

- Books prescribed :- Together with e-English(RachnaSagar)
- English Grammar- The Blur Print
- Novel- The little women

Month	Topic	Objectives	Art Integration/ Experiential learning	Methodology of teaching /Art of teaching	Learning Outcome
April	Unit 1 Ch- 1 my brother My Brother	- By the end of the topic the student will be able to - Use of language that emerges from natural surroundings. - -use of new words and phrases in own language. - pronounce words correctly and read with clear expressions. - understand the meaning of words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story. - understand the subject and predicate of a sentence as well as	- Watched a short movie on the work done by Nelson Mandela and Mahatma Gandhi to eradicate colour discrimination.	- Start with the gist of the stories. - Focus on a story's elements. - Involve reading methods. - Use engaging texts. - Show age-relevant media. - Visualize concepts. - Meet with students one-on-one. - Assign small-group discussions.	- -To make students aware - Use of language that emerges from natural surroundings. - -use of new words and phrases in own language. - pronounce words correctly and read with clear expressions. - understand the meaning of words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story.

	GRAMMAR Ch-1 Sentences and its kind, Subject and predicate. Ch- 2,3 & 5 Nouns, Singulars/Plurals and Genders	identify sentence fragments. - recognize sentences and its types and differentiate them correctly. - Frame sentence with jumbled words. - Transformation of sentences into different kinds of sentences. - recall previous - understanding on Nouns - -discuss types of nouns and solve advanced exercises. - -Identify and differentiate types- Proper, Common, Abstract & Collective. - Classify and change the gender of nouns from immediate and extended environment (Masculine/Feminine. Common, Neuter) - -Recognize and identify the common gender used for both male and female. - define 'possessive noun' - -demonstrate how to write a single and plural possessive noun - -discern the difference between a plural and possessive noun - Use possessive nouns in sentences.		- Presentation stage, Isolation and Explanation stage, Practice stage, and Test stage. - Presentation stage, Isolation and Explanation stage, Practice stage, and Test stage.	- understand the subject and predicate of a sentence as well as identify sentence fragments. - recognize sentences and its types and differentiate them correctly. - Frame sentence with jumbled words. - Transformation of sentences into different kinds of sentences. - recall previous - understanding on Nouns - -discuss types of nouns and solve advanced exercises. - -Identify and differentiate types- Proper, Common, Abstract & Collective. - Classify and change the gender of nouns from immediate and extended environment (Masculine/Feminine. Common, Neuter) - -Recognize and identify the common gender used for both male and female. -
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	Writing Skills Notice writing	- identify singular and plural pronouns as well as first, second and third person pronouns. - use & apply pronouns in different sentences. - solve advanced exercises based on pronouns. - study and learn about importance of notice writing. - study and learn about the format of notice writing. - use appropriate grammatical forms & punctuation.	- Write a notice for school board to announce SUMMER HOLIDAYS.	Define the purpose and audience. ... - Teach the writing process. ... - Model and scaffold writing. ... - Integrate writing across the curriculum. ... - Use technology to enhance writing.	pronouns. - define and identify pronouns and its kinds. - differentiate between subject and object pronouns - identify singular and plural pronouns as well as first, second and third person pronouns. - use & apply pronouns in different sentences. - solve advanced exercises based on pronouns. - study and learn about importance of notice writing. - study and learn about the format of notice writing. - use appropriate grammatical forms & punctuation.
July	Unit 3 Ch-1 a Pure	- learn the qualities of a good leader	- Write Qualities of a good	- Start with the gist of the stories.	learn the qualities of a good leader

	friendship. - to sensitize students towards environment and duties of a responsible citizen. - Use of language that emerges from natural surroundings. - -use of new words and phrases in own language. - pronounce words correctly and read with clear expressions. - understand the meaning of words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story. Ch- 3 On the Grasshopper and the Cricket. (Poem) - read the poem with proper stress and intonation. - -Know about poet - -State the central idea of the poem - -Recite important lines of the poem - -enjoy the poem and its vivid visual description. - Appreciate language, style and tone of the poem. - Understand the underlying	leader.	- Focus on a story's elements. - Involve reading methods. - Use engaging texts. - Show age-relevant media. - Visualize concepts. - Meet with students one-on-one. - Assign small-group discussions. - Start with A QUICK-WRITE. Ask students how do you feel about poetry? ... - MAKE A COMPARISON. Ask students to write metaphors or similes that illustrate their feelings about the genre: Studying poetry is like...	- to sensitize students towards environment and duties of a responsible citizen. - Use of language that emerges from natural surroundings. - -use of new words and phrases in own language. - pronounce words correctly and read with clear expressions. - understand the meaning of words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story. - read the poem with proper stress and intonation. - -Know about poet - -State the central idea of the poem - -Recite important lines of the poem - -enjoy the poem and its vivid visual description. - Appreciate language, style
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	meaning of the poem. - Understand the literary element of the poem		... - DISCUSS THE POEM. Give the students the poem and read it to them. ... - LET STUDENTS THINK AND CREATE.	and tone of the poem. - Understand the underlying meaning of the poem. - Understand the literary element of the poem
Grammar Ch- 6 Adjectives Ch-7 degree of Comparison.	- Recap of previous knowledge . - Identify different types of adjectives. - -identify adjectives in text. - -compose adjectives. - Supply suitable degree of adjectives.	- Give a suitable title to your family members and your best friends.	- Presentation stage, Isolation and Explanation stage, Practice stage, and Test stage.	- Recap of previous knowledge . - Identify different types of adjectives. - -identify adjectives in text. - -compose adjectives. - Supply suitable degree of adjectives.
Writing Skills Informal Letter	- - apply a thinking routine-“Claim, Support, Elaboration” to develop a coherent and unified paragraph keeping in mind the question asked an the format.	Write a letter to your cousin who stays in America telling him about the importance of festivals in India	- Define the purpose and audience. ... - Teach the writing process. ... - Model and scaffold writing. ... - Integrate writing across the curriculum. ... - Use technology to enhance writing..	- apply a thinking routine-“Claim, Support, Elaboration” to develop a coherent and unified paragraph

August	Unit 4 Ch-2 The Weird well's Wedding Invitation. Ch-3 The ballad of Father Gilligan (Poem)	- Use of language that emerges from natural surroundings. - use of new words and phrases in own language. - pronounce words correctly and read with clear expressions. - understand the meaning of words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story. - read the poem with proper stress and intonation. - Know about poet - State the central idea of the poem - Recite important lines of the poem - enjoy the poem and its vivid visual description. - Appreciate language, style and tone of the poem. - Understand the underlying meaning of the poem. - Understand the literary element of the poem		- Start with the gist of the stories. - Focus on a story's elements. - Involve reading methods. - Use engaging texts. - Show age-relevant media. - Visualize concepts. - Meet with students one-on-one. - Assign small-group discussions. - Presentation stage, Isolation and Explanation stage, Practice stage, and Test stage.	- Use of language that emerges from natural surroundings. - use of new words and phrases in own language. - pronounce words correctly and read with clear expressions. - understand the meaning of words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story. - read the poem with proper stress and intonation. - Know about poet - State the central idea of the poem - Recite important lines of the poem - enjoy the poem and its vivid visual description. - Appreciate language, style and tone of the poem. - Understand the underlying meaning of the poem.
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	Grammar Ch-8 articles. - Students will be able to state the definition of an article. Students will be able to name the articles a, an, and the. Students will recognize that articles are always used with nouns. Students will be able to use articles correctly in sentences. - use prepositions effectively in given sentences. - categorize prepositions. - interpret given editing and omitting exercises for suitable application. - group prepositions accurately with the given verbs.		- Article Games	- Presentation stage, Isolation and Explanation stage, Practice stage, and Test stage.	- Understand the literary element of the poem. - Students will be able to state the definition of an article. Students will be able to name the articles a, an, and the. Students will recognize that articles are always used with nouns. Students will be able to use articles correctly in sentences.
	Ch-21 Preposition. - know about kinds of conjunctions. - apply conjunctions to join sentences. - differentiate the uses of one conjunction from another. - apply them in sentences correctly		- Picture gallery	- Presentation stage, Isolation and Explanation stage, Practice stage, and Test stage.	- use prepositions effectively in given sentences. - categorize prepositions. - interpret given editing and omitting exercises for suitable application. - group prepositions accurately with the given verbs.
	Ch-22 Conjunctions. - identify the various elements of letter writing. - identify situations that require informal business letter writing.		- Linking game.	- Presentation stage, Isolation and Explanation stage, Practice stage, and Test stage.	- know about kinds of conjunctions. - apply conjunctions to join sentences. - differentiate the uses of one conjunction from another. - apply them in sentences correctly - identify the various elements

	Writing Skills Formal letter (Application to Principal)	- identify elements of a formal letter (block format)	- Write a letter to your principle requesting her to sanction your leave.	- Define the purpose and audience. ... - Teach the writing process. ... - Model and scaffold writing. ... - Integrate writing across the curriculum. ... - Use technology to enhance writing.	- of letter writing. - identify situations that require informal business letter writing. - identify elements of a formal letter (block format) - -
September	Term -1 Exam	- Revision	- Revision	- Revision	- Revision
		- Use of language that emerges from natural surroundings. - -use of new words and phrases in own language.		- Start with the gist of the stories. - Focus on a story's	- Use of language that emerges from natural surroundings. - -use of new words and

October	Unit 5 Ch-1 Healing Our Planet. (Activity Chapter) Ch-3 Little Things (Poem)	- pronounce words correctly and read with clear expressions. - understand the meaning of words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story. read the poem with proper stress and intonation. - -Know about poet - -State the central idea of the poem - -Recite important lines of the poem - -enjoy the poem and its vivid visual description. - Appreciate language, style and tone of the poem. - Understand the underlying meaning of the poem. - Understand the literary element of the poem - recognize whether a verb is used	- Write the summary in your own words.	elements. - Involve reading methods. - Use engaging texts. - Show age-relevant media. - Visualize concepts. - Meet with students one-on-one. - Assign small-group discussions. - START WITH A QUICK-WRITE. Ask students how do you feel about poetry? ... - MAKE A COMPARISON. Ask students to write metaphors or similes that - illustrate their feelings about the genre: Studying poetry is like... ... - DISCUSS THE POEM. Give the students the poem and read it to them. ... - LET STUDENTS THINK AND CREATE.	phrases in own language. - pronounce words correctly and read with clear expressions. - understand the meaning of words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story. - read the poem with proper stress and intonation. - -Know about poet - -State the central idea of the poem - -Recite important lines of the poem - -enjoy the poem and its vivid visual description. - Appreciate language, style and tone of the poem. - Understand the underlying meaning of the poem. - Understand the literary element of the poem.
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	Grammar Ch-10 Verbs Ch-19 Adverbs Ch- 18 sub-verb Agreement.	transitively or intransitively in a sentence. - identify direct object of the - transitive verb in a sentence. - to state the definition of anadverb and tell which parts of speech they modify. - to recognized verbs and - distinguish them from other parts of speech. - to recognize adverbs of time - and adverbs of frequency.		- Presentation stage, Isolation and Explanation stage, Practice stage, and Test stage.	- recognize whether a verb is used transitively or intransitively in a sentence. - identify direct object of the - transitive verb in a sentence. - to state the definition of an - adverb and tell which parts of speech they modify. - to recognized verbs and - distinguish them from other parts of speech. - to recognize adverbs of time - and adverbs of frequency.
	Writing Skills Message Writing and Poster Making	- identify various elements - of writing a message. - identify situations that - require message writing. - identify the format of the same. - Create a poster that spread awareness related to social and heath issues.	- .	- Define the purpose and audience. ... - Teach the writing process. ... - Model and scaffold writing. ... - Integrate writing across the curriculum. ... - Use technology to enhance writing.	- identify various elements - of writing a message. - identify situations that - require message writing. - identify the format of the same. - Create a poster that spread awareness related to social and heath issues.
November	Unit 6 Ch- 1 the Story	- Use of language that emerges	- - List all the struggles	- Start with the gist of the	- Use of language that emerges from natural

	Of Helen Keller - from natural surroundings. - -use of new words and phrases in own language. - pronounce words correctly and read with clear expressions. - understand the meaning of words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story	faced by Helen Keller in a flow chart year wise.	stories. - Focus on a story's elements. - Involve reading methods. - Use engaging texts. - Show age-relevant media. - Visualize concepts. - Meet with students one-on-one. - Assign small-group discussions.	surroundings. - -use of new words and phrases in own language. - pronounce words correctly and read with clear expressions. - understand the meaning of words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story.
Grammar Ch-11 present Tense. Ch- 12 Past Tense. Ch-13 Simple Past and Present perfect.	- define Present Tense - identify Present Tense & it's kinds in a sentence. - state the structure and form of Present Tense. - use Present Tense to make sentences. - define Past & Future Tenses. - identify Tenses & their kinds in given sentences . - state the structure and form of Past Tense & Future Tense. - use tenses in sentences.	- State your daily routine - Past habits and future plans.		- Define Present Tense - identify Present Tense & it's kinds in a sentence. - state the structure and form of Present Tense. - use Present Tense to make sentences. - define Past & Future Tenses. - identify Tenses & their kinds in given sentences . - state the structure and form of Past Tense & Future Tense. - use tenses in sentences.

	what you eat. words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story. Students will give and receive instructions using modals. Students will differentiate between the modals used for possibility, obligation, and necessity by identifying theses types of modals in the language around them. Students will demonstrate an ability to reason deductively using modal forms. Apply a thinking routine-“Claim, Support, Elaboration” to develop a coherent and unified story. Creatively used the hints to write an interesting story with proper beginning and proper ending.			elements. - Involve reading methods. - Use engaging texts. - Show age-relevant media. - Visualize concepts. - Meet with students one-on-one. - Assign small-group discussions. ○ . Presentation stage, Isolation and Explanation stage, Practice stage, and Test stage. Define the purpose and audience. ... Teach the writing process. ... Model and scaffold	words and sentences of paragraphs. - Appreciate the moral, virtues and values conveyed in the chapter. - Write a dialogue based on the situation based on the story. - Comprehend the story an answer factual, inferential, and evaluative question based on the story. Students will give and receive instructions using modals. Students will differentiate between the modals used for possibility, obligation, and necessity by identifying theses types of modals in the language around them. Students will demonstrate an ability to reason deductively using modal forms. Apply a thinking routine-“Claim, Support, Elaboration” to develop a coherent and unified story. Creatively used the hints to write an interesting story with proper beginning and proper ending.
	Grammar Ch-16 Modals				
	Writing Skills Story Writing.				

				writing. ... - Integrate writing across the curriculum. ... - Use technology to enhance writing.	
January	Revision of Tenses	- Assessing the knowledge of the concepts done in the class and do improvisation after that.			- To apply their knowledge of the concepts done in the class.
February	Revision for Annual Exams.				

SUBJECT-MATHEMATICS

Book prescribed : Mathematics Made Easy

Month	Topic	Objectives	Art Integration/ Experiential learning	Methodology of teaching /Art of teaching	Learning Outcome
April (20 days)	Ch- 1- Knowing Our Numbers	Students will be able to: 1. Recall the concept of number system. 2. Recognize big and small numbers. 3. Read and write a numeral in Indian and International system of numeration. 4. Describe the place value and face value of the digits in large numbers. 5. Compare large numbers. 6. Arrange large numbers in order. 7. Carry operations on large numbers.	To understand the concepts of number system using different number cards.	Activity Based Teaching Link of activity will be shared with students. https://youtu.be/nRbc-IN_dhk	Students will be able to write numbers according to Indian as well as international system of numeration. They will be able to state the place value and face value of a digit in a large number and compare large numbers. Students will be able to solve the sums related to operations on large numbers.
	Ch-2- Whole Numbers	Students will be able to: 1. Recall natural numbers 2. Understand the concept of whole numbers	Representation of whole numbers on number line using cardboard, sketch pens, ruler,	Activity Based Teaching Link of activity will be shared with students. https://youtu.be/DTZMfc64AU	Students will be able to Understand the concept of whole numbers and represent whole numbers on a number line. They will be able to write the successor and predecessor on any large number. Students will be able to recognize the lines of symmetry in all the objects and figures where symmetry is exhibited.

		3. Represent whole numbers on a number line. 4. Identify and write the successor and predecessor of numbers. Students will be able to: 1. Recognize the lines of symmetry in all the objects and figures where symmetry is exhibited.	paper, scissors and glue. To find no. of lines of symmetry using paper, color, pencil, scissors and glue.	Activity Based Teaching Link of activity will be shared with students. https://youtu.be/5LWkLCUloFg	
May(11 days)	Ch9- Basic Geometrical Ideas	Students will be able 1. To define point, line, line segment, ray and plane. 2. To classify types of lines. 3. To identify curves and classify them as open and closed. 4. To define polygons and angles. 5. To locate the points in the interior and in the exterior of the polygons and angles.	To make a clock with time 4 0' clock and find the angle between hour needle and minute needle using paper, colored pens, ruler, scissors.	Activity Based, Student centered and collaborative Activity: To make a clock and find the unknown angles.	Students will be able to define point, line, line segment, ray and plane, classify types of lines, identify curves and classify them as open and closed. They will be able to define polygons and angles and to locate the points in the interior and in the exterior of the polygons and angles.

July (22 days)	Ch-3- Playing with numbers	Students will be able : 1. To define, explain and demonstrate factors and multiples of numbers. 2. To define and differentiate prime and composite numbers, even and odd numbers, co-prime and twin prime numbers. 3. To test the divisibility of whole numbers by 2,3,4,5,6,7,8,9,10 and 11. 4. To explain the terms HCF and LCM of two or more numbers, calculate them and also use them in different real-life situations. 5. To state and use the relationship between the HCF and LCM of two numbers.	To find LCM of three numbers through an activity using 4 charts with numbers 1-100 and cutting all the multiples of given three numbers. Arrange all the charts (after cutting the multiples) together to find LCM. To find HCF of three numbers using chart with numbers 1-100 and three colored Bindi packets. Put the different colored Bindi for 3 different numbers.	Activity Based Teaching Activity: The given link will be shared with the students. They can find LCM and HCF of three numbers with the help of this video. https://youtu.be/KxQQwuKA9GE	Students will be able to define, explain and demonstrate factors and multiples of numbers, composite numbers, even and odd numbers, co-prime and twin prime numbers. They will test the divisibility of whole numbers by 2,3,4,5,6,7,8,9,10 and 11. Students will be able to explain the terms HCF and LCM of two or more numbers, calculate them and also use them in different real- life situations. They will be able to state and use the relationship between the HCF and LCM of two numbers.	Students will be able to define integers, order the integers, represent them on a number line and perform the operations of addition and subtraction with integers.
			Addition and subtraction of	Activity Based Teaching Activity:		

		Ch-4-Integers	Students will be able: 1.To define integers, order the integers, represent them on a number line. 2. To perform the operations of addition and subtraction with integers.	integers activity using colored sheets. Cutting small circles of colored sheets and marked integers like +1 and -1. Paste cutouts of small circles for solving the problems of addition and subtraction of integers.	The given link will be shared with the students. They can find addition and subtraction of integers with the help of this video. https://youtu.be/bP4_jdT A6ro	
August (18 days)	Ch-10-Understanding Elementary Shapes	Students will be able 1. To measure line segments and angles. 2. To classify different types of angles. 3. To identify perpendicular lines and perpendicular bisector of a line segment. 4.To define and explain triangles and quadrilaterals. 5. To state different types of triangles and quadrilaterals and their properties. 6. To classify polygons and identify regular	Angle sum property of a triangle activity using colored sheets, glue, sketch pens, scissors, ruler and colored tape. Students will take cutouts of all the angles and paste them together to prove that the sum of all the angles of a triangle is 180 ⁰ .	Activity Based Teaching Activity: Angle Sum Property The given link will be shared with the students. They can prove angle sum property of a triangle with the help of this video. https://youtu.be/pDcVR LZXC_c	Students will be able to measure line segments and angles, to classify different types of angles and to identify perpendicular lines and perpendicular bisector of a line segment. Students will be able to define and explain triangles, quadrilaterals and circle. They will be able to state different types of triangles and quadrilaterals	

		Revision for Half Yearly Examination	polygons. 7. To recognize 3-D shapes and observe their properties.			
September (20 days including 12 days of Examinations)	Half Yearly Examination Ch-14-Data Handling	Students will be able: 1.To define data and recognize different types of data. 2. To collect and organize data in tally marks table. 3. To represent the data in the form of pictographs and bar graphs. 4. To read data from pictograph and bar graph.	To prepare a frequency table for friends' name letters using pastel sheet, colored pens, pencil and ruler.	Activity Based Teaching Activity: The given link will be shared with the students. https://youtu.be/zr-M_wJRuLk	Students will be able to define data and recognize different types of data. They will be able to construct frequency table to organize the data using tally marks. They will be to represent the data in the form of pictographs and bar graphs and read data from pictograph and bar graph.	
October (19 days)	Ch-5-Fractions	Students will be able: 1.To define the term fraction and explain its meaning giving examples.	To add unlike fractions using colored sheets, sketch pens, pencil, ruler and scissors.	Activity Based Teaching Activity: The given link will be shared with the students. https://youtu.be/UxIVBiORtEc	Students will be able to define the term fraction and explain its meaning giving examples. They will be able to define and illustrate proper, improper, mixed fractions and compare two or more fractions. They will be able to apply their knowledge in solving the sums of addition and subtraction of fractions.	

		2. To define and illustrate proper fractions, improper fractions, mixed fractions. 3. To compare two or more fractions. 4. To add and subtract like and unlike fractions. Students will be able: 1.To recognize decimals as fractions with denominators 10,100,1000 and so on. 2. To represent decimals on number line. 3. To compare two or more decimal fractions. 4. To use decimals in real life.			Students will be able to recognize decimals as fractions with denominators 10,100,1000 and so on. They will be able to represent decimals on number line and compare two or more decimal fractions.
November (19 days)	Ch-6- Decimals (Exercise 6.5 & 6.6)	1. To add or subtract the decimals to solve real life problems.	To convert fractions to decimals using colored pastel sheets, sketch pens, pencil, ruler and scissors	Activity Based Teaching Activity: The given link will be shared with the students. https://youtu.be/zi6X8-fk9DE	They will be able to add or subtract the decimal fractions.

		Ch-13- Perimeter and Area	Students will be able: 1.To define perimeter and calculate the perimeter of different types of polygonal shapes. 2. To define area and calculate the area of squares and rectangles.	To draw squares, rectangles and irregular shapes of different measurement using A-4 size pastel sheets and also find the perimeter and area of all the figures.	Activity Based student centered Teaching	Students will be able to define perimeter and calculate the perimeter of different types of polygonal shapes. They will be able to define area and calculate the area of squares and rectangles.
Decemb er (19 days)	Ch-7- Algebra	Students will be able: 1.Define and give examples of variables, constants and algebraic equations. 2. To frame algebraic expressions from given situations.	Activity will be done using colored pastel sheets, sketch pens scissors.	Activity Based Teaching Activity: The given link will be shared with the students. https://youtu.be/NybHckSEQBI		Students will be able to define and give examples of variables, constants and algebraic equations. They will be able to frame algebraic expressions from given situations.
	Ch-8 Ratio and Proportion	Students will be able: 1. To define the ratio and proportion.	To show ratio and proportion activity with the help of colored sheets, colored sketch pens, pencil, glue and scissors.	Activity Based Teaching Activity: The given link will be shared with the students. https://youtu.be/LB0ADuFqZ2o		Students will be able to define the ratio and proportion able to find equivalent ratio. They will be able to solve mathematical problems and real life problems using proportion and unitary method.

		2. To find equivalent ratio 3. To state proportion as equivalence of two ratios and use this principle in solving many mathematical problems. 4. To understand unitary method and apply the concept in solving real life problems.			
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January (18 days)	Ch-12- Practical Geometry	Students will be able 1. To draw a line segment of a given measurement. 2. To draw perpendicular and perpendicular bisector on a line segment. 3. To construct an angle of a given measure using protractor and compass. 4. To construct angle bisector using compass.	To make angles by paper folding with the help of colored sheets, glue pencil and scissors.	Activity Based Teaching Activity: The link will be shared with the students.	Students will be able to draw a line segment with the given measurement. They will be able to construct perpendicular, perpendicular bisector on a line segment, construct angles and angle bisector using ruler and compass.
February (18 days)	Revision of the syllabus of Term-2	Students will be able to solve and justify the given problems.		Worksheets will be given to students. Class tests, quiz and viva will be conducted in the class.	Students will be able to solve and justify the given problems.

MAPPING OF GRADE 6 GEOGRAPHY TOPICS WITH NCERT LEARNING OUTCOMES

Note: Overall Learning Outcome for the course:

Chapter1	Topic	Learning Objectives	Learning Outcome
THE EARTH IN THE SOLAR SYSTEM	The Solar system	explore their knowledge about universe, galaxy, stars, solar	Describes different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between them.
		Critically analyses about various celestial bodies	
		compare planets and dwarf planets	
		define phases of the moon like full moon and new moon.	
		Explore and describe unique place of the Earth in the Solar System, which provides ideal conditions for all forms of life, including human beings.	
	The Sense of Collective Belonging	To enable the students to list the planets according to the distance from the sun. Appreciate the importance of Sun, Planets, Pole star collaboratively	
		To enable the students to distinguish between asteroids and meteoroids.	
		Enable the students to develop various dimensions of learning like critical thinking, analytical, comparative, creative etc.	

Chapter2	Topic	Learning Objectives	Learning Outcome
GLOBE: LATITUDES AND LONGITUDES	Important parallel of latitudes	understand Latitudes and Longitudes, Heat Zones of the earth and the relationship between time and longitude	Identifies latitudes and longitudes, e.g., poles, equator, tropics, states / UTs of India and other neighboring
		To Critically analyse heat zones on the basis of Latitudes.	

	Heat zones of the Earth	Collaboratively locate places on globe with the help of latitudes and longitudes. To identify relationship between longitude and time.	countries on globe and the world map
	Why do we have standard time?	To clarify difference between the standard time and local time.	
	The Sense of Collective Belonging	Appreciate the relationship between longitude and time. perform: Map and Globe Activity. Involving the Competencies – - Creative thinking - Collaboration - Communication	

Chapter 3	Topic	Learning Objectives	Learning Outcome
MOTION OF THE EARTH	Rotation and Revolution	Student will be able to understand the concept of day and night.	Demonstrates day and night; and seasons through oral discussions/in writing /through models and other formats.
		Critically analyse the concept of day and night.	
		Enable the students to describe the terms – Orbital plane, Axis, Rotation, Equinox, etc. collaboratively	
	The Sense of Collective Belonging	Critical thinking on what would happen if the Earth did not rotate?	
		Will be able to enhance their communication skill when Discuss the importance of rotation and revolution, Importance of longitudes in our daily life.	

Chapter 4	Topic	Learning Objectives	Learning Outcome
		located different places and points in the local map.	

MAPS AND GLOBES	Different types of map	understand function and concept of map	Draws a neighborhood map showing scale, direction, and features with the help of conventional symbols
		know about the importance of map with the help of globe.	
		know about classification of map.	
	Direction	understand the different types of direction.	
		Develop their analyzing skills using their understanding of directions	
	Sketch	Design Creative methods to make a plan of their own house or school	
	The Sense of Collective Belonging	Appreciate the importance of Maps over Globe collaboratively	
		To develop basic skills of map reading.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop a habit of mind an ultimate and essential life skill	

Chapter 5	Topic	Learning Objectives	Learning Outcome
MAJOR DOMAINS OF THE EARTH	Lithosphere	Students will be aware of the importance of lithosphere.	Draws and understands diagrams in order to understand lithosphere, hydrosphere, atmosphere and biosphere.
		Critically analyse these seven major continents and the four major Oceans of The World collaboratively .	
		To enable the students to differentiate between lithosphere, hydrosphere, atmosphere, biosphere.	Locates directions on the flat surface; and continents and oceans on the world map.

	Hydrosphere	Able to collect the information about oceans and they are the major part of the hydrosphere	Draws and understands diagrams in order to understand lithosphere, hydrosphere, atmosphere and biosphere.
	Atmosphere	Critical analysis of the layers of atmosphere.	
	Biosphere	Know about water cycle. Understand about global warming.	
	The Sense of Collective Belonging	Locates directions on the flat surface; and continents and oceans on the world map	
		Enhance their communication skills by discussing on different continents in the world.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind and an ultimate and essential life skill	

Chapter 6	Topic	Learning Objectives	Learning Outcome
MAJOR LANDFORMS OF THE EARTH	Mountains	Critically analyse various landforms. What is the difference between them?	Locates physical features of India such as – mountains, plateaus, plains, rivers, desert, etc. on the map of India in order to compare and describe them.
	Plateaus	Enhance their knowledge about oldest plateau.	
		Understand the importance of plateau and how useful they are.	
	Plains	Aware of the importance of various landforms.	
	The Sense of Collective Belonging	Appreciate the diversity in relief features of the Earth.	
		Students would be able to Present in front of the class the refined knowledge about mountains and plateaus amongst themselves by discussing/ communicating .	

		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
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Chapter7	Topic	Learning Objectives	Learning Outcome
INDIA – LOCATION, POLITICAL AND PHYSICAL DIVISION	LocationSetting	exploretheirknowledgeaboutIndianstandardtimeandits importance.	locates important historical sites, places on an outline map of India
	India’s Neighbours	Criticallyanalyse various geographical fact about India collaboratively .	
	Political and administrative division	know more about India in terms of locational setting, neighbours, all the major physical features and how they are complementary to each other.	
	TheSenseof Collective Belonging	Variousdimensionsoflearninglikecriticalthinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter8	Topic	Learning Objectives	Learning Outcome
CLIMATE OF INDIA	Weather	Studentswillabletodiscusstheimportanceofchangein climate. Appreciatethe need of it.	Recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere.
	Whyareforest necessary	BEAware oftheimportance offorests in our life.	
	WildLife	Discusstheimportanceofpreservationofanimals.Why do birds migrate and its importance? LocatedifferentWildLifeSanctuariesonthemapof India	

		Explore the reasons for reduced bird migration in our country e.g. Saras, Cranes or Flemings	
	The Sense of Collective Belonging	Appreciate the diversity of weather, forests, plant, animals etc.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter9	Topic	Learning Objectives	Learning Outcome
INDIA – NATURAL VEGETATION AND WILDLIFE	Overview of India's Biodiversity	To introduce the concept of biodiversity in India. To understand the importance of conserving biodiversity.	Students will appreciate the rich biodiversity of India and understand the need for its conservation. Students will be able to identify and describe the major types of natural vegetation in India.
	Types of Natural Vegetation in India	To learn about the different types of natural vegetation found in India (like tropical rainforests, deciduous forests, etc.).	
	Wildlife Sanctuaries and National Parks	To introduce the concept of wildlife sanctuaries and national parks. To learn about some famous wildlife sanctuaries and national parks in India	

Chapter1	Topic	Learning Objectives	Learning Outcome
	What does diversity add to our lives?	Students will appreciate that how diversity enhances their life.	
	Diversity in India	Critical analysis of the different kinds of features of the diversity like geographical, historical, cultural etc	

DIVERSITY IN INDIA	Unity in Diversity	Describe the incidents that took place at Jaliawala Bagh massacre.	Develops a healthy attitude towards various kinds of diversity around her /him.
		Appreciate the contribution of the people irrespective of their different background they were together in the freedom movement.	
	The Sense of Collective Belonging	Appreciate, accept and adopt that Diversity adds value in your life.	Recognises various forms of discrimination and understands the nature and sources of discrimination.
		Enhance their communication skills by discussing on diversity in India.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 2	Topic	Learning Objectives	Learning Outcome
DIVERSITY AND DISCRIMINATION	Difference And Prejudice	Critical analysis on difference and Prejudice To learn about caste discrimination in India.	Recognises various forms of discrimination and understands the nature and sources of discrimination.
	Inequality and discrimination	Able to know these several reasons of inequalities and discrimination. Case study of Dr. Babasaheb. Now students will be able to realise the situation of discriminated people after reading the case study of Baba Saheb Ambedkar.	
	Striving of Equality	To learn about different kinds of fundamental rights.	

	TheSenseofCollective Belonging	Buildcapability,awareness,and acceptability.	Differentiates between equality andinequalityinvariousformsto treat them in a healthy way
		Awareness,respect others and acceptance	
		Various dimensions of learning like critical thinking, analytical,comparative,creativeetc.willdevelophabits of mind an ultimate and essential life skill	

Chapter3	Topic	Learning Objectives	Learning Outcome
TYPES OF GOVERNMENT	Levels of Government	understandmeaningofgovernment.Whyitisnecessaryand how it work at different level?	Identifies various levels of the governmentlocal,stateandunion
	Types of Government	understand types of government. Will able to differentiatebetweenDemocratic,Monarchyand Dictatorship Government.	
	Democratic Government	Criticalanalyzationonthat,whydemocracyisthebestform of government.	
		gain knowledge about the democratic functioning of government.WillabletoexplainaboutWomen'sSuffrage movement.	
	TheSenseofCollective Belonging	Capability,awareness,andacceptability.	
		Enhancetheircommunicationskillsbydiscussingon right to vote for all women	
		Various dimensions of learning like critical thinking, analytical,comparative,creativeetc.willdevelophabits of mind an ultimate and essential life skill	

Chapter4	Topic	Learning Objectives	Learning Outcome
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DEMOCRATIC GOVERNMENT	Participation	Students will be able to explain about racial discrimination in South Africa.	locates physical features of India such as – mountains, plateaus, plains, rivers, desert ,etc. on the map of India
		Appreciate the efforts done by The African National Congress.	
		Critically analyze how democratic government ensure participation of people in the government processes.	
		know people participation can be through election and public opinion.	
	Other way of participating	Students can critically analyze that conflict occurs when people of different cultures, religion, regions or economic background do not get along with each other or someone feels they are being discriminated.	
	Need to resolve conflict	Examine Case study of Kaveri river water dispute.	
	Equality and Justice	know about their rights like right to vote and about our constitution.	
	The Sense of Collective Belonging	Appreciate, accept and adopt the value of Constitution in your life.	
		Enhance their communication skills by discussing on diversity in India.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 5	Topic	Learning Objectives	Learning Outcome
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PANCHAYATIRAJ	Gram Sabha	knowtheimportanceofGramSabha,thatitisthekeyfactor in making the Gram Panchayat.	Describes the role of government, especiallyatthelocallevelinorder to understand its complexity.
	TheGram Panchayat	StudentscancriticallyanalyzethetaskofGramPanchayat to implement development programmes for all villages that come under.	
		AbletoknowthedifferentsourcesoffundsforGram Panchayat	
	Threelevelsof Panchayat	Criticalthinkingofpeoplesparticipationinthe Panchayati Raj system at different level.	
		Analyzeperformanceofdifferentpanchayatsinyour state	
	TheSenseofCollective Belonging	Appreciate,acceptandadoptthevalueofPanchayati Raj system.	
		Enhancetheircommunicationskillsbydiscussingon by different levels of Panchayati Raj system.	
		Variousdimensionsoflearninglikecriticalthinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter6	Topic	Learning Objectives	Learning Outcome
	Area of the Police Station:The workat the Police Station	Understandthefunctioningandresponsibilityofpolice circles and the officials responsible for a peaceful environment at all levels.	
	Maintenanceofland	Know that lack of education makes record keeping very importanttosafeguardtheignorantfromexploitationof landlords, money lenders, and middlemen.	

RURAL ADMINISTRATION	record	Critically analysis the role of patwari. He / She is responsibleforthemaintenanceoflandrecordsandthe collection of land revenue	Describesthefunctioningofrural local government body in sectors like health and education
	Anewlaw	Analysisofthegovernmentalactioninsecuring equality of women by passing laws.	
	The Sense of CollectiveBelonging	Appreciatetheruraladministrationmakesthelifeof villagers organized and systematic	
		Willenhancetheircreativityandknowledge.Makea list on different public services in the village collect information.	
		Variousdimensionsoflearninglikecriticalthinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter7	Topic	Learning Objectives	Learning Outcome
URBAN ADMINISTRATION	Thewardcouncilor and administrative staff	Studentswilldevelop collaborationbytakingpartin the discussion the issues and problems faced by the people living in urban areas.	Describesthefunctioningofurban local government body in sectors like health and education.
		Functionsperformed byMunicipal Corporation.	
		ElectionofwardcouncillorsandMayorby the citizens.	
		Themeaningofsub-contractingandwhyitis important in today's scenario.	
	How does the Municipal Corporationgetits money?	Studentswillabletoknowthedifferentsourcesof money of Municipal corporation.	

	Acommunity protest	learn civics sense and need of different ways to protest for unjust (citizenship)	
	The Sense of Collective Belonging	Knowledge about Role and responsibilities of ward councilor and Mayor, Elected and administrative staff of municipal Corporation.	
		Students will develop collaboration by taking part in the doing a role play to show the role of municipal corporation in cities.	
		Students would be able to enhance their communications skills by discussing and presenting the role play.	
		It will offer students opportunities to show their speaking abilities.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 8	Topic	Learning Objectives	Learning Outcome
	Kalpattu village Thulasi	Students will develop collaboration by taking part in the discussion understand various types of occupation prevailing in rural areas.	Describes factors responsible for availability of different occupations
		Difference between farming and non-farming activities.	
		Describe the working conditions of landless farmers like Thulasi	
		Analyze the working conditions of small farmers like Sekar	

LIVELIHOOD IN RURAL INDIA		Students would be able to enhance their creativity by creating mind map for entire chapter	undertaken in rural and urban areas.
	On being in debt	Analyse the situation that how the miserable condition of farmers when caught in debt trap.	
	Ramalingam and K. Laruthamma	working conditions of large-scale farmers like Ramalingam	
	The Sense of Collective Belonging	Collaboratively discuss the miserable condition in which rural people have to earn their livelihood..	
		Critically think to suggest the measures to improve the conditions of rural people	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 9	Topic	Learning Objectives	Learning Outcome
LIVELIHOOD IN URBAN INDIA	Working on the street	Collaboratively Understand various types of occupation prevailing in urban areas and challenges faced by the street hawkers in the city.	Describes factors responsible for availability of different occupations undertaken in rural and urban areas.
	In the market In the factory workshop area	Analyse the situation that how the miserable factory workers are being exploited	
	In the office area	* Develop collaboration by taking part in the discussion on difference between permanent and temporary job.	
		Students would be able to enhance their creativity by creating mind map for entire chapter.	

	The Sense of Collective Belonging	Students will develop civic sense (Citizenship) by understanding the role of Government in providing facilities to the street hawkers in promoting employment opportunities with 90% accuracy.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
Chapter 1	Topic	Learning Objectives	Learning Outcome
AN APPROACH TOWARDS THE PAST	Finding about what happened?	To understand the importance of archaeological sources to reconstruct history	Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.
	Finding about the past	Students would be able to mark the important places on the where first-time crops were grown.	
		Locate the Ganges and its tributaries on the map	
		To understand the importance of maps while studying past.	
		differentiate between manuscripts and inscriptions.	
		critically	
		analyse importance of manuscripts and inscriptions for the kings and common man.	
	What do dates mean?	Students would be able to understand the concept of A.D. and B.C.	
		Learning dates with the events for better understanding.	

	The Sense of Collective Belonging	Appreciate, accept and adopt that history and geography are interconnected, the movement of the people and the creation of states are related to geography.	
		gain knowledge about timeline.	
		gain knowledge about the various sources of information.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
Chapter 2	Topic	Learning Objectives	Learning Outcome
THE STONE AGE AND EARLIEST SOCIETIES	Why did hunter-gatherers move from place to place, difficulties faced by them and skills and knowledge early humans had.	Critically analyse various activities of early humans	Locates important historical sites, places on an outline map of India
		Appreciate the things which ancients used to do which actually served for the betterment of the society as a whole	
		Assess and evaluate the skills and knowledge that early humans had. Various reasons why hunter-gatherers moved from place to place.	
	Caves and shelters and Important Habitation sites	Student will be able to learn about the major habitation sites during which Stone Age people lived in India	
		Build character amongst themselves by discussing / communicating the importance of stone tools.	
		Understand that the early humans chose the places where they could get all the resources for making tools (factory sites).	

	Stonetools and techniques	Student will be able to understand the importance of stonetools and techniques used to make stone tools.	
	Facing a Changing Environment- Herding and Rearing animals	Critically analyse the journey of early humans from hunter gatherers to herders-farmers	
		Communicate clearly the early humans' adaptation to the environment	
	The Sense of Collective Belonging	Appreciate the skills and knowledge of hunter and gatherers.	
		Identify stone artefacts as archaeological evidence, making education from them.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 3	Topic	Learning Objectives	Learning Outcome
THE AGE OF FARMING	Beginning of farming and herding	Students will be able to explain the start of settlement at one place	Explains broad developments during the ancient period, and relate the developments occurring in one place with another
		Relate the origin of farming and domestication	
		Critically analyze how farming and domestication have changed over a period of time. Appreciate the diversity of early domestication	
	A New Way of Life from growing food to storing food	Student will be able to learn about the diversification of life skills (farming, pottery, weaving, etc.)	

	Towards a Settled Life	Student will be able to understand the factors that led to settled life-use of tools, making of houses, clay pots. The student will be able to understand the settled life with the help of the case study- Mehargarh and Daojali Hading	
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	A closer look of Mehrgarh and Daojali Ha ding	know and understand important remains of houses, potteries, animal bones and burial sites which helped the archaeologist to study this period the shift from a nomadic lifestyle to permanent settlement affected social structure, Burial practices & beliefs	
	The Sense of Collective Belonging	Build character amongst themselves by discussing the diverse life skills of early farmers and herders .	
		Identify diverse life skills which helped them lead an improved life	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 4	Topic	Learning Objectives	Learning Outcome
IN THE EARLIEST CITIES	In The Earliest Cities: The story of Harappa What was special about these cities	Critically analyse how the Harappan cities were excavated.	locates important historical sites, places on an outline map of India
		Develop the idea of citizenship by making them visualize how the people of Indus Valley Civilization took good care of the cities, drainage system, architecture etc the different parts of the city like The Great Bath .	
		Appreciate the planning of the Indus Valley civilization	
		Discuss the importance of Great Bath	
	Life of the Harappan people: Houses, drains and streets	Student will be able to understand life of the people. Different kind of people. How the houses, streets and drains were constructed	

		Students will know and understand and discuss the construction style of houses. Appreciate the planning of the Indus	
		Appreciate the planning of the Indus	
		Understand the town planning of Harappans	
	Newcrafts in the city In search of raw material	Student will be able to understand the difference between citadel and lower town.	
		Critically analyse various metals were used in making tools and ornaments. Appreciate the work of craft persons collaboratively	
		Discuss the importance features of Dholavira and Lothal. Appreciate the planning of these cities .	
	Harappan towns in Gujarat	Critically analyse how the location of these places helped the cities to become important centres for trading	
		Built character amongst themselves by discussing / communicating the importance of early cities and their life styles.	
	The Sense of Collective Belonging	develop citizenship by sensitizing the students towards cleanliness and planned as people of Harappan civilization were.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 5	Topic	Learning Objectives	Learning Outcome
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THE VEDIC AGE	Important Vedas and its types	Critically analyse the social, religious and economic background of Rig Veda civilization Assess and evaluate why are Vedas the foundation of modern Indian culture and religion.	Describes issues, events, personalities mentioned in literary works of the time
		growth and composition of early Sanskrit literature like the Vedas, importance of the Vedic rituals on social and religious life of people.	
		Develop character by learning that Vedas are the most ancient texts which define truth for Hindus.	
	Varna System Social structure during early historic period	Understand the social conditions and different social groups during early historic period	
		Acquire knowledge about social category that had grown during the early period.	
		Know the role of the people belonging to different categories.	
		Know the categories of people in that existed in early society	
	Importance of Megaliths and Social differences Important burial sites found in Inamgaon Occupation of the people living in Inamgaon	Student will be able to understand the social and religious life of the people of ancient times, the use of megaliths in their life.	
		Able to explain- 1. Different types of occupations of that time 2. People of that time had sense of arithmetical calculation/geometrical design of the body 3. Kind of animals that were hunted by people for food 4. Kind of crops, fruits, grains that were used as food	

		5.thebeliefs,ritualsofBrahminsthatexisted during that period	
		Criticallyanalysethebeliefsystemandritualsthat existed during that period. Creativelygenerateideasandpresentthereligious, economic and political condition of the people	
	TheSenseofCollective Belonging	Appreciatethatdifferentdevelopmentsweretaking place in different parts of the subcontinent simultaneously.	
		Develop communication skills by debating on how different social groups perform different work in the society	
		Variousdimensionsoflearninglikecriticalthinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter6	Topic	Learning Objectives	Learning Outcome
EARLY KINGDOMS IN INDIA	Howmenbecame rulers	Student will be able to understand and appreciate the freedomtochooserulersoftodayandhowthesystem differed in those times.	DescribestheimplicationsofIndia's contacts with regions outside India in the fields of religion, art, architecture, etc.
		Criticallyanalysethemoneyinvolvedinperforming these yajnas. Example -AshvamedhaYajna	
		Collaborativelytheywillrealizehowvarnasystem restrictedshudras to be part of any yajnas.	

	Ashvamedhayajna and varna system	Given the content (topic) discuss the yajnas performed by the ruler to show how rich and powerful they were.	
		Collaboratively they will understand the procedure of performing Ashvamedhayajnas	
		Importance of performing yajnas by the kings/rulers to show how rich and powerful they were.	
		Know the various ways of ruling in those times Types of yajnas performed .	
	Janapadas and mahajanapadas	Know the important janapadas and mahajanapadas.	
		Students will know about the life of people living in janapadas and mahajanapadas.	
		Critical think and figure out the factors that change janapadas into mahajanapadas.	
	Taxes, a closer look to Magadha and Vajji	Given the content (topic) understand various political and religious conflicts with respect to ruler of those times and current times	
		Critically think the difference in the kingdom, Magadha and vajji	
	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 7	Topic	Learning Objectives	Learning Outcome
RISE OF NEW IDEAS IN RELIGION	The story of Buddha	Given the content (topic) understand the importance of religion Buddhism, its concept and life of Buddha	

		discussthe importance ofteachings ofBuddha.	Analysesbasicideasandvaluesof various religions and systems of thought during ancient period
		Built Characterandcitizenshiptodiscussing /communicating theimportanceofBuddhas teachings.	
	Upanishads and languageusedto compose Vedas	Giventhecontent(topic)explaintheimportanceof Upanishads, what it literally means.	
		Studentswillknowandbeawareoftheimportanceof upnishads	
		StudentswouldbeabletoAcquireinformationabout the recording of the thoughts in those times in Upanishads.	
		Whyatmanand Brahmanwereone?(Critical thinking)	
	Jainism	Giventhecontent(topic)understandtheimportanceof religion Jainism, its concept and life of Mahavira.	
		Discussthe importance ofteachings ofMahavira	
		Built Characterandcitizenshiptodiscussing /communicating theimportanceofMahavira'steachings.	
	The sangha	ToknowingaboutbookVinayaPitakaandtheterm used for men and women who lives in sangha	
		Debateonthatwhymenandwomenliveseparatelyin sangha? (critical thinking)	
		Becomeaware ofthe importance ofsangha	
	The Sense of CollectiveBelonging	Various dimensions of learning like critical thinking, analytical,comparative,creativeetc.willdevelophabits of mind an ultimate and essential life skill	

Chapter8	Topic	Learning Objectives	Learning Outcome
THE FIRST EMPIRE AND ASHOKA	How are empire different from kingdoms?	Student will be able to understand and appreciate the freedom to choose rulers of today and how the system differed in those times.	List out significant contributions of important kingdoms, dynasties with examples viz., Ashoka's inscriptions, Gupta coins, Ratha temples by Pallavas etc.
		Discuss the difference in kingdom and empire Examples of some of the kingdoms and empires.	
		Critically analyse the hierarchy of various dynasties. Appreciate the importance of this hierarchy and some of the most famous and powerful rulers in the History collaboratively	
	How was Ashoka a unique Ruler, Kalinga's War	Student will be able to understand and appreciate the kind of ruler Ashoka was and his transformation as a human being.	
		Discuss the importance of having a ruler like Ashoka now	
		Appreciate the need for putting a Ban on War and no violence society.	
		Critically analyse various issues that led to war of Kalinga and its outcomes .	
		Attitudes and beliefs- Develop Character by visualizing and observing the given scenario in day to day lives and how can we put an end to war and put Ashoka's beliefs in our lives and present it in form of a skit to sensitize others	
	What was Ashoka's Dhamma ?	Student will be able to understand why the lions are shown on our currency notes.	

		Students will know and understand	
		1. Discuss the importance of having a ruler like Ashoka now 2. Knowing about the Mughal empire and Mauryan officials 3. Collecting the tribute from the people.	
	Inscriptions describing Kalinga's War	Critically analyse various information on Mughal empire and Mauryan officials	
		Student will be able to understand the inscription that declared his declaration.	
		Critically analyse various information on Mughal empire and Mauryan officials	
	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 9	Topic	Learning Objectives	Learning Outcome
FROM VILLAGES TO TOWNS	Use of iron tools Irrigation methods and transplantation of paddy for intensification of production.	Explain the increased use of iron tools for the benefit of agriculture	Outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc.
		Different irrigation practices for intensification of agricultural yield.	
		Students will be able to: 1) discuss the benefit of iron tools 2) Analyze the methods adopted by people to increase agricultural production	
		Critically analyse various uses of iron	

		Appreciate the efforts made by people to increase the yield	
		Assess and evaluate why expansion of agriculture was important in term of revenue generation	
		develop citizenship by visualizing and observing the need to use iron tools along with adoption of different irrigation methods for expansion of agriculture .	
	Life of people in villages Social structure of villages of North and South India	Student will be able to understand the Social structure in Indian villages .	
		know the categories of people in Indian villages.	
		Know the role of the people belonging to different categories.	
		Built character amongst themselves by discussing /communicating the importance of categorizing people based on different roles.. Answer knowledge, understanding, application and skill based questions based on the topic.	
	Life of people in cities about 2500 years ago revealed through Jatakas and accounts of travelers, remains of ancient buildings .	Students will know and understand growth of cities about 2500 years ago.	
		Built character amongst themselves by discussing /communicating the importance of categorizing people based on different roles.. Answer knowledge, understanding, application and skill based questions based on the topic.	

		Appreciate the fact that villages were the source centres of food for cities.	
	Crafts, craftsmen ,trade and trading centres	Students will be able to understand the crafts, craftsmen and trade that existed during that period.	
		Critically analyse the development of road and water transport to facilitate trade .	
	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 10	Topic	Learning Objectives	Learning Outcome
FLOWERING OF TRADE AND RELIGION	Finding out about trade and traders	Given the content (chapter) the learners will be able to introduce the idea of different contexts of contact between distant land.	Analyses basic ideas and values of various religions and systems of thought during ancient period
		Students would be able to learn about 1. creatively generate ideas to connect the Sangam texts and long distance exchange. 2. Critically analyse trade relations with Rome. 3. collaboratively find out the need for traders to explore the sea routes.	
		Critically make judgements and decisions regarding evidences found from archeological sites related to trade of items.	
	New Kingdoms along the coasts	Discuss and explain trade along the coastline and the role of ruling families of southern India.	

		Students will know and understand 1. New kingdoms along the coast 2. Good trade and exchanges 3. Ruling families of south 4. Satvahanas lords of Dakshinapath Compare and contrast the role muvedar and Satvahanas	
		Students would be able to learn about 1. Use and manage information to communicate and create a script for roleplay for the topic. 2. effectively interact with others in collaboration to communicate the facilitation of trade	
		Students would be able to learn about the use and manage information to communicate and create a script for roleplay for the topic.	
		Students would be able to effectively interact with others in collaboration to communicate the facilitation of trade	
	The story of silk route	Learners will be able to 1. Understand the significance of the name 'Silk Route' 2. Locate silk route in the map	
		Students would be able to learn about 1. Creatively generate ideas on why king tried to control silk route. 2. communicate effectively about Kushanasas rulers who controlled silk route	
		Critically make judgements and decisions regarding advantages and problems in transporting silk by sea.	

	The spread of Buddhism	understand the spread of Buddhism and its relation to silk route and Kushana dynasty.	
		Critically reason out why Buddhism spread far and wide.	
		Communicate clearly about difference between old and new form of Buddhism.	
		Develop character by participating in GO activity for compare and contrast chart related to two forms of Buddhism.	
		Working in close collaboration to find out meaning of important terms in the lesson like Bodhisattva	
	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 11	Topic	Learning Objectives	Learning Outcome
INDIA DURING THE AGES	Gupta Dynasty	To know about Gupta dynasty	synthesises information related to various historical developments
		Students will know and understand 1. What are Prashastis and what they tell us. 2. Samudra Gupta's Prashasti	

		3.AccountsofGuptadynastyfromdescriptionby Harishena.	
		Students would be able to	
		1. Criticallyusesystemthinkingandgenerateideas from various sources like literary and archeological to derive information about Gupta dynasty.	
		2. Communicatethroughinformationliteracytools about Genealogies of Kingdoms as mentioned in Prashastis	
		3. Critically differentiatethe treatment of Samudragupta towards the rulers defeated by him(RulersofAryavarta,Dakshinapath,Rulers of Assam, Bengal,Nepal and few Ganasanghas and the descendants of Kushanas , Sakas and Srilanka)	
	Harshvardhanaand theimportant ruling dynasties in south India	To comprehend and explain the life of Harshvardhan. DiscussandExplaintheThePrashastiofRulingkingsof south India.	
		Studentswillknowand understand	
		1. WhatarePrashastisandwhattheytellus.	
		2. LifeandextentofkingdomofHarhasvardhan through Harshacharita	
		3. thelifeandexpeditionsofthePallavas, Chalukyas and Pulakesin	
		4. Describe the events indicating towards the expansion in international trade, art, architectureandtheircontributiontotheIndian history	
		Studentswouldbeabletocriticallyusesystemthinking and generate ideas from various sources like literary and archeological to derive information about Harshvardhana.	

		Students would be able to communicate through information literacy tools about Genealogies of Kingdoms as mentioned in Prashastis.	
	Development of administrative system A new kind of army	Learners would be able to explain the development of different administrative systems and a new kind of army.	
		Students will know and understand 1. List all the important designations 2. to compare and contrast their administrative systems from the earlier ones. 3. Distinguish the key features that made the army new and different from earlier ones	
		Students would be able to think creatively, develop, implement and communicate new ideas about administration and army to others effectively.	
		Works in collaboration for the activity to comprehend the key features of administration and the designations. and also, revenue collection for maintenance of army.	
	Assemblies in the southern kingdom. Life of ordinary people	Critically analyse the distinguishing features between the assembly of brahmins and non-Brahmins. Collaborates with others to critically make judgement and decision regarding the rightful condition of common people.	
		Develop citizenship by voicing opinion about how condition of common people is better in modern times as compared to earlier times.	

	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
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Annual Curriculum (2024-25)
GRADE - VI
SUBJECT- SCIENCE

TEXT BOOK : SCIENCE (NCERT)

PRACTICE BOOK : SCIENCE PRACTICE BOOK (S. CHAND)

Month	Topic	Objectives	Art Integration/ Experiential learning	Methodology of teaching /Art of teaching	Learning Outcome
April	Ch-1 Components of food	Students will be able to 1. Tell what do different food items contains. 2. Test for starch, proteins and fats in a given food sample.. 3. Explain the function of each nutrient in order to discuss the importance of nutrients in good health.. 3. Identify various deficiency diseases hence preventing them by taking	Conducts simple investigations to seek answers to queries, e.g., what are the food nutrients present in animal fodder? Test for starch, protein and	ICT Based Teaching Video links for the suitable topics https://youtu.be/gHbLqYMPW94?feature=shared https://youtu.be/tsgyWIsYvxs?feature=shared	Students will be able to Relate processes and phenomenon with causes, e.g., deficiency diseases with diet. Understand and identify the main nutrients present in food, including carbohydrates, proteins, fats, vitamins, and minerals. Recognize different food sources for each nutrient and understand the importance of a balanced diet.

		proper balanced diet.	fats in lab.		
Ch-2 Sorting material s into groups	Students will be able 1. List the objects around us in order to analyse the materials they are made up of. 2. Examine the materials by compressin g or scratching them in order to categorize them as hard and soft material or lustrous materials. 3. Plan and conduct an investigation in order to classify different kinds of materials by their observable properties.	Art integrated activity Demonstration of soluble, insoluble, translucent and opaque materials in class.	ICT Based Teaching https://youtu.be/og9GyhzmxXA?feature=shared https://youtu.be/FhRIMy7bmmM?feature=shared	Students will be able to Classifies materials, organisms and processes based on observable properties, e.g., materials as soluble, insoluble, transparent,translucent and opaque.	

May	Ch-3 Separation of substances	Students will be able 1. Identify properties of given items and select a property that would help them easily separate the items from each other 2. Examine the solubility of salt in water in certain conditions in order to differentiate the solution as saturated and unsaturated 3. Arrives at logical conclusion that certain specific methods can be employed to separate solid mixtures based on the size, colour or weight of the components	Art integrated activity Demonstration of sedimentation, decantation, evaporation, condensation and filtration. in lab.	ICT Based Teaching https://youtu.be/6K3Rogp41N0?feature=shared https://youtu.be/oZ6kT_0Wxgg?feature=shared	Students will be able To Identify and understand different methods of separating substances, such as filtration, evaporation, sedimentation, decantation, and sieving Recognize the importance of separation techniques in everyday life, such as in water purification, food processing, and recycling.
July	Ch-4 Getting to know plants	Students will be able to 1. Compare the roots of different plants in order to classify them into tap roots and fibrous roots 2. Analyze the parts of a plant and	Integrated activity Demonstration of parts of leaf, its venation and types of roots. • Demonstration of parts of	ICT based teaching https://youtu.be/b7ZIJyD4CPU?feature=shared https://youtu.be/5jJLfwTkGe8?feature	Students will be able to Learn to identify and understand functions of different parts of a plant, including roots, stems, leaves, flowers, and fruits. Develop an appreciation for plants and learn how to care for them, including watering, sunlight requirements, and soil conditions.

		their function to in order to classify them into root and shoot system 3. Apply knowledge of parts of plants to decipher features of plants/specimens provided.	flower. • Demonstration of transpiration in plant. In practical lab	=shared	
	Ch-5 Body movements	Students will be able to 1. Identify the type of joints in human body & their extent of movement/motion 2. Predict the classes that different organisms belong based on their movement. Compare the characteristics features of body movements of various organisms	Integrated activity Demonstration of human skeleton and joints.	ICT based teaching https://youtu.be/qmcj6ZvHBjk?feature=shared https://youtu.be/YbEfPtYR9tY?feature=shared	Students will be able to Identify different types of joints in the human body (ball and socket, hinge, pivot, gliding) and understand their functions Understand how muscles work in pairs to produce movement, including agonist and antagonist muscles.. Participate in physical activities and exercises that promote coordination, strength, and flexibility, such as stretching routines, yoga, or simple sports drills.
August	Ch-6 The living organisms characteristics	Students will be able to 1. Differentiate between the terrestrial & aquatic habitats based on	Integrated activity Demonstration of parts of cactus plant in class.	ICT based teaching https://youtu.be/-xunqrC5_zE?feature=shared	Students will be able to Learn about the classification of living organisms into different groups based on similarities and differences, such as plants, animals, fungi, and microorganisms. Explore how living organisms adapt to their habitats through physical and behavioral adaptations, such as camouflage, mimicry, and hibernation.

	and habitats	their abiotic factors. 2. Critique the idea that the absence of any one feature characteristic of a habitat, might not affect the balance of the habitat 3. Structure evidence of features contributing towards diversity of life within a single habitat, into one note, taking into consideration specific habitats			Develop awareness of the importance of conserving habitats and protecting biodiversity to maintain ecosystems and ensure the survival of living organisms.
October	Ch- 7 Motion and measurement of distance	Students will be able to 1. Compare the measurement of length for an object using a scientific instrument and an unscientific instrument in order to differentiate between standard and non-standard units of measurement.	Integrated activity Measurement of class length and width by foot. Measurement of curved line by scale and thread.	ICT based teaching https://youtu.be/EDck-HEp5Fc?feature=shared https://youtu.be/MNtDgKBKDxg?feature=shared	Students will be able to Define motion and identify different types of motion Identify the standard units of measurements and how are they used. Understand the different types of motion around us.
November	Ch- 8 Light, Shadow	Students will be able to 1. Distinguishes objects based on	Integrated activity	ICT based teaching https://youtu.be/I	Students will be able to Define light and understand that it travels in straight lines

s and reflections	the following features- emission of light by them and visibility through them. 2. Distinguish between shadows & reflections. Summarizes the characteristics of image formed by a pinhole camera 3. Represent working of a pinhole camera diagrammatically and makes conclusion about the nature of reflection shown by a plane periscope, electric torch, etc. mirror.	Demonstration of transparent, translucent and opaque objects. Making a pinhole camera.	OIGOT88Aqc?feature=shared https://youtu.be/OiR2zkDHrLU?feature=shared	Understand the concepts of opaque, translucent, and transparent objects. Explore practical applications of reflection in daily life, such as periscopes, rearview mirrors, and kaleidoscopes
Ch- 9 Electricity and circuits	Students will be able to 1. Distinguish between complete and incomplete circuit with a well labelled figure. 2. Analyze the flow of current in a simple electric circuit with battery, bulb and wires to identify	Integrated activity Making of a circuit. Demonstration of open and closed circuits. Demonstration of electric cell and bulb.	ICT based teaching https://youtu.be/usD5uoy0kbA?feature=shared https://youtu.be/tqgd25KDWTg?feature=shared	Students will be able to identify the components of a basic electric circuit, including a cell/battery, switch, bulb/lamp, and wires. Differentiate between open and closed circuits and understand their implications for the flow of electricity

		necessary condition to ensure flow of current. 3. Infer why metals like copper and aluminium are used for making wires for domestic & industrial purposes.			
December	Ch-10 Fun with magnets	Students will be able to 1. Classify the given substances as magnetic & nonmagnetic based on their ability to be attracted by magnets along with examples 2. Outline the events responsible for the discovery of natural magnets. Create a direction finder in order to find the direction.	Integrated activity Demonstration of magnetic and non-magnetic substances. Demonstration to show working of magnetic compass. Demonstration: how to convert iron bar into magnet	ICT based teaching	Students will be able to Define magnetism and identify different types of magnets and understand the properties of magnets, such as attraction, repulsion, and magnetic poles. Learn about the behavior of magnetic poles and how they interact with each other, including the force of attraction and repulsion Understand safety precautions when handling magnets, including avoiding damage to electronic devices and keeping magnets away from sensitive materials like credit cards
	Ch-11 Air around us	Students will be able to 1. Prove the presence of air in water and soil in order to explain how oxygen becomes available to animals and plants. 2. Outline the causes	Integrated activity Test the presence of CO₂, oxygen, water vapour, nitrogen	ICT based teaching https://youtu.be/HQJy9BkVr68?feature=shared	Students will be able to identify and describe the properties of air, such as its weight, pressure, and ability to expand and contract. recognize the importance of conserving air quality and taking actions to reduce air pollution, both individually and collectively.

		& effects of Air pollution and Depict the composition of air using pie chart. 3. Compare distinguishing features between compostable waste and non-compostable waste, in connection with properties of the end product.	n, dust and smoke in air through an activity.		
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Anjali Singh
TGT science

GRADE - VI
SUBJECT-MATHEMATICS

Book prescribed : Mathematics Made Easy

Month	Topic	Objectives	Art Integration/ Experiential learning	Methodology of teaching /Art of teaching	Learning Outcome
April (20 days)	Ch- 1- Knowing Our Numbers	Students will be able to: 1.Recall the concept of number system. 2.Recognize big and small numbers. 3.Read and write a numeral in Indian and International system of numeration. 4.Describe the place value and face value of the digits in large numbers. 5.Compare large numbers. 6. Arrange large numbers in order. 7. Carry operations on large numbers. Students will be able to: 1.Recall natural numbers 2. Understand the concept of whole numbers 3. Represent whole numbers on a number line. 4. Identify and	To understand the concepts of number system using different number cards.	Activity Based Teaching Link of activity will be shared with students. https://youtu.be/nRbc-IN_dhk	Students will be able to write numbers according to Indian as well as international system of numeration. They will be able to state the place value and face value of a digit in a large number and compare large numbers. Students will be able to solve the sums related to operations on large numbers.
	Ch-2- Whole Numbers	1.Recall natural numbers 2. Understand the concept of whole numbers 3. Represent whole numbers on a number line. 4. Identify and	Representation of whole numbers on number line using cardboard, sketch pens, ruler, paper, scissors and glue.	Activity Based Teaching Link of activity will be shared with students. https://youtu.be/DTZMfc64AU	Students will be able to Understand the concept of whole numbers and represent whole numbers on a number line. They will be able to write the successor and predecessor on any large number. Students will be able to recognize the lines of symmetry in all the objects and figures where symmetry is exhibited.

	Ch 11- Symmetry	write the successor and predecessor of numbers. Students will be able to: 1. Recognize the lines of symmetry in all the objects and figures where symmetry is exhibited.	To find no. of lines of symmetry using paper, color, pencil, scissors and glue.	Activity Based Teaching Link of activity will be shared with students. https://youtu.be/5LWkLCUloFg	
May(11 days)	Ch9- Basic Geometric Ideas	Students will be able 1. To define point, line, line segment, ray and plane. 2. To classify types of lines. 3. To identify curves and classify them as open and closed. 4. To define polygons and angles. 5. To locate the points in the interior and in the exterior of the polygons and angles.	To make a clock with time 4 0' clock and find the angle between hour needle and minute needle using paper, colored pens, ruler, scissors.	Activity Based, Student centered and collaborative Activity: To make a clock and find the unknown angles.	Students will be able to define point, line, line segment, ray and plane, classify types of lines, identify curves and classify them as open and closed. They will be able to define polygons and angles and to locate the points in the interior and in the exterior of the polygons and angles.
July (22 days)	Ch-3- Playing	Students will be able :	To find LCM of three numbers through an	Activity Based Teaching	Students will be able to define, explain and demonstrate factors and multiples of numbers, composite numbers, even and odd

with numbers Ch-4-	1. To define, explain and demonstrate factors and multiples of numbers. 2. To define and differentiate prime and composite numbers, even and odd numbers, co-prime and twin prime numbers. 3. To test the divisibility of whole numbers by 2,3,4,5,6,7,8,9,10 and 11. 4. To explain the terms HCF and LCM of two or more numbers, calculate them and also use them in different real-life situations. 5. To state and use the relationship between the HCF and LCM of two numbers. Students will be able: 1.To define integers, order the integers, represent them on a number line.	activity using 4 charts with numbers 1-100 and cutting all the multiples of given three numbers. Arrange all the charts (after cutting the multiples) together to find LCM. To find HCF of three numbers using chart with numbers 1-100 and three colored Bindi packets. Put the different colored Bindi for 3 different numbers. Addition and subtraction of integers activity using colored sheets. Cutting small circles of colored	Activity: The given link will be shared with the students. They can find LCM and HCF of three numbers with the help of this video. https://youtu.be/KxQQwuKA9GE Activity Based Teaching Activity: The given link	numbers, co-prime and twin prime numbers. They will test the divisibility of whole numbers by 2,3,4,5,6,7,8,9,10 and 11. Students will be able to explain the terms HCF and LCM of two or more numbers, calculate them and also use them in different real- life situations. They will be able to state and use the relationship between the HCF and LCM of two numbers. Students will be able to define integers, order the integers, represent them on a number line and perform the operations of addition and subtraction with integers.
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	Integers	2. To perform the operations of addition and subtraction with integers.	sheets and marked integers like +1 and -1. Paste cutouts of small circles for solving the problems of addition and subtraction of integers.	will be shared with the students. They can find addition and subtraction of integers with the help of this video. https://youtu.be/bP4_jdTA6ro	
August (18 days)	Ch-10- Understanding Elementary Shapes	Students will be able 1. To measure line segments and angles. 2. To classify different types of angles. 3. To identify perpendicular lines and perpendicular bisector of a line segment. 4. To define and explain triangles and quadrilaterals. 5. To state different types of triangles and quadrilaterals and their properties. 6. To classify polygons and identify regular polygons. 7. To recognize 3-D shapes and	Angle sum property of a triangle activity using colored sheets, glue, sketch pens, scissors, ruler and colored tape. Students will take cutouts of all the angles and paste them together to prove that the sum of all the angles of a triangle is 180° .	Activity Based Teaching Activity: Angle Sum Property The given link will be shared with the students. They can prove angle sum property of a triangle with the help of this video. https://youtu.be/pDcVRLZXC_c	Students will be able to measure line segments and angles, to classify different types of angles and to identify perpendicular lines and perpendicular bisector of a line segment. Students will be able to define and explain triangles, quadrilaterals and circle. They will be able to state different types of triangles and quadrilaterals

	Revision for Half Yearly Examination	observe their properties.			
September (20 days including 12 days of Examinations)	Half Yearly Examination Ch-14- Data Handling	Students will be able: 1.To define data and recognize different types of data. 2. To collect and organize data in tally marks table. 3. To represent the data in the form of pictographs and bar graphs. 4. To read data from pictograph and bar graph.	To prepare a frequency table for friends' name letters using pastel sheet, colored pens, pencil and ruler.	Activity Based Teaching Activity: The given link will be shared with the students. https://youtu.be/zr-M_wJRuLk	Students will be able to define data and recognize different types of data. They will be able to construct frequency table to organize the data using tally marks. They will be to represent the data in the form of pictographs and bar graphs and read data from pictograph and bar graph.
October (19 days)	Ch-5- Fractions	Students will be able: 1.To define the term fraction and explain its meaning giving examples. 2. To define and illustrate proper fractions, improper fractions, mixed	To add unlike fractions using colored sheets, sketch pens, pencil, ruler and scissors.	Activity Based Teaching Activity: The given link will be shared with the students. https://youtu.be/UxIVBiORtEc	Students will be able to define the term fraction and explain its meaning giving examples. They will be able to define and illustrate proper, improper, mixed fractions and compare two or more fractions. They will be able to apply their knowledge in solving the sums of addition and subtraction of fractions. Students will be able to recognize decimals as fractions with denominators 10,100,1000 and so on. They will be able to represent decimals on number line and compare two or more decimal fractions.

	and Area	perimeter and calculate the perimeter of different types of polygonal shapes. 2. To define area and calculate the area of squares and rectangles.	measurement using A-4 size pastel sheets and also find the perimeter and area of all the figures.		
December (19 days)	Ch-7- Algebra	Students will be able: 1. Define and give examples of variables, constants and algebraic equations. 2. To frame algebraic expressions from given situations.	Activity will be done using colored pastel sheets, sketch pens scissors.	Activity Based Teaching Activity: The given link will be shared with the students. https://youtu.be/NybHckSEQBI	Students will be able to define and give examples of variables, constants and algebraic equations. They will be able to frame algebraic expressions from given situations. Students will be able to define the ratio and proportion able to find equivalent ratio. They will be able to solve mathematical problems and real life problems using proportion and unitary method.
	Ch-8 Ratio and Proportion	Students will be able: 1. To define the ratio and proportion. 2. To find equivalent ratio 3. To state proportion as equivalence of two ratios and use this principle in solving many mathematical problems.	To show ratio and proportion activity with the help of colored sheets, colored sketch pens, pencil, glue and scissors.	Activity Based Teaching Activity: The given link will be shared with the students. https://youtu.be/LB0ADuFqZ2o	

		4. To understand unitary method and apply the concept in solving real life problems.			
January (18 days)	Ch-12- Practical Geometry	Students will be able 1. To draw a line segment of a given measurement. 2. To draw perpendicular and perpendicular bisector on a line segment. 3. To construct an angle of a given measure using protractor and compass. 4. To construct angle bisector using compass.	To make angles by paper folding with the help of colored sheets, glue pencil and scissors.	Activity Based Teaching Activity: The link will be shared with the students.	Students will be able to draw a line segment with the given measurement. They will be able to construct perpendicular, perpendicular bisector on a line segment, construct angles and angle bisector using ruler and compass.
February (18 days)	Revision of the syllabus of Term-2	Students will be able to solve and justify the given problems.		Worksheets will be given to students. Class tests, quiz and viva will be conducted in the class.	Students will be able to solve and justify the given problems.

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ANNUAL CURRICULUM PLAN (2024-25)

GRADE – VI

SUBJECT : AI

Month	Topic	Objectives	Art Integration/ Experiential learning	Methodology of teaching /Art of teaching	Learning Outcome
April	Ch-1 : Safeguarding Your Computer	To learn how to protect our computer from illegal access. And terms related to it.		Using Demonstration in Computer Lab.	Student will be able to : • Know about Cyber Crime • Protecting your computer from Illegal Access • Protecting your computer from a computer Malware.

May	Ch-2: Formulas and Functions In Excel	To learn about formulas and different ways to add a formula in a worksheet. And to know about different built-in functions.	Create a invoice in excel and apply various functions formulas and calculate GST according to given Rate.	Using demonstration in Computer Lab	Students will be able to: • Different ways to enter Formulas • Understanding Cell Range • Customise Worksheet tab • Functions
July	Ch-3 : Charts in Excel Ch-4 : Advanced Features of Power Point 2016	To learn about different types of charts and the sorting of data in Excel. To learn about different features of Powerpoint 2016.	Do a poll of your class on festivals of india. Visit https://utsav.gov.in/ and find the relevant information about each festival. Create an Excel sheet containing the favourite festival of each student in the class and sort the data according to the name of the student alphabetically. Create a Powerpoint presentation on the 'seven wonders of the world'. Add the required sound and video effects to the slides.	Using Demonstration in Computer Lab	Students will be able to : • Charts In excel • Sorting data Students will be able to : • Know about Slide Views • Know about Slide Transition • Know about Animation • Know about Importing Data from other applications.
August	Ch-5: Algorithmic Intelligence	To learn how to solve various life problems using flowchart, algorithm and mind map.	Write an algorithm to convert the temperature from Fahrenheit to Celsius.	Using Demonstration in Computer Lab	Students will be able to: • Know about Algorithm. • Know About Flow Charts • Solving Problems using Algorithms and Flowcharts • Mind Map
September	Revision & Exams				

October	Ch-6: Using Make Code Arcade	To learn about coding using make code arcade.	Write a pseudo code to check if a number is divisible by 7 or 11. Also, create a project in Make code Arcade.	Using Demonstration in Computer Lab	Students will be able to : • Know about what is a traffic Light System? • Where else do we see Applications of Coding • What exactly is coding? • Components of Make code arcade Window.
November	Ch-7: Introduction to Python	To know about Python Programming Language	Create a maths assignment and do quick calculations using interactive mode.	Using Demonstration in Computer Lab	Students will be able to : • Know about features of python • Installing Python • Programming In Python • Input and output in python • Variables in python.
December	Ch-8: Human Vs. Machine Intelligence	To know about intelligence in humans and as well as machines.	Imagine a robot designed to assist in house hold chores. How might this robot demonstrate artificial intelligence by mimicking human actions? Provide two examples of tasks it could perform and explain how it would “think” like a human while doing them.	Using Demonstration in Computer Lab	Student will be able to : • What is intelligence? • Human Intelligence • Artificial Intelligence • Differences between human and machines.
	Ch-9: AI Technologies	To know about the AI technologies that we can use in our daily life.	Open a voice assistant and search for voice assistant take any two of them and write about them.		Student will be able to : • Know about Optical Character Recognition • Speech recognition • Face Recognition
January	Ch-10: Types of Robots	To know about different types of robots	You have to do daily routine task as your mother is ill , what type of robot you are going to use.	Using Demonstration in Computer Lab	Student will be able to : • Know about Categories of robot • Robot vs. Humans-Advantages and disadvantages

February	Revision & Exams				
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VIDYA BHARATI SCHOOL
ANNUAL SYLLABUS (2023-2024)
GRADE –VI
SUBJECT - GK

Book prescribed : Knowledge Trek

Month	Topic	Objectives	Art Integration/ Experiential learning	Methodology of teaching /Art of teaching	Learning Outcome
April	Our Environment	To make students aware about the environment.		Discussion Method with digital support	Students will learn about How we protect our environment .
May	India and the world .	To make students aware about the world	Make a collage of different currencies.	Explanation with the help of digital support	Students will learn about different civilizations.
June	Science and technology	To make students aware about the scientists and their discoveries.	Write some point about Robotics .	Topic would be discussed using web support	Students will learn our scientific instruments .
August	Art and culture	To make students aware about our indian culture.		Topic will be discussed and explained using web support	Students will learn our different Arts of india .
September	Sports & Entertainment	To make students aware sport played around the world .		Discussion Method with digital support	Students will learn about the Asian Games .
October	Entertainment	To make students aware about	Write about famous Movie star .	Topic will be discussed and explained using web support	Students will learn about the timeless art & classical music & star.

		different famous personalities			
September	Language & literature.	To make students aware about indian language and lit.	Write about famous quotes.	Discussion Method with digital support	Students will learn about famous fictional characters.
October	Language & Literature	To make students aware about the indianlit.different languages spoken	Write about spiritual gurus and their famous writings	Topic will be discussed and explained using web support	Students will learn about poets and writer and poets .
January	Life Skills/smart mind	Moral value skills & brain game		Topic will be discussed and explained using web support	Students will learn about moral values & math magic .
February	Revision			Discussion Method with digital support	Students will revise



PLATINUM VALLEY INTERNATIONAL SCHOOL
Curriculum (2024-2025)
GRADE - VI
SUBJECT - ART

Books prescribed: - Creativity and Beyond

Month	Topic	Objectives	Art Integration/ Experiential learning	Methodology of Teaching /Art of Teaching	Learning Outcome
April	1. Nature Study 2. Drawing and Colouring Flowers 3. Drawing and Colouring Trees	To introduce with different shapes and color application techniques.	Art integrated activity using different geometrical shapes.	Demonstrative and Practical method.	Students will be able to know about different elements of art and the principles to use these elements.
May	1. Drawing and Colouring Birds 2. Drawing and Colouring	To develop the creative and aesthetical skills of the students.	Art integrated activity using different shapes.	Demonstrative and Practical method.	Students will be able to know about the different elements of art and the principles to use these elements.

	Animals 3. Drawing and Colouring Insects and Bugs				
July	1. Still Life with graphite Pencil 2. Vegetables and Fruits 3. Still Life with Pen and Ink	To develop the creative skills.	Art integrated activity using different geometrical shapes.	Demonstrative and Practical method.	Students will be able to develop their creative and aesthetical sensibilities.
August	1. Maple Leaf 2. Flowers 3. Trees	To develop the creative and aesthetical skills of the students.	Art integrated activity using different geometrical shapes.	Demonstrative and Practical method.	Students will be able to develop their creative and aesthetical sensibilities.
September	1. Birds 2. Animals 3. Insects and Bugs	To develop the creative and aesthetical skills of the students.	Art integrated activity using different geometrical shapes.	Demonstrative and Practical method.	Students will be able to develop their creative and aesthetical sensibilities.
October	1. Human Form Study 2. Human Face - - Different Views 3. Expressions and Emotions	To develop the creative and aesthetical skills of the students.	Art integrated activity using different geometrical shapes.	Demonstrative and Practical method.	Students will be able to develop their creative and aesthetical sensibilities.
November	1. Portrait Study 2. Building (Perspective)	To develop the creative and aesthetical skills of the students.	Art integrated activity using different geometrical shapes.	Demonstrative and Practical method.	Students will be able to develop their creative and aesthetical sensibilities.
December	1. Composition 2. Cartooning – Caricatures	To develop the creative and aesthetical skills of the students.	Art integrated activity using different geometrical shapes.	Demonstrative and Practical method.	Students will be able to develop their creative and aesthetical sensibilities.
January	1. Madhubani	To develop the creative and	Art integrated activity	Demonstrative and	Students will be able to

	Painting 2. Landscape	aesthetical skills of the students.	using different geometrical shapes.	Practical method.	develop their creative and aesthetical sensibilities.
February	1. Assessment - Composition	To develop the creative and aesthetical skills of the students.	Art integrated activity using different geometrical shapes.	Demonstrative and Practical method.	Students will be able to develop their creative and aesthetical sensibilities.