज्ञानम्, विपर्ययज्ञानम्, संख्याज्ञानम्, पुरुषलिङ्गवचनज्ञानम्, पाठाधारे गृहकार्यम्	अनुवादकार्यम्,अव्ययैः वाक्यनिर्माणम्, पुस्तकात् पर्यायपदानि चित्वा लेखनम्। पुस्तकात् विपर्ययपदानि चित्वा लेखनम्। पुस्तकात् संख्यावाचिपदानि चित्वा लेखनम्। गद्यपद्ययोः अनुवादः।	अव्ययज्ञानम्, पर्यायपदपरिचयः,विपर्ययपदपरिचयः, संख्याज्ञानम्, पुरुषलिङ्गवचनज्ञानम्, पाठमाध्यमेन व्यवहारिकज्ञानम्	पाठमाध्यमेन व्यवहारिकज्ञानम्, भाषाशुद्धता।

		धर्मः। षष्ठः पाठः- क्रीडाम वयं श्लोकान्त्याक्षरीम्।						
Aug	24	व्याकरणतः --- अपठितावबोधनम्,चित्रवर्णनम अनुवादकार्यम्,अशुद्धिसंशोधनम्, संवाद लेखनम्, पत्र लेखनम् च। कारकउपपदविभक्तिः (द्वितीया तु चतुर्थी पर्यन्तम्) अशुद्धिसंशोधनम् दीपकम्-सप्तमः पाठः-- ईशावास्यम् इदं सर्वम् अष्टमः पाठः -हितं मनोहारि च दुर्लभं वचः	लेखनकौशलस्य विकासः अशुद्धवाक्यानां शुद्धिकरणम्। भगवद्शङ्करस्य कथावर्णनम् सङ्कल्पस्य महत्त्वम् ।	हितं मनोहारि कथावर्णनम्। ध्वजनिर्माणम् गीतमाध्यमेन च।	पुरुषलिङ्गवचनज्ञानम्, पाठाधारे गृहकार्यम्।	अनुवादकार्यम्, पदानां शुद्धिकरणम् च। गद्यपद्ययोः अनुवादः।	पुरुषलिङ्गवचनज्ञानम्, व्याकरणज्ञानम्, पाठमाध्यमेन व्यवहारिकज्ञानम्	पाठमाध्यमेन व्यवहारिकज्ञानम्, भाषाशुद्धता।
Sep	23	अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।
Oct	22	पर्यायाः (1-40) पर्यन्तम्, विपर्ययाः (1-50) पर्यन्तम्, धातुरुपाणि- लोट्लङ्लकारयोः- पठ्, चल्, खाद्, पत्, हस्, गम्, खेल्, क्रीड्, कृ, अस्, स्मृ, भू। (लट्लृट्लोट्लङ्लकारेषु)	पर्यायपदज्ञानम्, विपर्ययपदज्ञानम्, धातुरूपाणां स्मरणम्, विद्यालयस्य महत्त्वम्।	संगीतशिक्षकस्य सहायतया, संगीतसाधनैः, तालिकामाध्यमेन।	पर्यायज्ञानम्, विपर्ययज्ञानम्, संख्याज्ञानम्, पुरुषलिङ्गवचनज्ञानम्, पाठाधारे गृहकार्यम् ।	लेखनं ज्ञानं च। धातुरूपाणां, क्रियायाः ज्ञानम्, गद्यशब्दार्थानां ज्ञानम्।	विपर्ययपदज्ञानम्, क्रियाज्ञानम्, पाठमाध्यमेन व्यवहारिकज्ञानम्।	पाठमाध्यमेन व्यवहारिकज्ञानम्।

		दीपकम्- नवमः पाठः - अन्नाद् भवन्ति भूतानि।						
Nov	16	अव्ययाः, शब्दरुपाणि। संख्या -1-100 पर्यन्तम्। सन्धिः वृद्धि यण्। दशमः पाठः - दशमः कः ? शब्दरुपाणि।	अव्ययानां ज्ञानं प्रयोगं च। संख्याज्ञानम्, सन्धिपरिचयः, शब्दरूपाणां स्मरणम्।	गणितशिक्षकस्य सहायतया, संगीतशिक्षकस्य सहायतया।	अव्ययज्ञानम्, संख्याज्ञानम्, सन्धिभेदाः, पुरुषलिङ्गवचनज्ञानम्। पाठाधारे गृहकार्यम्।	लेखनं स्मरणं च। पाठ्यपुस्तकमाध्यमेन पाठस्य अभ्यासकार्यम्।	अव्ययज्ञानम्, व्याकरणज्ञानम् पाठमाध्यमेन व्यवहारिकज्ञानम्।	पाठमाध्यमेन व्यवहारिकज्ञानम्, भाषाशुद्धता।
Dec	24	कारकउपपदविभक्तिः (पञ्चमीषष्ठीसप्तमी) 1अशुद्धिसंशोधनम्, अनुवादकार्यम्, चित्रवर्णनम् । प्रत्ययौ - क्त, क्तवतु। एकादशः पाठः - द्वीपेषु रम्यः द्वीपोऽण्डमानः।	लेखनकौशलस्य विकासः अशुद्धवाक्यानां शुद्धिकरणम्, संस्कृतभाषायाः महत्त्वम्।	संगीतशिक्षकस्य सहायतया श्लोकगायनम्, स्वयमेव देवभाषायाः महत्त्वम् संस्कृतशिक्षकेन।	पुरुषलिङ्गवचनज्ञानम्, प्रत्ययज्ञानम्, पाठाधारे गृहकार्यम्।	अनुवादं, पदानां शुद्धिकरणम् च। प्रत्यये वाक्यनिर्माणम्, पाठस्यअर्थःशब्दार्थाः च।	व्याकरणज्ञानम्,पाठ माध्यमेन व्यवहारिकज्ञानम्।	भाषाशुद्धता।
Jan	14	अपठित-अवबोधनम्, चित्रवर्णनम्, संवाद, पत्रं लेखनम। अनुवादकार्यम्, अशुद्धिसंशोधनम् च। द्वादशः पाठः - वीराङ्गना पन्नाधाया	लेखनकौशलस्य विकासः अशुद्धवाक्यानां शुद्धिकरणम्।	कारकादीनां पदपरिचयः, पाठाधारे गृहकार्यम्।	कर्तृक्रियाज्ञानम्, पुरुषलिङ्गवचनज्ञानम्।	अनुवादं, पदानां शुद्धिकरणम् च।	व्याकरणज्ञानम् ,पाठमाध्यमेन व्यवहारिकज्ञानम् व्याकरणज्ञानम्	पाठमाध्यमेन व्यवहारिकज्ञानम्, भाषाशुद्धता।
Feb	22	वार्षिकपरीक्षायाः पुनरावृत्तिः,वार्षिकपरीक्षाच।	वार्षिकपरीक्षायाः पुनरावृत्तिः,वार्षिकपरीक्षाच।	वार्षिकपरीक्षायाः पुनरावृत्तिः,वार्षिकपरीक्षाच ।	वार्षिकपरीक्षायाः पुनरावृत्तिः,वार्षिकपरीक्षाच।	वार्षिकपरीक्षायाः पुनरावृत्तिः,वार्षिकपरीक्षाच।	वार्षिकपरीक्षायाः पुनरावृत्तिः,वार्षिकपरीक्षाच।	वार्षिकपरीक्षायाः पुनरावृत्तिः,वार्षिकपरीक्षाच।

SUBJECT: MATHEMATICS

Textbook: 1. **Vertex (KONCEPT GLOBAL BOOKS)**

2. **LAB MANUAL MATHEMATICS CLASS -7** (ORBIT PRESS PUBLICATION)

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	**Ch 1: Mastering the Universe of Large Numbers**. ● Learn to read, write large numbers. ● Comparing and Ordering Large Numbers ● Face Value and Place Value ● Estimation and Rounding Numbers ● Indian and International Number Systems ● Discovering digit patterns in products **Ch- 2 Exploring Arithmetic** Progressions ● Defining and Constructing arithmetic expressions ● BODMAS RULE ● Use Of Brackets ● Components of an expression ● Different Properties(Commutative, associative etc,) ● Real World Problems	Make students understand Place Value System and represent Large Numbers in Indian and International System Students will understand the concept of arithmetic expressions and identify numbers and operators. Students will apply BODMAS rule to simplify expressions and	Students prepare a **colourful place value chart** or **number tree** showing Indian and International place value systems.	● Critical Thinking ● Problem Solving Skills ● Group Discussion ● Peer learning and Collaboration Critical Thinking • Problem Solving Skills • Group Discussion • Peer learning and Collaboration	**Activity:** Students create a **place value chart using chart paper** and represent different large numbers using number cards.	Students solve **real-life problems** involving population, distance, and money using large numbers. **Problem-solving tasks:** Students simplify expressions, identify correct order	Students will be able to **read, write, compare and represent large numbers accurately and apply them in daily life situations.** Students will be able to **identify, form**

			translate real-life situations into mathematical expressions.	Students create colourful **BODMAS rule charts** or **expression trees** using colors and shapes to represent operations.		**Activity:** Students create their own arithmetic expressions from real-life situations (shopping bills, scoring games etc.).	of operations and form expressions from word statements.	**and simplify arithmetic expressions using correct order of operations and apply them in real-life situations.**
May	07	Ch-6 **The Wonderful World of Numbers – Play and Patterns** * Secret number patterns and arrangements * Magic Squares * Parity and properties of arithmetic operations * Virhanka - Fibonacci Sequence * Cryptarithm puzzles	students will identify and understand different **number patterns and sequences**. Students will recognize rules in patterns and extend them logically. Students will develop **logical thinking and problem-solving skills** through number games and puzzles.	Students create **colourful number pattern designs or rangoli patterns using numbers and shapes**.	• Critical Thinking • Problem Solving Skills • Group Discussion • Peer learning and Collaboration	**Activity:** Students create their own **number pattern chart or puzzle** and present it in class.	Students solve **pattern-based problems, complete missing numbers in sequences and identify the rule of the pattern**.	Students will be able to **recognise, extend and create number patterns and apply logical reasoning to solve pattern-based problems.**
June	16	**Ch- 8. Fractions in Action Multiplication and Division** * Multiplication of Fraction * Division of Fractions * Real World Problems	Students will understand the **multiplication and division of fractions**. Students will learn to find the **reciprocal of fractions** and apply these operations to solve mathematical and real-life problems.	Students create **fraction models using coloured paper (fraction circles or fraction strips)** to represent multiplication and division of fractions	• Critical Thinking • Problem Solving Skills • Group Discussion • Peer learning and Collaboration.	**Activity:** Students perform **"Fraction Pizza Activity"** where they divide and multiply parts of a pizza diagram to understand fraction operations.	Students solve **real-life problems involving sharing, measurement and grouping using fractions**.	Students will be able to **multiply and divide fractions correctly and apply these operations in daily life situations.**
July	26	**Ch-3. The Power of Point- Unlocking Decimals**	Students will understand the **concept of decimal numbers and their**	Students create a **decimal place value chart using colours and**	Teacher uses **visual aids, number line, charts, peer learning and group activities** to	**Activity:** Students perform a **"Money Activity"** using rupees and paise to	Students solve **real-life problems related to measurement, money and decimal numbers**.	Students will be able to **identify place values in decimals, compare decimal**

		* Smaller Units of measurement Reading and Writing decimal numbers * Place Values * Extended decimal system * Location of decimals on number line Comparison , Addition and Subtraction of decimals Application in Real-life contexts	**place value system**. Students will learn to **read, write, compare and convert decimals and fractions** and apply them in real-life situations.	**designs** to represent tenths, hundredths and thousandths.	support different learning abilities.	understand decimals in daily life.		**numbers and apply them in practical situations**
		Ch-5. Decimal Operations (PART -2) * Multiplication of decimals * Division of decimals * Recurring decimals and bar notation * Real- World Problems	Students will understand and perform **addition, subtraction, multiplication and division of decimal numbers**. Students will apply decimal operations to solve **real-life problems involving money, measurement and quantities**.	Students design a **decimal place value chart** or create colourful **decimal grids** to understand decimal operations visually.	• Critical Thinking • Problem Solving Skills • Group Discussion • Peer learning and Collaboration	**Activity:** Students perform a **shopping activity using prices in decimals** to practise addition and subtraction of decimals.	Students solve **daily-life problems related to money, distance and measurement using decimal operations**.	Students will be able to **perform operations on decimals accurately and apply them in practical situations.**
Aug	24	**Ch-4. Factors and Multiples (HCF and LCM) (Part-2)** * Number Theory * Primes * HCF(Optimisation) * LCM (Synchronization)	Students will understand the concepts of **factors and multiples**. Students will learn to find **HCF and LCM using different methods such as prime factorization and division method** and apply them to solve real-life problems.	Students prepare a **factor tree chart** or colourful diagram showing **prime factorization of numbers**.	Critical Thinking Problem Solving Skills Group Discussion Peer learning and Collabortion	**Activity:** Students create **factor trees using chart paper** and find HCF and LCM of given numbers.	Students solve **real-life situations such as arranging objects in equal groups or finding common multiples**.	Students will be able to **identify factors and multiples and accurately find HCF and LCM to solve practical problems.**

		Ch-3. Integer Operations (Part-2) * Number Line and Token Models * Addition and Subtraction integers * Multiplication and Division * Properties of Integers * Real - World Problems	Students will understand the concept of **positive and negative integers** and perform **addition, subtraction, multiplication and division of integers**. Students will apply integer operations to solve problems related to real-life situations like temperature and elevation.	Students draw a **colourful number line** showing positive and negative integers and illustrate operations on it.	Critical Thinking ● Problem Solving Skills ● Group Discussion Peer learning and Collaboration	**Activity:** Students create a **large number line in the classroom** and demonstrate integer operations through movement.	Students solve **real-life problems involving temperature changes, profit and loss, and elevations using integers**.	Students will be able to **perform operations on integers accurately and apply them in practical situations.**
Sep	23	**Revision for Term I**						
Oct	22	**Ch-4. Algebra Discovery- How letters Stand for Numbers (Part-1)** * Expressions from Visual patterns * Translation of phrases into algebra * Terms and Coefficients * Addition, Subtraction and Simplification **6 Simple Equations(Part- 2)** * Concept of variable * Algebraic Equations from Real Life Situations * Balance method and Transposition * Verification of Solution by Substitution method Age related and various real - world problems	Students will understand the concept of **variables and how letters can represent numbers**. Students will learn to **form simple algebraic expressions and solve basic problems using variables**.	Students create **colourful algebra cards** where letters represent numbers and make simple algebra patterns.	● Critical Thinking ● Problem Solving Skills ● Group Discussion ● Peer learning and Collaboration	Teacher uses **real-life examples, visual charts, group discussions and peer learning** to help all learners understand the concept of variables.	Students solve **puzzles and word problems where letters represent numbers**, helping them understand algebraic thinking.	Students will be able to **identify variables, form algebraic expressions and apply algebraic thinking to solve simple problems.**
Nov	16	**Ch- 5. Lines and Angles- The Structure of Geometry (Part- 1)**	Students will understand the different types of	Students create geometric designs or rangoli patterns	● Critical Thinking ● Problem Solving Skills	Activity: Students identify lines and angles in classroom	Students solve problems involving identification,	Students will be able to identify, draw and measure different

		* Lines, Line Segment, Rays Types of Anlgles * Linear Pair * Intersecting lines, parallel lines , perpendicular lines * Transversal * angles formed by a transversal.	lines and angles. Students will learn to identify and measure angles using a protractor and understand basic geometric relationships.	using different types of lines and angles.	• Group Discussion • Peer learning and Collaboration	objects or buildings and draw them using geometry tools.	measurement and classification of angles.	types of lines and angles and apply them in real-life situations
Dec	24	**Ch-7.The Triangles - Exploring sides, Angles and Their Construction (Part-1)** * Elements of triangle * Classification of triangle * Medians and Altitudes * Properties of triangle * Triangle Inequality * Construction of triangles **Ch-1.The World of Triangles (part-2)** * Congruent figures using Superimposition Test * Congruence of Triangles(SSS, SAS, ASA, AAS) Real world puzzles like tiling and construction.	Students will understand the types and properties of triangles. Students will learn the relationship between sides and angles of a triangle and develop skills to construct triangles using ruler, compass and protractor. Students will understand the concept of congruent triangles and learn different conditions of triangle congruence (SSS, SAS, ASA). Students will develop the ability to identify and verify congruent triangles in diagrams and real-life shapes.	Students create triangle patterns or rangoli designs using different types of triangles. Students create colourful congruent triangle patterns or geometric designs using paper cut-outs. .	• Critical Thinking • Problem Solving Skills • Group Discussion. • Critical Thinking • Problem Solving Skills • Group Discussion Peer learning and Collaboration	Activity: Students construct different types of triangles using ruler and compass and label their sides and angles Activity: Students make paper cut-outs of triangles and overlap them to verify congruence.	Students solve construction-based problems and explore properties of triangles through practical activities. Students solve problems identifying congruent triangles and verifying congruence using given conditions	Students will be able to identify types of triangles, understand their properties and accurately construct triangles using geometry tools. Students will be able to identify congruent triangles and apply congruence conditions to solve geometric problems
Jan	14	**Ch-7 The World of Data** • Statistics • Frequency Tables	Students will distinguish between Statistical	. **Activity: "Class Survey"**	• Critical Thinking	Activity: Students make paper cut-outs of triangles	Students solve problems identifying congruent triangles and	Students will distinguish between Statistical Questions

		• Mean, Median, Mode • Range, Clusters and Graphs	Questions and Non-Statistical Questions.Students will calculate the Arithmetic Mean and fibd the median and understand its value in skewwd data., and will be able to analyse Range, clusters and gaps to tell a story fom numbers.	Divide students into groups. Each group collects data on: • Favorite subject • Favorite sport • Number of siblings	• Problem Solving Skills • Group Discussion • Peer learning and Collaboration	and overlap them to verify congruence.	verifying congruence using given conditions.	and Non- Statistical Questions.Students will calculate the Arithmetic Mean and fibd the median and understand its value in skewwd data., and will be able to analyse Range, clusters and gaps to tell a story fom numbers
		Ch-2. Practical Geometry and Tesselation(Part-2) * Geometric Construction * Symmetry * Construction of regular hexagons, patterns * Tesselation	Students will learn basic geometric constructions using ruler, compass and protractor. Students will understand the concept of tessellation and identify repeating patterns in shapes.	Students create tessellation designs using shapes like triangles, squares and hexagons to make colourful geometric patterns.	• Critical Thinking • Problem Solving Skills • Group Discussion • Peer learning and Collaboration	Activity: Students design a tessellation pattern on chart paper using repeated geometric shapes.	Students practise constructing geometric figures and explore how shapes fit together without gaps or overlaps.	Students will be able to construct geometric figures accurately and create tessellation patterns using different shapes.
Feb	22	Revision for Term II						

SUBJECT: PHYSICS (SCIENCE)

Textbook: 1. ADVENTURE WITH SCIENCE 7
2. NCERT SCIENCE 7

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	**CH - UNDERSTANDING ELECTRICITY, CIRCUITS AND OTHER COMPONENTS** • Introduction • Uses of Electricity • Generation of Electricity • A torchlight • Simple Electrical Circuit • Circuit Diagrams	• Understand basic concept of electricity and its uses. • Identify components of a simple electric circuit. • Learn how electricity is generated and used safely.	Students draw and label colourful circuit diagrams and design posters on "Uses of Electricity in Daily Life".	Use real objects (cells, bulbs, wires) for demonstration. Visual charts and group learning to support different learning abilities.	Make a **simple electric circuit** using cell, switch and bulb.	Identify circuit components and assemble a working circuit to light a bulb.	Students will be able to explain electricity, identify circuit components and draw simple circuit diagrams.
May	07	**CH - UNDERSTANDING ELECTRICITY, CIRCUITS AND OTHER COMPONENTS (Contd.)** • Symbols for electrical components • Electrical Conductors and Insulators	• Learn standard electrical symbols. • Differentiate between conductors and insulators.	Create flash cards or posters showing electrical symbols and materials used as conductors/insulators.	Provide tactile materials so students can test objects physically for conductivity.	Activity to **test different materials** as conductors or insulators using a simple circuit.	Classification activity: students sort materials into conductor/insulator categories.	Students will recognize circuit symbols and classify materials as conductors or insulators.
June	16	**CH - TRANSFER OF HEAT** • Transfer of heat • Conduction • Good and Poor conductors of heat	• Understand heat transfer by conduction. • Identify good and poor conductors of heat.	Draw diagrams showing heat transfer in utensils or cooking.	Demonstration using metal and wooden spoons in hot water for conceptual clarity.	Experiment showing **heat conduction through metal rod/spoon**.	Compare heat transfer in different materials through observation and discussion.	Students will explain conduction and identify good and poor conductors of heat.
July	26	**CH - TRANSFER OF HEAT (Contd.)** • Convection • Air expands on heating • Radiation	• Understand convection and radiation.	Create **water cycle chart or model** using colours and	Use animations and simple models to explain	Demonstrate **convection currents in water** using	Model-based activity showing water cycle and heat transfer in	Students will explain convection, radiation and

		• Water Cycle in Nature • Ground water, water table and Aquifier	• Relate heat transfer to natural phenomena like water cycle.	diagrams.	convection currents.	potassium permanganate crystals.	nature.	relate heat transfer to environmental processes.
Aug	24	**CH - EARTH, MOON AND THE SUN** • Rotation of the Earth • Occurrence of day and Night • The night Sky • Revolution of the Earth • Seasons on the earth • Eclipses	• Understand Earth's rotation and revolution. • Explain day/night and seasons. • Learn about eclipses.	Students prepare **solar system models** or sky observation drawings.	Use globes and torches for visual learners; group activities for collaborative learning.	Activity showing **day and night using globe and torch**.	Role-play activity demonstrating Earth's rotation and revolution.	Students will explain day/night, seasons and basic celestial events.
Sep	23	**Term I Exam** • Revision • Paper Discussion • Marking Scheme	• Reinforce concepts from first term.	Concept maps and colourful summary charts.	Revision worksheets with mixed difficulty levels.	Practice worksheets and mock tests.	Problem solving and quiz-based revision.	Students consolidate understanding of Term I topics.
Oct	22	**CH - TIME AND MOTION** • Measurement of Time • Periodic Motion in a simple Pendulum • Units of time • Motion • Slow or Fast	• Understand measurement of time. • Learn about periodic motion using pendulum. • Distinguish slow and fast motion.	Students draw diagrams of pendulum and timeline charts.	Hands-on pendulum activity helps kinesthetic learners.	**Make a simple pendulum** and measure time period.	Observe and record oscillations of pendulum and calculate time.	Students will understand time measurement and identify different types of motion.
Nov	16	**CH - TIME AND MOTION (Contd.)** • Speed and its measurement • Numericals • Uniform and Non-Uniform Motion	• Understand speed and its calculation. • Differentiate uniform and non-uniform motion.	Create graphical representation of motion.	Step-by-step explanation of numerical problems.	Measure **speed of walking students** over a fixed distance.	Solve real-life problems involving speed calculations.	Students will calculate speed and identify uniform/non-uniform motion.
Dec	24	**REFLECTION OF LIGHT AND SHADOWS** • Introduction • Sources of light • Light travels in a straight	• Understand properties of light. • Learn shadow formation and	Shadow art activity using objects and light sources.	Demonstration using torches and objects for visual clarity.	Activity to **observe shadows at different positions of light**	Investigation showing light travels in straight line.	Students will explain shadow formation

		line • Transparent, translucent and opaque materials • Shadow formation • Relection of light	reflection.			**source**.		and basic reflection of light.
Jan	14	**CH - REFLECTION OF LIGHT AND SHADOWS (Contd.)** • Images formed in a plane mirror • Pinhole camera • Periscope and Kaleidoscope • Difference between Shadow and Images	• Understand image formation in mirrors. • Learn applications like periscope and kaleidoscope.	Students make **simple kaleidoscope or periscope models**.	Use mirror demonstrations for better visualization.	Make a **pinhole camera** or simple periscope.	Observe image formation in plane mirror and record properties.	Students will describe image formation and differentiate between shadow and image.
Feb	22	**REVISION**	• Review all concepts for Term II.	Concept charts and mind maps.	Group revision and peer learning.	Practice question papers.	Quiz and problem-solving sessions.	Students strengthen conceptual understanding of the entire syllabus.
Mar	5	**Term II Exam** • Paper Discussion • Marking Scheme	• Assess learning outcomes.	Reflective charts of learning progress.	Individual feedback and discussion.	Answer script discussion.	Error analysis and improvement strategies.	Students evaluate performance and improve conceptual clarity.

SUBJECT: CHEMISTRY

Textbook: 1. **Adventure with Science**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	**Chapter:- Acids, Bases and Neutrals: A Chemical Journey** **Topics:-** *Nature- Our science laboratory *Acids *Types and properties of acids *Bases *Types and properties of bases	**1.Acquisition of knowledge:** To enable them to know about *Nature- Our science laboratory *Acids *Types and properties of acids *Bases *Types and properties of bases **2.Development of understanding:** To enable them to understand *Nature- Our science laboratory *Acids *Types and properties of acids *Bases *Types and properties of bases **3.Development of skills:-** ***To enable them to develop thinking skill, experiential skill and learning skill.**	Poster making on Acid rain	* Uses of sense organs (integrated with biology) * Digestion (Integrated with biology) * Multisensory experiences * Safe alternatives * Structured practical work * Real life examples * Group work	To convert concentrated acid to dilute acid. To perform the chemical reaction between acid and metal. To perform the chemical reaction between acid and metal carbonate. To make a poster on the reaction between acid and metal carbonate. To make a working model on acid rain	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drilling *Quizzing *Creating and engaging *Mind mapping *Brainstorming *etc…….	Students will be able to explain *Nature- Our science laboratory *Acids *Types and properties of acids *Bases *Types and properties of bases * Students will be able to identify acids and bases based on their properties.
May	07	**Chapter:- Acids, Bases and Neutrals: A Chemical Journey** **Topics:-** *Litmus as an indicator *Natural indicators	**1.Acquisition of knowledge:** To enable them to know about *Litmus as an indicator *Natural indicators *Synthetic indicator	Turmeric Painting	* Use of indicator of electrical switch board (integrated with physics) * Multisensory	To identify the acidic and basic substances by using indicators To make a poster on	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing,	Students will be able to explain *Natural indicators *Synthetic indicator *Acid-base

		*Synthetic indicator *Acid-base indicator *Olfactory indicator(smell changing indicator)	*Acid-base indicator *Olfactory indicator(smell changing indicator) **2.Development of understanding:** To enable them to understand *Litmus as an indicator *Natural indicators *Synthetic indicator *Acid-base indicator *Olfactory indicator(smell changing indicator) **3.Development of skills:-** ***To enable them to develop thinking skill, experiential skill and learning skill.**		experiences * Safe alternatives * Structured practical work * Real life examples * Group work	the reaction between acid and metal on a chart paper.	*Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drilling *Quizzing *Creating and engaging *Mind mapping *Brainstorming *etc…….	indicator *Olfactory indicator(smell changing indicator) * Students will be able to identify the presence of acids and bases by using indicators. * Students will be able to classify the indicators.
June	16	**Chapter:- Acids, Bases and Neutrals: A Chemical Journey** **Topics:-** *Neutralization *Neutralization in everyday life *Uses of acids, bases and salts	**1.Acquisition of knowledge:** To enable them to know about *Neutralization *Neutralization in everyday life *Uses of acids, bases and salts **2.Development of understanding:** *Neutralization *Neutralization in everyday life *Uses of acids, bases and salts **3.Development of skills:-** ***To enable them to develop thinking skill, experiential skill and learning skill.**	To make a PPT on neutralization reaction in our daily life	* Tooth decay (Integrated with biology) * Multisensory experiences * Safe alternatives * Structured practical work * Real life examples * Group work	To demonstrate neutralization reaction.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drilling *Quizzing *Creating and engaging *Mind mapping	Students will be able to explain *Neutralization *Neutralization in everyday life *Uses of acids, bases and salts

							*Brainstorming *etc…….	
July	26	**Chapter:- Metals and Non Metals Around Us** **Topics:-** ***** Metals and non metals * Physical properties of metals and non metals * Chemical properties of metals and non metals *Reaction of air and water with metals	**1.Acquisition of knowledge:** To enable them to know about ***** Metals and non metals * Physical properties of metals and non metals * Chemical properties of metals and non metals *Reaction of air and water with metals **2.Development of understanding:** To enable them to understand ***** Metals and non metals * Physical properties of metals and non metals * Chemical properties of metals and non metals *Reaction of air and water with metals **3.Development of skills:-** ***To enable them to develop thinking skill, experiential skill and learning skill.**	Poster making on importance of metals and non metals in our daily life.	* Conductor of electricity(Integrated with physics) * Hand-on exploration * Multi-sensory activities * Real-world connections * Structured group work * Visual aids	* To show that metals are good conductors of heat. * To study the thermal conductivity of metals. * To show that metals are good conductors of electricity, while non metals are poor conductor of electricity. * To study the hardness of metals. * To study the property of sonority of metals.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drilling *Quizzing *Creating and engaging *Mind mapping *Brainstorming *etc…….	Students will be able to explain ***** Metals and non metals * Physical properties of metals and non metals * Chemical properties of metals and non metals *Reaction of air and water with metals *Students will be able to perform the reaction of air and water with metals.
Aug	24	**Chapter:- Metals and Non Metals Around Us** **Topics:-** * Effect of air and water on iron *Substances that behave differently from metals in water and air * Uses of metals and non metals	**1.Acquisition of knowledge:** To enable them to know about * Effect of air and water on iron *Substances that behave differently from metals in water and air * Uses of metals and non metals **2.Development of understanding:** To enable them to understand	Poster making on rusting of iron	* Respiration(Integrated with biology) * Hand-on exploration * Multi-sensory activities * Real-world connections * Structured group work * Visual aids	* To study the chemical reaction on burning of magnesium ribbon. * To study the oxidation of iron (rusting) * To study the effect of air and water on iron. * To study the acidic or basic nature of rust. * To show that oxides of non metals are generally acidic in	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning	Students will be able to explain * Effect of air and water on iron *Substances that behave differently from metals in water and air * Uses of metals and non metals * Students will be able to perform the reaction of metals with air and water.

			* Effect of air and water on iron *Substances that behave differently from metals in water and air * Uses of metals and non metals **3.Development of skills:-** ***To enable them to develop thinking skill, experiential skill and learning skill.**			nature. * To study the reaction of metals and non metals with water.	*Story telling pedagogy *Oral drilling *Quizzing *Creating and engaging *Mind mapping *Brainstorming *etc…….	
Sep	23		Revision + Term-I Examination					
Oct	22	**Chapter:- Physical and Chemical changes Around Us** **Topics:-** *Physical changes with examples *Chemical changes with examples *Properties of physical changes *Properties of chemical changes *Rusting of iron *Prevention of rusting of iron	**1.Acquisition of knowledge:** To enable them to know about *Physical changes with examples *Chemical changes with examples *Properties of physical changes *Properties of chemical changes *Rusting of iron *Prevention of rusting of iron **2.Development of understanding:** To enable them to understand *Physical changes with examples *Chemical changes with examples *Properties of physical changes *Properties of chemical changes *Rusting of iron *Prevention of rusting of iron **3.Development of skills:-** ***To enable them to develop thinking skill, experiential skill and learning skill.**	* Poster making on applications of physical and chemical changes in our daily life. * Termeric painting.	* Digestion, respiration, cooking (Integrated with biology) * Safe alternatives * Structured practical work * Real life examples * Hand-on exploration * Multi-sensory activities * Structured group work * Visual aids	* To show that cutting of a piece of paper is a physical change. * To show that conversion of water into its different states is a physical change.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drilling *Quizzing *Creating and engaging *Mind mapping *Brainstorming *etc…….	Students will be able to explain *Physical changes with examples *Chemical changes with examples *Properties of physical changes *Properties of chemical changes *Rusting of iron *Prevention of rusting of iron * Students will be able to prevent rusting of iron.

Nov	16	**Chapter:- Physical and Chemical changes Around Us** **Topics:-** *Combustion *Ignition temperature *Burning of magnesium ribbon *Reaction between vinegar and baking soda	**1.Acquisition of knowledge:** To enable them to know about *Combustion *Ignition temperature *Burning of magnesium ribbon *Reaction between vinegar and baking soda **2.Development of understanding:** To enable them to know about *Combustion *Ignition temperature *Burning of magnesium ribbon *Reaction between vinegar and baking soda **3.Development of skills:-** ***To enable them to develop thinking skill, experiential skill and learning skill.**	* To make a clay model representing the molecular structure of water in different states(solid, liquid and gas) to visualized physical changes.	* Heat and light (Integrated with physics) * Use of baking soda during indigestion(Integrated with biology) * Safe alternatives * Structured practical work * Real life examples * Hand-on exploration * Multi-sensory activities * Structured group work * Visual aids	* To demonstrate galvanisation. * To investigate whether the presence of oxygen is essential for combustion.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drilling *Quizzing *Creating and engaging *Mind mapping *Brainstorming *etc…….	Students will be able to explain *Combustion *Ignition temperature *Burning of magnesium ribbon *Reaction between vinegar and baking soda * Students will be able to perform reaction of burning of magnesium ribbon, reaction between vinegar and baking soda
Dec	24	**Chapter:- Physical and Chemical changes Around Us** **Topics:-** *Can physical and chemical changes occur in the same process *Importance of chemical changes in our life *Differences between physical and chemical changes *Are all changes permanent? *Slow natural changes *Erosion	**1.Acquisition of knowledge:** To enable them to know about *Can physical and chemical changes occur in the same process *Importance of chemical changes in our life *Differences between physical and chemical changes *Are all changes permanent? *Slow natural changes *Erosion **2.Development of understanding:** To enable them to know about	* To make a PPT on importance of physical and chemical changes in our everyday life.	* Soil erosion(Integrated with s.st) * Safe alternatives * Structured practical work * Real life examples * Hand-on exploration * Multi-sensory activities * Structured group work * Visual aids	* To confirm that gas produced during combustion is carbon dioxide. * To show that burning of magnesium ribbon is a chemical change. * To study the reaction between vinegar and baking soda.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drilling *Quizzing	Students will be able to explain *Can physical and chemical changes occur in the same process *Importance of chemical changes in our life *Differences between physical and chemical changes *Are all changes permanent? *Slow natural changes *Erosion

			*Can physical and chemical changes occur in the same process *Importance of chemical changes in our life *Differences between physical and chemical changes *Are all changes permanent? *Slow natural changes *Erosion **3.Development of skills:-** ***To enable them to develop thinking skill, experiential skill and learning skill.**				*Creating and engaging *Mind mapping *Brainstorming *etc…….	
Jan	14	Revision + LOAS + Revision Test						
Feb	22	Revision + Term-II Examination						

SUBJECT: Biology

Textbook: 1. **Adventure with science class 7**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Ch-6 Adolescence:-Physical ,Emotional and Social growth (a)Growing with Age:- The Teenage years (b)Changes that indicate Reproductive Capability	Students will be enable to # Define adolescence and identify the age range and characteristics of this stage of life. # Explain the physical, emotional and psychological changes that occur during adolescence in both boys and girls. # Understanding the role of harmones in initiating and regulating the changes that occur during puberty. # Differentiate between primary and secondary sexual characteristics in humans. # Discuss the importance of personal hygiene, Balanced diet, exercise,and emotional well being during adolescence.	**Comic Strip: "A Day in an Adolescent's Life"** Objective: To express feelings and experiences creatively. Materials: Paper, pencil, colors. Activity: Students draw a comic strip showing: School life Healthy habits Emotions and friendships Responsible behavior	**Mathematics** Students collect data of heights of classmates and make a bar graph showing variation in height. **English / Language** Students write a short paragraph or diary entry: "Changes I observe as I grow up."	**Balanced Diet Chart for Adolescents** Aim: To understand the importance of nutrition during adolescence. Materials: Chart paper, colors, pictures of food items. Procedure: List foods rich in proteins, vitamins, minerals, and carbohydrates. Arrange them in a daily diet chart for adolescents. Show why nutrients like iron and calcium are important. Conclusion:	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	Students will be able to # Define adolescence and identify the age range and characteristics of this stage of life. # Explain the physical, emotional and psychological changes that occur during adolescence in both boys and girls. # Understanding the role of harmones in initiating and regulating the changes that occur during puberty. # Differentiate between primary and secondary sexual characteristics in humans. # Discuss the importance of personal hygiene, Balanced diet, exercise,and emotional well being during adolescence.

May	07	Ch-6 Adolescence:-Physical ,Emotional and Social growth (c) Emotional and behavioral changes in Adolescence.	Students will be enable to # Recognize and Challenge stereotypes or misconceptions about gender roles and bodily changes.	**Growth Tree Craft** Objective: To represent personal growth and development. Materials: Colored paper, scissors, glue, markers. Activity: Draw a tree on chart paper. Roots represent good habits. Trunk represents growth. Leaves represent skills and talents developed during adolescence.	Social Science Discussion on responsibilities and social behaviour during adolescence. Respect for others and gender sensitivity.		MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	Students will be able to # Recognize and Challenge stereotypes or misconceptions about gender roles and bodily changes.
June	16	Ch-6 Adolescence:-Physical ,Emotional and Social growth (d)Making Adolescence a joyful Experience. (e)The "why" Question for Adolescence.	Students will be enable to # Develop a positive and respectful attitude towards oneself and others during this phase of growth. # Understand the basics of reproductive health and safety, including awareness of emotional and social responsibilities. # Build self awareness and confidence by reflecting on one's growth and expressing concerns or queries in a safe environment. # Promote values like empathy,self - respect and	**Students make a poster on healthy habits during adolescence.** Examples: Balanced diet Exercise Personal hygiene Positive thinking **Personal Hygiene Kit Model** Objective:		**Personal Hygiene Survey** Aim: To study hygiene habits among students. Materials: Questionnaire, notebook. Procedure: Ask classmates questions such as: How many times do you brush daily?	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	Students will be able to # Develop a positive and respectful attitude towards oneself and others during this phase of growth. # Understand the basics of reproductive health and safety,

			mutual respect during interpersonal interactions.	To understand the importance of hygiene during adolescence. Materials: Small box, paper, markers, clay (optional). Activity: Students create a mini hygiene kit model showing items like: Soap Toothbrush Towel Comb Sanitary products (for awareness)		Do you wash hands before eating? How often do you bathe? Record answers in a table. Calculate the number of students following good hygiene habits.		including awareness of emotional and social responsibilities . # Build self awareness and confidence by reflecting on one's growth and expressing concerns or queries in a safe environment. # Promote values like empathy,self - respect and mutual respect during interpersonal interactions.
July	26	Ch- 9 Life processes in Animals : Nutrition and Respiration (a) Introduction (b) Nutrition in Animals	Students will be enable to # Describe the major life processes in animals such as nutrition and Respiration. # Differentiate between modes of nutrition (herbivores, carnivores and Omnivores) and understand the process of digestion in animals. # Identify and explain the functions of major organs. # Illustrate the human digestive system with labelled diagrams. # Engage in scientific discussions and activities to better understand how different organ systems are interconnected and essential	A. **Role Play / Skit** Students act as different organs (mouth, stomach, small intestine, etc.) Each student explains their function in a fun way **B.Food Journey Comic Strip** Create a comic showing:	**English Integration** Activity: Write a short paragraph: “A Journey of Food Through the Digestive System.” Vocabulary words: digestion, enzyme, stomach, intestine. **Social Science Integration** Activity: Discuss different	Starch Test (Simple Digestion Concept) Aim:-- To test presence of starch in food. Materials: Potato / Bread Iodine solution Action of Saliva Aim:--- To show saliva helps in digestion.	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	Students will be able to # Describe the major life processes in animals such as nutrition and Respiration. # Differentiate between modes of nutrition (herbivores, carnivores and Omnivores) and understand the process of digestion in animals.

			for survival.	Food entering mouth Traveling through organs Getting digested Add dialogues like a story **C.Collage Making** Use magazines/newspapers Paste pictures of: Different foods Digestive organs Show connection between food and digestion	food habits of animals in various habitats. Compare food habits of animals in forests, deserts, and oceans.	Procedure (simple explanation-based for school): Keep food (like bread) in mouth for some time It tastes slightly sweet		# Identify and explain the functions of major organs. # Illustrate the human digestive system with labelled diagrams. # Engage in scientific discussions and activities to better understand how different organ systems are interconnected and essential for survival.
Aug	24	Ch- 9 Life processes in Animals : Nutrition and Respiration (c) Respiration in Animals	Students will be enable to # Identify and explain the functions of major organs involved in Respiration. # Illustrate the human respiratory system with labelled diagrams. # Compare life processes in different organisms such as earthworms ,fishes ,frogs,birds and humans. # Understand the need for oxygen in cellular respiration and how it helps release energy. # Observe and analyse changes in breathing rate during rest and physical activity.	**Role Play / Drama** Activity: "Journey of Oxygen" Students act as oxygen entering the nose, going to lungs, and reaching cells Some students act as carbon dioxide going out **Music / Song** Activity: Create a	**Mathematics Integration** Measure breathing rate (before & after exercise) Record data in tables Draw bar graphs or line graphs **Social Science Integration** Study how people living in high altitudes breathe faster	Breathing Rate Experiment Aim: To study how breathing rate changes with activity Materials: Stopwatch / clock Notebook Carbon Dioxide Test (Limewater Test) im: To show that carbon dioxide is released	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	Students will be able to # Identify and explain the functions of major organs involved in Respiration. # Illustrate the human respiratory system with labelled diagrams. # Compare life processes in different organisms such as earthworms ,fishes

			#Engage in scientific discussions and activities to better understand how different organ systems are interconnected and essential for survival.	short rhyme or song on respiration Example: "Breathing in oxygen, breathing out air, Our lungs keep working with so much care!" **Craft Activity (Model Making)** Activity: Lung model using: Plastic bottle Balloons (lungs) Straw (windpipe)	Discuss pollution and its effect on respiration **Language (English/Hindi)** Write a short paragraph: "Why is breathing important?" Prepare a speech on "Save Environment for Healthy Breathing" **Environmental Studies** Role of plants in maintaining oxygen balance Importance of planting trees	during respiration Materials: Limewater Straw Glass		,frogs,birds and humans. # Understand the need for oxygen in cellular respiration and how it helps release energy. # Observe and analyse changes in breathing rate during rest and physical activity. #Engage in scientific discussions and activities to better understand how different organ systems are interconnected and essential for survival.
Sep	23	Revision and term I						
Oct	22	Ch- 10.Life processes in plants: Growth, Photosynthesis, Transportation and Respiration . (a)How do plants grow?	The students will be enable to know that # How do plants get food for their growth # What do leaves need to make food. # Role of air in preparation of food # How do leaves Exchange Gases.	**Art Integration** Draw and label stages of seed germination Leaf printing or collage using natural materials Create a "Plant Life Cycle Chart"	**Mathematics Integration** Measure plant height daily Record growth in a table Create bar graph/line graph **Language Integration (English/Hindi)** Write a short paragraph: "My Plant's Growth	To observe the process of seed germination and plant growth and understand the factors required.	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	The students will be able to know that # How do plants get food for their growth # What do leaves need to make food. # Role of air in preparation of food # How do leaves Exchange Gases.

					Journey” कविता/Poem on plants (Hindi) **ICT / Digital Integration** Watch animated videos on plant growth Create a digital presentation (PPT)			
Nov	16	Ch- 10.Life processes in plants: Growth, Photosynthesis, Transportation and Respiration . (b) How do Plants get food for their growth?	The students will be enable to # Describe the role of sunlight,water,carbondioxide and chlorophyll in the process of photosynthesis. # Differentiate between autotrophic and heterotrophic modes of nutrition in plants (e.g- insectivorous plants) # Illustrate and label diagrams showing the structure of a leaf ,stomata and process of photosynthesis.	Draw and color the photosynthesis process diagram Make a leaf collage showing sunlight, water, CO_2 Create a poster: “Plants Make Their Own Food”	**ICT Integration** Watch animated videos on photosynthesis Make PPT presentation.	Aim: To show that sunlight is needed for photosynthesis	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	The students will be able to Describe the role of sunlight,water,carbondioxide and chlorophyll in the process of photosynthesis. # Differentiate between autotrophic and heterotrophic modes of nutrition in plants (e.g- insectivorous plants) # Illustrate and label diagrams showing the structure of a leaf ,stomata and process of photosynthesis.
Dec	24	Ch- 10.Life processes in plants: Growth, Photosynthesis,	Students will be enable to # Describe transportation in	Draw diagram of	**Drama / Role Play** Students act as:	Colored Water Experiment”	MCQs,HOTS, Assertion and reason, Diagrams	Students will be able to # Describe

		Transportation and Respiration . (c) Transport of substances in plants	plants of food and water. # The process of transpiration and its role in the plant's water cycle. # Observe and infer simple plant processes through hands on experiments of transpiration.	plant showing xylem & phloem Make a flow chart of transport system Create a 3D stem model using clay or straws	Roots Stem Leaves Water molecules **Social Science Integration** Importance of water transport in crops Irrigation systems used by farmers in Bihar Impact of water shortage on agriculture	To show transport of water through stem	,case based questions	transportation in plants of food and water. # The process of transpiration and its role in the plant's water cycle. # Observe and infer simple plant processes through hands on experiments of transpiration.
Jan	14	Ch- 10.Life processes in plants: Growth, Photosynthesis, Transportation and Respiration . (d) Respiration in plants	The students will be enable to # Demonstrate understanding of respiration in plants and how it differs from photosynthesis.	**Local Art Connection** Draw trees and plants from jharkhand. Decorate using Madhubani-style patterns. Diagram Drawing & Coloring Draw a leaf showing gas exchange Use arrows: Oxygen (in) Carbon dioxide (out)	**Social Science Integration** Importance of plants in maintaining oxygen balance Role of forests in environment Deforestation impact in regions like jharkhand	Respiration in Germinating Seeds Aim: To show that germinating seeds produce carbon dioxide. Materials: Germinating seeds (like gram or beans) Conical flask Cork with delivery tube Lime water Test tube Procedure: Place germinating seeds in a flask.	MCQs,HOTS, Assertion and reason, Diagrams ,case based questions	The students will be able to # Demonstrate understanding of respiration in plants and how it differs from photosynthesis.

						Fit it with a cork and delivery tube. Pass the gas released into lime water. Observe the change. Observation: Lime water turns milky. Conclusion: Germinating seeds release carbon dioxide, proving respiration		
Feb	22	Revision and term II						

SUBJECT: HIS + SPL

Textbook: 1. **EXPLORING SOCIETY: INDIA AND BEYOND (PART-I)**

2. **EXPLORING SOCIETY: INDIA AND BEYOND (PART-II)**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Chapter 4 – New Beginnings: Cities and states • Janapadas and Mahajanapadas • Early Democratic Traditions • The age of Innovations • The Varna-Jati system • Developments elsewhere in India	Students will be able to: • Explain the emergence and features of Janapadas and Mahajanapadas. • Differentiate between monarchy and early republican systems. • Describe technological, social, and regional developments of the period.	• Create a labelled map of major Mahajanapadas. • Design replica punch-marked coins with short descriptions.	• Use visual aids such as maps and flowcharts for concept clarity.	• Prepare a comparison chart of monarchy and republic. • Complete a map-marking practical activity.	• Analyse a case study on decision-making in a Mahajanapada. • Participate in a structured debate on early democracy.	By the end of the lesson students will be able to: • Identify and locate important Mahajanapadas on a map. • Compare political systems with logical reasoning • Explain the impact of innovations and social structures on society.
		Chapter 9- From the rulers to the ruled: Types of governments • Meaning and functions of government • Democracy • Key differences between governments • Democratic government around the world	Students will be able to: • Explain the meaning, need and core functions of government in society. • Differentiate between types of governments using real-world examples. • Analyse the features of democratic systems and their global variations.	• Create a comparative infographic chart on types of governments. • Design a classroom constitution with preamble and fundamental rules.	• Provide visual aids such as flowcharts and government structure diagrams.	• Create a project file on one country's system of government.	• Case study analysis comparing democratic and non-democratic systems.	By the end of the lesson students will be able to: • Identify and classify different types of governments with examples. • Compare democratic systems across countries logically. • Explain the importance of participation, rights and accountability.

May	07	Chapter 9- From the rulers to the ruled: Types of governments • Different forms of democratic government • History of Republic, Monarchy, Theocracy, Dictatorship and Oligarchy • Why democracy matters	Students will be able to: • Trace the historical evolution of major political systems. • Evaluate why democracy is considered accountable and participatory.	• Prepare a timeline poster showing evolution from monarchy to democracy.	• Use simplified comparison tables and structured notes for clarity.	• Conduct a mock election demonstrating Universal Adult Franchise.	• Problem-solving task on protecting rights under dictatorship vs democracy.	By the end of the lesson students will be able to: • Demonstrate understanding of constitutional principles and rule of law. • Apply critical thinking to evaluate strengths and weaknesses of systems.
June	16	Chapter 5- The Rise of Empires • Meaning of Empire • Trade, trade routes and guilds • Rise of Magadha • Arrival of Greeks • The Mighty Mauryas • Story of Kautilya • Concept of a kingdom • The king who chose peace • Life in the Mauryan period • Fragile nature of empires	Students will be able to: • Explain the meaning and features of an empire and how it differs from a kingdom. • Analyse factors behind the rise of Magadha and the Mauryan Empire. • Describe the role of trade routes, guilds and foreign contacts in expansion. • Understand the contributions of Kautilya and Ashoka. • Evaluate reasons for the decline and fragile nature of empires.	• Create a detailed map showing trade routes and extent of the Mauryan Empire. • Develop a character sketch poster of Kautilya or Ashoka with key ideas.	• Use structured comparison charts (Empire vs Kingdom) for clarity. • Provide visual timelines and maps for better understanding.	• Map-marking activity tracing expansion of Magadha and Mauryan Empire. • Prepare a research file on trade guilds and their economic role	• Source-based questions on Arthashastra and edicts. • Flowchart activity linking trade, power and expansion.	By the end of the lesson students will be able to: • Define empire and explain its characteristics with examples. • Identify major factors behind the rise of Magadha and Mauryas. • Explain the importance of trade routes and administration. • Analyse Ashoka's transformation and policies. • Evaluate reasons why empires expand and eventually decline.
July	26	Chapter 8- How the Land Becomes Sacred	Students will be able to:	• Design a poster showing the	• Use visual maps, flowcharts and	• Project file on one pilgrimage centre	• Comparative activity on sacred geography	By the end of the lesson students

		• Meaning of Sacredness • Pilgrimages • Sacred sites • Becoming aware of Sacred Geography • Sacred Ecology • Mountains and Forests • From Pilgrimage to trade • Sacred Geography beyond India	• Explain the meaning of sacredness and its connection with land and belief systems. • Identify important pilgrimage centres and sacred landscapes in India and beyond. • Analyse the relationship between sacred geography, ecology and conservation. • Examine how pilgrimage routes encouraged trade and cultural exchange.	link between sacred ecology and environment protection. • Develop a comparative collage of sacred sites in India and other countries.	storytelling methods for concept clarity.	explaining its cultural and economic importance.	in India and another country. • Problem-solving task suggesting measures to protect sacred ecological spaces.	will be able to: • Define sacred geography and explain its cultural significance. • Identify and locate major sacred landscapes on a map. • Explain the connection between pilgrimage, trade and society. • Demonstrate critical thinking in analysing cultural and ecological relationships.
		Chapter 6- The Age of Reorganisation • Age of reorganization • Surge of Shungas • The Satavahanas • Coming of the Chedis	Students will be able to: • Explain why the post-Mauryan period is called the Age of Reorganisation. • Identify major dynasties and locate their regions on the map of India.	• Create a political map marking Shungas, Satavahanas, Kushanas and southern kingdoms	• Design a dynasty comparison chart with symbols representing achievements.	• Provide structured comparison tables to simplify multiple dynasties.	• Map-marking activity identifying territorial extent of major dynasties.	By the end of the lesson students will be able to: • Map-marking activity identifying territorial extent of major dynasties. • Prepare a project file on one selected dynasty and its contributions.
Aug	24	Chapter 6- The Age of Reorganisation • Kingdom of south-Cholas, Cheras and Pandyas • Invasions of the Indo-	Students will be able to: • Analyse the political, cultural and trade developments under these kingdoms.	• Prepare a timeline poster showing sequence of post-Mauryan rulers.	• Prepare a timeline poster showing sequence of post-Mauryan rulers.	• Form mixed-ability groups for collaborative research tasks.	• Prepare a project file on one selected dynasty and its contributions.	By the end of the lesson students will be able to: • Create a comparative table on

		Greeks • Emergence of Kushanas	• Examine the impact of foreign invasions and cultural interactions.					administration and trade systems. • Conduct a classroom discussion on foreign influence in Indian history.
		Chapter 7- The Gupta Era: An Age of tireless Creativity • A new power emerges • Faction account of Indian Society • Glimpses of Gupta Empire • The Classical Age • The quest of beauty • Decline of the Guptas	Students will be able to: • Explain the rise of the Gupta Empire and its political expansion. • Describe social life using Fa-Hien's account as a historical source. • Analyse why the Gupta period is called the Classical or Golden Age. • Evaluate the causes behind the decline of the Guptas.	• Design an illustrated booklet on Gupta art, architecture and literature. • Prepare a comparative poster on Mauryan and Gupta administration.	• Provide simplified source-based extracts from Fa-Hien for better understanding.	• Project file on contributions in science, mathematics, art or literature.	• Case study analysis on why the Gupta period is termed the Golden Age. • Debate on whether cultural achievements were more important than military expansion.	By the end of the lesson students will be able to: • Identify major Gupta rulers and their contributions. • Explain social and cultural achievements with historical evidence. • Interpret Fa-Hien's account as a historical source. • Analyse factors responsible for the rise and fall of the Gupta Empire.
Sep	23	**REVISION**						
Oct	22	Chapter 10- The Constitution of India- An Introduction • Meaning of Constitution • Need of Constitution • Development of our Constitution	Students will be able to: • Define Constitution and explain its importance in governing a country. • Describe the historical development of the Indian	• Prepare a comparative chart showing features borrowed from different countries. •	• Provide visual aids such as diagrams explaining federal structure and separation of powers.	• Prepare a project file on the Constituent Assembly and its members.	• Problem-solving task on protecting fundamental rights. • Interpretation activity analysing keywords from the Preamble.	By the end of the lesson students will be able to: • Explain the purpose and importance of a Constitution.

		• Influence of the Indian Freedom Movement • Learnings from across the world • Key Features of our Constitution • Understanding the Preamble	Constitution and role of the freedom movement. • Identify key features such as federalism, secularism, democracy and rule of law. • Interpret the values and ideals expressed in the Preamble.	Design a flowchart explaining the making of the Constitution.				• Identify major influences and key features of the Indian Constitution. • Interpret the ideals of justice, liberty, equality and fraternity. • Apply constitutional values to real-life situations.
		EXPLORING SOCIETY: INDIA AND BEYOND (PART – II)						
		Chapter 3- Empires and Kingdoms: 6th to 10th Centuries • The Great king of Kings- Harshavardhana • A Tripartite Struggle for Kannauj- The palas, The Gurjara-Pratiharas and The Rashtrakutas • The Deccan and Beyond • The Chalukyas • The Pallavas • Other Developments – I. Polity and administration II. Trade, economy and Urbanisation III. Social life	Students will be able to: • Describe the rise and achievements of Harshavardhana and regional powers. • Analyse causes and consequences of the Tripartite Struggle for Kannauj. • Explain administrative systems, trade networks and urban growth in this period. • Compare northern and southern kingdoms in terms of culture and governance.	• Create a comparative dynasty chart highlighting administration and achievements. • Design a timeline of events from Harsha to regional powers.	• Use structured comparison tables for clarity among multiple dynasties. • Provide colour-coded maps and guided notes for better understanding.	• Project file on one dynasty focusing on polity, economy and culture. • Prepare a comparison table of administration systems.	• Case study on why Kannauj became politically significant. • Debate on whether regional kingdoms strengthened or weakened India.	By the end of the lesson students will be able to: • Identify major rulers and kingdoms of the period. • Explain the significance of the Tripartite Struggle. • Describe developments in administration, trade and society. • Compare regional political systems using historical evidence.
Nov	16	Chapter 5- India, a home to many • The Story of Indian Jews • The Syriac Christian Community	Students will be able to: • Explain how India became a homeland for diverse communities over	• Prepare a heritage collage highlighting architecture,	• Use visual aids and simplified background notes for clarity.	• Project file on one community focusing on origin, settlement and contribution.	• Case study analysing peaceful coexistence of communities in India.	By the end of the lesson students will be able to: • Identify major

		• Zoroastrianism • Arab Merchant community • The African Connection • The Armenians in India • The Baha'i Community in India • Tibetan Refugees in India • Indian Values Beyond India	centuries. • Describe the cultural, religious and economic contributions of various communities. • Analyse the role of trade, migration and refuge in shaping Indian society. • Appreciate values of tolerance, coexistence and cultural exchange.	dress and traditions.	• Form mixed-ability groups for collaborative cultural research.		• Debate on how migration strengthens a nation culturally and economically.	migrant and refugee communities in India. • Explain their cultural and economic contributions. • Demonstrate understanding of India's pluralistic traditions. • Apply values of tolerance and coexistence in real-life contexts.
Dec	24	Chapter 4- Turning Tides: 11th and 12th Centuries • The Ghaznavid Invasions • Bhaskaracharya • Eastern India • Further south- Kakatiyas, Hoysalas, The cholas • Back to North- The Paramaras • Governance, Trade and Cultural life	Students will be able to: • Describe the political changes in India during the 11th and 12th centuries. • Explain the impact of the Ghaznavid invasions on northern India. • Analyse regional developments in eastern and southern kingdoms. • Understand contributions of Bhaskaracharya in mathematics and science.	• Create a timeline chart of events from regional kingdoms to invasions. • Design a poster on temple architecture of Hoysalas and Cholas.	• Provide visual maps and architectural images for better understanding.	• Comparative chart on northern and southern administration systems. • Presentation on Bhaskaracharya's contributions to mathematics.	• Source-based activity interpreting inscriptions or temple records. • Flowchart linking trade growth with political stability.	By the end of the lesson students will be able to: • Identify major kingdoms and political shifts of the period. • Explain regional diversity in governance and culture. • Describe contributions in science, trade and architecture. • Analyse the impact of invasions on Indian polity and economy.

Jan	14	Chapter6- The State, the Government, and You • Meaning of State • Meaning of Government • Democracy and Republic • Protection of rights • Executive: Law implementing • The government and you • Judiciary: The Watchdogs • Tiers of Government	Students will be able to: • Differentiate clearly between State and Government with examples. • Explain features of Democracy and Republic and their relevance in India. • Describe the functions of Executive and Judiciary in protecting rights. • Understand the three tiers of government and their roles.	• Design a comparative poster on State vs Government. • Prepare a flowchart showing structure of Union, State and Local government.	• Use simplified definitions and structured comparison tables. • Provide visual diagrams of government structure for clarity.	• Prepare a chart explaining how a bill becomes a law • . Project file on roles of Executive, Legislature and Judiciary.	• Problem-solving activity on resolving local governance issues. • Flowchart activity tracing government action from law to implementation.	By the end of the lesson students will be able to: • Define State and Government with clarity. • Explain structure and functions of Executive and Judiciary. • Identify roles of different tiers of government. • Apply constitutional principles to everyday civic situations.
Feb	22	**REVISION**						

SUBJECT: Geography

Textbook: ***1. Exploring Society: Exploring Society: India and Beyond Part 1***

2. Exploring Society: Exploring Society: India and Beyond Part 2

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Chapter 1 Geographical Diversity of India. (Part 1) – Physical features, rivers, climate diversity.	Understand India's geographical diversity, identify physical regions of India, explain how geography influences life and culture.	Draw and color map of India showing mountains, plains, plateaus and rivers.	Use maps, pictures and audio-visual aids for different learning needs; peer discussion.	Map-work: Label major physical divisions and rivers of India.	Group activity: Students compare geographical features of different states.	Students identify major physical regions and explain their significance.
May	07	Chapter 2 Understanding the Weather. (Part 1) – Elements of weather, instruments.	Explain elements of weather (temperature, humidity, rainfall), understand how weather is measured.	Create a weather chart with drawings and symbols.	Demonstration using real instruments or images; simplified notes for diverse learners.	Prepare a weekly weather observation diary.	Activity: Record daily temperature and rainfall in chart form.	Students explain weather elements and interpret simple weather data.
June	16	Chapter 2 Understanding the Weather. (Part 1) – Elements of weather, instruments. Chapter 3 Climates of India. (Part 1) – Climate zones, monsoon.	Understand difference between weather and climate; describe India's monsoon climate.	Poster on monsoon cycle using colors and diagrams.	Use storytelling and visuals for better understanding.	Model showing water cycle and monsoon winds.	Map activity: Identify climatic regions of India.	Students differentiate weather and climate and explain monsoon influence.
July	26	Chapter 11 From Barter to Money. Chapter 12 Understanding Markets. (Part 1)	Understand barter system, evolution of money, functions of markets.	Role-play market scenes; create currency collage.	Cooperative learning groups to help all learners participate.	Visit local market and note types of goods and services.	Simulation activity: Barter exchange game in classroom.	Students explain why money replaced barter and describe market functions.
Aug	24	**REVISION FOR TERM I**	Reinforce key concepts of geography and economics.	Concept maps and creative charts.	Peer tutoring and revision worksheets.	Quiz competition / map quiz.	Case-study discussion and MCQ practice.	Students recall and apply learned concepts for assessment.

Sep	23	Chapter 1 The Story of Indian Farming. (Part 2)	Understand types of farming, agricultural practices and importance of agriculture.	Draw farming scenes and crop cycle diagrams.	Use videos and local examples of farming for better understanding.	Field observation of nearby farms. (If possible)	Activity: Identify crops grown in different seasons.	Students explain types of farming and importance of agriculture.
Oct	22	Chapter 2 India and Her Neighbors. (Part 2)	Identify neighboring countries and understand geographical and cultural connections.	Map coloring activity showing neighboring countries.	Use large wall maps and tactile maps for diverse learners.	Map-work: Label neighboring countries and capitals.	Group research on one neighboring country.	Students locate neighboring countries and explain regional connections.
Nov	16	Chapter 7 Infrastructure: Engine of India's Development. (Part 2)	Understand importance of transport, communication and energy in development.	Create poster on transport and communication networks.	Discussion using real life examples and visuals.	Survey of transport facilities in locality.	Problem-solving activity on improving local infrastructure.	Students explain role of infrastructure in economic growth.
Dec	24	Chapter 8 Banks and the Magic of Finance. (Part 2)	Understand role of banks, savings, loans and digital payments.	Design a model bank or savings chart.	Use simple examples and role play to explain banking.	Visit bank / invite banker for interaction.	Activity: Mock banking transactions.	Students explain importance of banking and financial literacy.
Jan	14	**Revision for Term II**	Review all topics learned in Term II.	Creative mind maps and concept charts.	Peer discussion and revision worksheets.	Practice test papers and quizzes.	Case-study analysis and map-based questions.	Students demonstrate conceptual understanding and problem-solving skills.
Feb	22	**Term II Commences Final Revision & Assessment**	Consolidate learning and prepare for final evaluation.	Creative presentation of topics.	Individual support for slow learners.	Project submission and presentation.	Integrated project presentation.	Students apply knowledge to real-life contexts.

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	**CH-1 Computer – Hardware Components**• Introduction• Computer System• Hardware and Software• Central Processing Unit• Motherboard• Modem	Students understand major components of a computer system and their functions.	Create a collage using drawings or cut-outs of computer parts and label them.	Use charts, real hardware parts and visual aids for better understanding.	In pairs, explore any three internal hardware components and explain their functions.	Identify hardware parts and match them with their uses.	Students can identify and explain basic hardware components of a computer system.
May	07	**Number System – An Introduction**• Decimal, octal, Hexadecimal and Binary numbers• Basic conversion	Students understand number systems used in computers.	Create a colourful chart showing number system conversions.	Use simple step-by-step examples and visual demonstrations.	Convert decimal numbers into binary and vice-versa.	Solve worksheets based on number conversion.	Students can perform simple number system conversions.
June	16	**Computer Virus** • Meaning and types • Effects • Prevention methods Type of viruses, type of malware.	Students understand computer viruses and methods of protection.	Design a poster on “Protect Your Co mputer from Viruses”.	Use videos and real-life examples for explanation.	List common viruses and explain safety measures.	Discuss case studies on virus attacks and prevention.	Students learn safe practices to protect computers.
July	26	**Ethics and Safety Measures in Computing**• Computer ethics• Safe internet usage• Cyber safety, Digital footprint, unethical practices.	Students learn responsible use of computers and the internet.	Create posters with cyber safety slogans.	Conduct role play activities showing safe and unsafe behavior online.	Prepare a short presentation on cyber safety rules.	Identify safe vs unsafe online activities.	Students develop awareness about ethical and safe digital behaviour.
Aug	24	**Spreadsheet – part -1 An Introduction**• Rows, columns, cells• Data entry• Basic formulas Part -2 different task 0n editing workbook autofill ,format row.	Students learn basic spreadsheet operations.	Create a colourful budget table in spreadsheet.	Provide guided lab practice for students.	Prepare a monthly expense sheet using spreadsheet software.	Use formulas to calculate totals in worksheets.	Students can enter data and perform simple calculations in spreadsheets.
Sep	23	**Introduction to Computational Thinking** • **What is Computational Thinking (CT)?** • **Importance of CT in daily life** • **Examples of CT in real-world situations** **Revision and Practical Work**	Reinforce concepts learned throughout the year.	Create charts summarizing computer topics.	Provide revision worksheets and extra support.	Practical practice in lab for **Hardware components and number system.**.	Quiz and problem solving activities.	Students strengthen understanding of computer concepts.

Oct	22	**HTML – Advanced Features**• Lists• Tables• Images• Hyperlinks	Students learn to create structured webpages using HTML.	Design a simple webpage about school with text and images.	Demonstration followed by guided coding practice.	Create a basic webpage with lists, tables and images.	Debug simple HTML code errors.	Students can design a simple webpage using HTML tags.
Nov	16	**Conditional Statements in Python**• If statement• If-else statement	Students understand decision making in programming.	Draw colourful flowcharts representing conditions.	Provide simple coding examples and pair programming.	Write a Python program to check whether a number is even or odd.	Solve logical programming problems.	Students can write simple Python programs using conditions.
Dec	24	**Microsoft Copilot – Your AI Companion**	Students understand AI tools and their uses in productivity.	Create a mind map showing uses of AI in daily life.	Demonstrate AI tools through practical examples.	Use Copilot to generate ideas for a class project.	Compare tasks done manually vs using AI.	Students develop basic understanding of AI tools.
Jan	14	**Machine Learning**• Introduction• Applications	Students learn basic concepts of machine learning.	Create an infographic showing machine learning applications.	Use videos and examples of ML in real life.	Research three real-life ML applications.	Group discussion on ML used in apps like recommendations.	Students gain awareness of modern AI technologies.
Feb	22	**Revision and Practical Work**	Reinforce concepts learned throughout the year.	Create charts summarizing computer topics.	Provide revision worksheets and extra support.	Practical practice in lab for spreadsheet, HTML and Python.	Quiz and problem solving activities.	Students strengthen understanding of computer concepts.
		HTML – Advanced Features• Lists• Tables• Images• Hyperlinks	Students learn to create structured webpages using HTML.	Design a simple webpage about school with text and images.	Demonstration followed by guided coding practice.	Create a basic webpage with lists, tables and images.	Debug simple HTML code errors.	Students can design a simple webpage using HTML tags.

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. 2. Inter house Badminton tournament. 3. Learning & practice of Table tennis game. 4. Introduction & practice of chess game.	#To inculcate knowledge about subject. # To develop coordination ability. # To develop mental ability. # To improve speed ability. # To knowledge of chess and game.	*Role Play	* Badminton to be integrated with Physics. * Table tennis to be integrated with Physics. * Chess and carrom to be integrated with mathematics.	#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.
		5. Practice for Yoga Day	# preparation for international yoga day.	*Role Play	* 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. **2.** Inter house Chess competition. **3.** Introduction and practices of Gatka event.	# To improve fitness level and coordination. # To improve their confidence level. # To improve their Mental development. # To know the rules and regulations of gatka	*****Role Play / Skit • Perform a short self-defence situation. *Role Play	#Adaptive Taekwondo #Peer Learning # Simplified Drills	#Championship among students	* Balance and coordination * Tactical puzzle solving	*Improved fitness level and coordination. *Improved confidence level
Aug	24	1. Inter house Gatka championship. 2. Introduction and practices Volleyball event. 3. Introduction and practices of Basketball event 4. Introduction and practices of football games.	# to check the confidence level. # To know the rules and regulations of gatka , volleyball, football and basketball games.	*Role Play	#Rotational Participation # Simplified Drills # Encourage teamwork and cooperation	#Championship among students # Art integrated project	* Balance, coordination, discipline *Critical thinking	#they are able to play gatka, volleyball , football and basketball. *Improved confidence level
Sep	23	1. Term – II examination	Assessment					

Oct	22	1. Inter house Football tournament. 2. Inter house Volleyball tournament. 3. Inter house Basketball tournament.	# To improve fitness level and coordination. # To improve their confidence level. # To improve their Mental development.	*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
Nov	16	1. Heats of Annual sports meet. 2. Practice of Drill and march past.	#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
Dec	24	1. Annual sports meet 2026 (SPARDHA) • Practice • Final events	# To show case the talent # To awareness of physical education # To build the confidence level	*Role Play	# Encourage teamwork and cooperation	#Tournamnet among students	* Balance, coordination, discipline *Logical reasoning *Analyzing *High order	#Improved fitness level # they are able to know the meaning of physical education

							thinking.	# 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 earning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
APRIL	24	Introduction of Bharatnatyam & its famous dancers. Classical pranam.	To know the basic starting of Bharatnatyam	Draw the picture of RUKMANI DEVI ARUNDEL.	Cultural awareness.	Cultural awareness	With SST(history)	NO	NO	With SST(history)	To know the basic starting of Bharatnatyam
MAY	**8**	REVISION									
		Basic Adavus steps of Bharatnatyam and revision of previous class.	Beginning steps of Bharatnatyam.	Draw the Adavus steps one by one(at least 8)				NO	NO	Integrate with Yogasana.	Beginning steps of Bharatnatyam.
JUNE	**14**	Any one Folk Dance of India.	Know to about their diverse culture.	Jewellery making of that specific dance.	Bharatnatyam basic steps.	Bharatnatyam basic steps.	Integrate with Yogasana.	NO	NO	Integrate with Art and SST.	Know to about their diverse culture.
JULY	**26**	Janmashthami special Dance		Krishna Bhajan writing and meaning	Merging two folk dances.	Merging two folk dances.	Integrate with Art and SST.	NO	NO	Integrate with history.	
AUG	**22**	Introduction of Bharatnatyam & its famous dancers. Classical pranam.	To know the basic starting of Bharatnatyam	Draw the picture of RUKMANI DEVI ARUNDEL.	Jewellery with Mor pankh(peacock feather).	Jewellery with Mor pankh(peacock feather).	Integrate with history.	NO	NO	With SST(history)	To know the basic starting of Bharatnatyam
SEPT	**05**	REVISION ,PROJECT WORK AND TERM 1									

OCT	**13**	Anga, Pratyanga & Upanga	Classification of body	Draw a diagram of the body labelling anga, pratyanga & upaanga.	Understanding the body.	Understanding the body.	Integration with science.	NO	NO	Integration with science.	Classification of body
NOV	**22**	Shirobheda	Head Movements	The art of moving our head on the classical rhythms.	Understanding the mobility.	Understanding the mobility.	Integration with science.	NO	NO	Integration with science.	Head Movements
DEC	**23**	Counts are the rhythmic arrangements of beats in a song.	Write the counts with bass beats , & counts and empty beats.	Integrate with Mathematics.	Counts are the rhythmic arrangements of beats in a song.	Counts are the rhythmic arrangements of beats in a song.	counts with bass beats , & counts and empty beats	NO	NO	counts with bass beats , & counts and empty beats	Write the counts with bass beats , & counts and empty beats.
JAN	**16**	Mudra	Basics of Mudra, its classification .	Draw and name different kinds of asamyukta mudras(at least 10)	List up the mudra names along with their usage.	List up the mudra names along with their usage.	Integrate with Yogasana.	NO	NO	Integrate with Yogasana.	Basics of Mudra, its classification.
FEB											

SUBJECT : ART & CRAFT

Text Book: ART VILLE PART- 7

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
APRIL	**23**	**From book** **CHAPTER 1 &2** Element of art Color shade chart	To give brief knowledge of art elements.	Shape & Size Visual aspect of various 3 D SHAPES	Shape & Size Visual aspect of various 3 D SHAPES	Color shade chart to be made.	• Q & A LOA	• Students will be able to understand various aspects of development. • Students will be able to identify various indicators of development Student will be able to differentiate quantitative &qualitative measures of comparison
MAY	**07**	**From book** **CHAPTER -2** Element of art Color shade chart	Elements of art	Shape & Size	Prepare a chart of color shade.	Make different tints of same color.	• Shape & Size	• Prepare a chart of color shade.
JUNE	**16**	**From book** **CHAPTER 3** 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**	**From book** **CHAPTER 4** 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**	**From book** **CHAPTER 5** Prehistoric painting M- Seal craft	To give knowledge of cave painting.	SST – topic cave painting of Indus valley Civilization	SST – topic cave painting of Indus valley Civilization	Make a painting of cave .	• Elements of art	• SST – topic cave painting of Indus valley Civilization
SEPT	**23**	**From book unit** **CHAPTER 6**	To inculcate knowledge about	SST art and culture of	SST art and culture of	Prepare a profile of Raja Ravi	Elements of art	SST art and culture of Jharkhand

		Raja Ravi Verma (Theory Soharai painting	Folk Art of Jharkhand.	Jharkhand	Jharkhand	Verma.		
OCT	**22**	From book **CHAPTER 7&8** Rangoli (Theory) Practical -Rangoli pattern on Graph paper	Give idea of Rangoli.	Math TOPIC- Symmetry	Math TOPIC- Symmetry	To make Rangoli	Elements of art	Math TOPIC- Symmetry
NOV	**16**	From book **CHAPTER 9&10** 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		
DEC	**24**	**From Book** **CHAPTER 11** 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		
JAN	**14**	**From Book** **CHAPTER 12** Graphic Art (Practical) Theory – Crafts of India Practical Any craft of any state	To give idea of Graphic Art.	Computer. Graphic Design	Computer. Graphic Design	To prepare any one graphic art of your choice		

SUBJECT: ART EDUCATION (VOCAL MUSIC)

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	Song from Almanac **"Yakeen Kar"**	Knowing to sing in Different Patterns of Same taal. Knowing About Veer Ras in Sinning Knowing about the meaning of the song	Concept About • Rupak Taal • Singing in different pattern of Laya	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Singing and counting in Hand beats	Name those persons who have fight for Independence of india	NO	NO	Children will Know to sing in Different Patterns of Same taal. Knowing About Karun Ras in Sinning
May	08										
June	14	Raag **"Yaman"** Discription, Aaroh, Avroh & Bandish	Practice of small alnkars in Raag Yaman Using tivra Ma Effortlessly singing suddh swars and usage as sargams with Tivra ma	Nature of the the Raag along with Teentaal describing taali and khali	Identification of other songs related to this raga's interpretation	Usage of Swar NI and GA sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haronium and understanding the Tune	Children will know the Importance of Practice of small alnkars in using tivra maa Effortlessly singing Tivra swar and useage as sargams
July	26										
Aug	22	Song from almanac **"Hamare Khoon Me Watan"**	Knowing about the following • Use of Tune which Needs in composing Patriotic Song • Enhancing Ability of Composing	Concept About • Kaharwa & Dadra taal • How to westernize the taal	By singing Knwoing 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 • Use of Tune which Needs in composing Patriotic Song • Enhancing Ability of Composing
Sept		**Term I EXAMINATION**									
Oct	13	Song From Almanac **"Hey Jag**	Knowing about Bhajan theka to	Concept About • Kaharwa taal	Integrated With	Learning about	Different Nams of	Another Wandana of	NO	NO	Children will Know about

Nov	22	**Janani"**	properly sing in bhajan theka Counting of 8 beats and Use of Raag Shankara	• Bhajan Theka • Chalan of Raag Shankara	"Durga Stuti"	bhajan genre and Bhajni theka	godess Durga	Maa Durga			Bhajan theka to properly sing in bhajan theka Counting of 8 beats and Use of komal Dha in the song
Dec	23	Christmas Song **"We three Kings"**	Knowing About Singing in Western Beats along with Clapping and taping Sound Variations in Western music (Western Notation)	Concept About • Four By Four Beat Structure • Scale and its type	Difference between Indian Rhythm and western rhythm	Learning about differenc e between fast beat and slow beat songs	Western notation and sound system	Songs related other western culture	NO	NO	Children will knowing About Singing in Western Beats along with Clapping and taping Sound Variations in Western music (Western Notation)
Jan	16	Song from Almanc **"Tum Samay ki Ret Par"**	Knowing About How to sing Motivational Song Using of Komal Ga swar in Song	Concept About • Kaafi Raag And its different Chalan • Swar and its type	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Other Songs related to Horse Beat	Using of other musical notes rather than Komal gandhar and Dhaiwat	NO	NO	Children will Know About How to sing Motivational Song Using of Komal Ga swar in Song
Feb		**Term II EXAMINATION**									
Mar		**Revision "All Songs"**	**Revision**								

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	Bhatkhand Defination Hasta sadhan bol	To inculcate knowledge about different Hasta sadhan bol .	Number Counting.	Number Counting.	Practice for bhatkhand style bol.	Students will come to know about Hasta sadhan bol.	Students will come to know about Hasta sadhan bol.
May	07	Taal parichay	To inculcate knowledge about different Theka.	Number Counting.	Number Counting.	Practice for Ektaal, Jhaptaal, Chartaal.	Students will come to know about taal Parichay & Theka Bole.	Students will come to know about taal Parichay & Theka Bole.
June	16	Theka practice above taal.	To improve hand practice.	Taal Counting.	Taal Counting.	Teen Taal & Theka Practice.	Students will learn about above taal.	Students will learn about above taal.
July	26	Teen taal kaida, Palta, Vishtar and Tihai Western beat 4/4 beats	To inculcate knowledge about Kaida, Palta, & Tehai.	Forward & Back-word counting.	Forward & Back-word counting.	Skill Practice	They will learn about Kaida, Palta,Vishtaar & Tihai. And Western beats.	They will learn about Kaida, Palta,Vishtaar & Tihai. And Western beats.
Aug	24	Jhaptaal, kaida with palta ,vistar and tehaai, Weatern beat practice continue	To improve knowledge about different Kaida and Palta	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaida ,paltal and Tehaai,Weatern beats	They will come to know about Weatern beats and Kaida	They will come to know about Weatern beats and Kaida
Sept	23							
Oct	22	Jhaptaal rela with palta ,vistar and tehaai Western beats practice	Practice of Rela, Jhaptaal.	Dance & Vocal music.	Dance & Vocal music.	Students will Prepare a Chart of Different instrument.	Adherence of rule, discipline and observation..	Adherence of rule, discipline and observation..

Nov	16	Cont, Jhaptaal Rela Western beast practice folk beats	To improve knowledge about different Taal.	Folk music & Vocal music.	Folk music & Vocal music.	Practice of Folk beatsl and Westren Beats	They will come to know about skill development	They will come to know about skill development
Dec	24	Jhaptaal tukra, March past on kattle drum practice Practice almanac song beats	To inculcate knowledge about taals	Counting of Western beat	Counting of Western beat	Practice of Jhaptaal tukra and almanac song beats	Students will learn skill development	Students will learn skill development
Jan	14	Jhaptaal chakradhar .Western beat and kattle drum practice continue	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 : Brain Bytes -7

Month	WD	Chapter/Subtopic
April	23	Ch-1 : Global Warming Ch-2: The Life Cycle of stars Ch-3: The Human body
May	07	Ch-4: Rainforests Ch-5: Life in the Desert Ch-6: Turtles and Tortoises
June	16	Ch-7: Migrating Birds Ch- 8: Volcanoes Ch-9:Famous Awards and Prizes
July	26	Ch-10: Government Documents for Indian Citizens Ch-11: National Parks of India Ch-12: UNESCO Monuments in India
August	24	Ch-13: Ancient India' s Contributions to knowledge systems. Ch-14: Pilgrimage Centres Ch-15: Smart Cities
September	23	Ch-16: Major Revolutions Ch-17: Great Artists of the World.
October	22	Ch-18: International Borders Ch-19: Popular Explorers Ch- 20: Epics of the World
November	16	Ch- 21: Geographical Renaming Ch- 22: Motor sports Ch- 23: Winter Sports
December	24	Ch- 24: Space shuttles Ch- 25: Social Media Ch- 26: Eco Friendly Gadgets
January	14	Ch- 27: Artificial Intelligence Ch- 28: Cuisines of the World Ch- 29: Bank Cards
February	22	Ch- 30: Teenage Challenges Ch- 31: Road traffic Rules Ch- 32: Mass Extinction Ch- 33: Reforestation Let's Check 1 Let's Check 2
March		**Revision**

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	**Project 1 – Plant Nursery** Activity 1: Visit to a Nearby Plant Nursery Activity 2: Planning and Laying out Plant Nursery Activity 3: Germinating Seeds Activity 4: Raising Plants in the Nursery	• To understand the concept of plant nursery • To observe different types of plants and tools used • To develop observation skills	• Draw different plants observed • Leaf collage / nature sketch	• Group observation • Peer discussion and guided support	Visit nearby plant nursery and record observations	• Identify plants and tools • Classify plants based on size/type	• Students identify plants grown in nursery • Students explain importance of plant nursery
May	07	**Project-2: School Habitat** Garden Activity 1: Identifying Natural Habitats Activity 2: Identifying Needs of Animals	• Understand concept of habitat • Identify needs of animals	• Draw habitat scenes • Model making of habitat	• Picture based explanation • Mixed ability grouping	Habitat identification activity	Match animals to habitats	• Students identify habitats • Students describe needs of animals
June	16	**Project-2: School Habitat** Garden Activity 1: Maintaining the Habitat Garden	• Understand concept of habitat • Identify needs of animals	• Draw habitat scenes • Model making of habitat	• Picture based explanation • Mixed ability grouping	Habitat identification activity	Match animals to habitats	• Students identify habitats • Students describe needs of animals
July	26	**Project-3: Tie And Dye** Activity 2: A visit to a tie and dye workshop Activity 3: Exploring the art of tying	• Understand traditional art form • Learn tying technique	• Fabric pattern design	• Demonstration method • Step-by-step guidance	Tie fabric using rubber bands	Identify patterns	Students create tie patterns
Aug	24	**Project-3: Tie And Dye** Activity 4: The Process of dye, dry and untie the fabric Activity 5: Making the final product	• Understand traditional art form • Learn tying technique	Fabric pattern design	• Demonstration method • Step-by-step guidance	Tie fabric using rubber bands	Identify patterns	Students create tie patterns
Sep	23	**Project-4: AI Assistant** Activity 1: Human vs Machine: Who is Better at What?	• Understand concept of AI • Compare human and machine abilities	Draw AI robot	Discussion based learning	AI examples identification	Sorting activity	Students explain AI basics
Oct	22	**Project-4: AI Assistant**	• Understand concept of AI	• Draw AI robot	• Discussion based learning	AI examples identification	Sorting activity	Students explain AI basics

		Activity 1: AI can see, listen and speak **Project-5: Storytime with Puppets** Activity 1 : Writing a script for the puppet show	• Compare human and machine abilities • Develop storytelling skills	• Puppet design sketch	• Role play	Script writing	Dialogue creation	Students write short script
Nov	16	**Project-5: Storytime with Puppets** Activity 5: Making puppets Activity 6: Puppet show	Develop storytelling skills	Puppet design sketch	Role play	Script writing	Dialogue creation	Students write short script
Dec	24	**Project-6: Family Health Handbook** Activity 1: Creating a first-aid kit Activity 2: Factors affecting health at different ages Activity 3: Analysing data from the survey of family members Activity 4: Making a plan to improve your and family's health Activity 5: Preventing action related to environmental	Understand personal health and hygiene	Health poster making	Real life examples	Prepare first aid kit	Survey and analysis	Students prepare family health plan Students identify healthy habits
Jan	14	Revision						
Feb	22							