

Class- VI  
2025-26  
Book List

|   |   |
|---|---|
| English                                   | 1. New Pathways Course Book (Oxford)<br>2. New Pathways Literary Reader (Oxford)  |
| Hindi                                     | 1. पाठ्य पुस्तक मल्हार N.C.E.R.T<br>2. व्याकरण निपुण 6 तरुण पुब्लिकेशन्स<br>3. बाल राम कथा N.C.E.R.T  |
| Sanskrit                                  | बाल-संस्कृत-कणिका प्रथम भाग: (गोयल ब्रदर्स)   |
| French                                    | 1. Nouvel Apprenons le français-2 (Méthode de français)<br>2. Nouvel Apprenons le français-2(Cahier d'activités)<br>New Saraswati House Publication |
| Mathematics                               | 1. Ganita Prakash (NCERT)<br>2. Mathematics Lab Activity Book (Prachi Publications)<br>3. Workbook  |
| Science                                   | 1. Curiosity Textbook of Science Class 6 (N.C.E.R.T)<br>2. Work Book  |
| Social Science                            | Exploring Society: India and Beyond (NCERT)   |
| Artificial Intelligence                   | Artificial Intelligence – (Kips Publications)   |
| Value Education /<br>Happiness Curriculum | Living in Harmony (Oxford Publications)   |
| Art & Craft                               | Prachi Visual Art (Prachi Publications)   |
| Music                                     |   |

**Assessment Areas**

**TERM 1 (M.M - 100)**

- 1) Pre Mid Term
- 2) Subject Enrichment Activities  
(Activities from April – September)
- 3) Portfolio  
(Summer Vacation Assignments)
- 4) Mid-Term Examination

**TERM 2 (M.M - 100)**

- 1) Post Mid Term
- 2) Subject Enrichment Activities  
(Activities from October to March)
- 3) Portfolio  
(Winter Vacation Assignments)
- 4) Annual Examination

# ENGLISH

| Month and Periods | Text Books   | Grammar  | Writing   | Art Integrated Activities  |
|-------------------|--|--|---|--|
| <b>Apr. (30)</b>  | <b>Lit. Reader: L1 Kali and the Rat Snake</b><br><b>Course Book:</b><br><b>Unit 1: Sec 3</b><br><b>Foreign Lands (poem)</b>  | <b>Parts of Speech Revision</b>  | <b>Dialogue completion</b>  | <b>Lit. Reader: L4 (Reading )</b><br><b>Pre-reading activity:</b><br><b>Predict the story after showing the title and the image.</b><br><b>Post Reading activity:</b><br><b>Illustrate a scene from the story.</b> |
| <b>May (24)</b>   | <b>Lit. Reader: The Old Horse Dobbin (poem)</b><br><b>Course Book:</b><br><b>Unit 1: Sec 1- A Caterpillar called Matthew</b> | <b>Punctuation</b>   | <b>Picture Description</b>  | <b>Listen to a short summary of the story and identify the mistakes (Listening)</b>  |
| <b>Jul. (26)</b>  | <b>Lit. Reader: L2 Friends or Enemies</b><br><b>Course Book :</b><br><b>Unit 2:Sec 3- The Laburnum (poem)</b>                | <b>Kinds of sentences, Determiners</b>   |   | <b>Making a banner for promoting a cause or event. (Writing)</b>   |
| <b>Aug. (30)</b>  | <b>Lit. Reader : L2 The Magical Earth(poem)</b><br><b>Course Book:</b><br><b>Unit 2: Sec 2- The Banyan Tree</b>              | <b>Present Tense:</b><br><b>Simple present, present continuous, present perfect present perfect continuous</b> | <b>Informal letter writing (congratulating for one's success, Invitation)</b> | <b>Role-Play (Speaking) on real life situations. Dealing with Bullying or helping a friend in need.</b>  |
| <b>Sep. (15)</b>  | <b>Course Book: Unit 3: L1 – Leah's Pony</b>   | <b>S-V Agreement</b>   |   | <b>Worksheets for Practice</b>   |
|                   | <b>Revision for Mid- Term Exam</b>   |  |   |  |

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| <b>Oct.<br/>(24)</b> | <b>Lit. Reader :<br/>L3 Pret in the<br/>House<br/>Course Book: Unit<br/>3: Sec 3-The<br/>Duck(poem)</b>                           | <b>S-V Agreement<br/>(continued)<br/>Past tense (simple<br/>past, Past<br/>continuous)</b> | <b>Diary entry</b>   | <b>Design an<br/>advertisement<br/>(Writing)</b>   |
| <b>Nov.<br/>(30)</b> | <b>Lit. Reader: The<br/>Spider and the Fly<br/>(poem)<br/>Course Book: Unit<br/>4 : Sec -3 The<br/>Olympic Granny<br/>(poem)</b>  | <b>Future tense<br/>(simple future,<br/>future continuous)</b>                             | <b>Paragraph<br/>Writing</b>   | <b>Listening to the<br/>instructions and<br/>making an origami<br/>item (Listening)</b>  |
| <b>Dec.<br/>(30)</b> | <b>Course Book:<br/>Unit 3 :<br/>Sec 2- Attila<br/>Unit 5: Sec 3 -In<br/>the Bazaars of<br/>Hyderabad (poem)</b>                  | <b>Idioms, Jumbled<br/>words.</b>  | <b>Formal<br/>Letter<br/>Writing<br/>(Leave<br/>application,<br/>lost an item)</b> | <b>Lit. Reader: L5<br/>(Reading)<br/>Pre-reading activity:<br/>Guess the story from<br/>the clues.<br/>Post Reading activity:<br/>Making a word<br/>journal.</b> |
| <b>Jan.<br/>(22)</b> | <b>Lit. Reader:<br/>L6 The Merchant<br/>of Venice<br/>Course Book: Unit<br/>6: Sec 3 -The Little<br/>Green Orchard<br/>(poem)</b> | <b>Direct &amp; Indirect<br/>speech<br/>(Declarative)</b>                                  |  | <b>Debate (Speaking)</b>   |
| <b>Feb.<br/>(28)</b> | <b>Lit. Reader: Before<br/>I Go to Sleep<br/>(poem)<br/>Course Book: Unit<br/>6 – Sec 1-Lob’s Girl</b>                            | <b>Integrated<br/>grammar</b>  | <b>Revision</b>  | <b>Spell check / Dictation</b>   |
| <b>Mar.<br/>(7)</b>  | <b>Revision</b>   |  |  |  |

### Syllabus for Examinations:

| PA-1   | Mid-Term   | PA-2   | Annual  |
|--|--|--|---|
| <b>Literature:</b><br><br><b>Lit. Reader : L1 - Kali and the Rat Snake, The Old Horse Dobbin (poem)</b><br><br><b>Grammar: Parts of Speech, Punctuation</b><br><br><b>Writing: Dialogue Completion</b><br><b>Reading Comprehension</b> | <b>Literature:</b><br><br><b>L1 - Kali and the Rat Snake, The Old Horse Dobbin (poem), L2 - Friends or Enemies, The Magical Earth (poem), Course Book: Unit 2 Sec 2 - The Banyan Tree</b><br><br><b>Grammar: Syllabus covered from April to September</b><br><br><b>Writing: Dialogue completion, Picture Description, Informal Letter Writing</b><br><br><b>Reading Comprehension</b> | <b>Literature:</b><br><br><b>L3 - Pret in the House, The Spider and The Fly</b><br><br><b>Grammar: Past Tense, Future Tense</b><br><br><b>Writing: Diary entry</b><br><br><b>Reading Comprehension</b> | <b>Literature:</b><br><br><b>L3 - Pret in the House, The spider and the Fly(poem), L6 - The Merchant of Venice, The Magical Earth (poem- from 1<sup>st</sup> term), Course Book: Unit 3 Sec 2 - Attila</b><br><br><b>Grammar: Syllabus covered from October to February (Present Tense, Subject-Verb agreement from 1<sup>st</sup> term)</b><br><br><b>Writing: Diary entry, Paragraph writing, Formal Letter writing</b><br><br><b>Reading Comprehension</b> |

#### Learning Objectives:

##### Literature:

1. To identify, analyze, interpret and describe the critical ideas and themes of the text.
2. To develop language skills, creativity and critical thinking.
3. To understand and interpret different types of literature.

##### Grammar:

1. To learn rules of grammar and communicate clearly and correctly.
2. To write effectively and understand language structures.
3. To enable learners to achieve linguistic competence.

##### Listening:

1. To interpret and respond effectively.
2. To enhance comprehension and interpretation.
3. To recognize different pronunciations and speech patterns.

**Reading:**

- 1. To inculcate reading habits.**
- 2. To develop comprehension skills.**
- 3. To deduce the meaning of difficult words in a given context.**

**Speaking:**

- 1. To pronounce correctly and express effectively.**
- 2. To use appropriate word stress, sentence stress and elementary intonation patterns.**
- 3. To develop confidence, fluency and clear communication skills.**

**Writing:**

- 1. To master the mechanics of writing- the use of correct pronunciation and capital letters.**
- 2. To write effective and correct English.**
- 3. To write neatly and legibly with reasonable speed.**

## हिंदी

| माह/ कालांश<br>Month/period | इकाई<br>unit  | विषय वस्तु<br>Content  | कला एकीकृत गतिविधियाँ<br>Art integrated activities  |
|-----------------------------|---|--|---|
| अप्रैल (20)                 | मल्हार-1<br>पद्य<br><br>पूरक पुस्तक<br>बालराम कथा           | पाठ -1 मातृभूमि (कविता)<br><br>पाठ -1 अवधपुरी में राम  | 1. काव्य प्रस्तुति कौशल।<br>2. मातृभूमि कविता में भारत का सुंदर वर्णन किया गया है। आप भारत के किस स्थान पर रहते हैं उसके बारे में लिखिए। उस स्थान की कुछ ऐतिहासिक इमारतों को A4 साइज की शीट पर चित्रित कीजिए।             |
|                             | व्याकरण<br><br>लेखन   | भाषा बोली लिपि व्याकरण,<br>वर्ण विचार और उच्चारण<br><br>लेखन - चित्रवर्णन  | 3. अपठित गद्यांश कार्यपत्रक।  |
| मई (18)                     | मल्हार गद्य<br><br>बालराम<br>कथा<br><br>व्याकरण<br><br>लेखन | पाठ-2 गोल (संस्मरण)<br><br>पाठ -2 जंगल और<br>जनकपुर पाठ 3-दो<br>वरदान<br><br>तत्सम- तद्भव, विलोम शब्द<br>अनुच्छेद लेखन | 1. आपको कौन-कौन से खेल और कौन कौन से खिलाड़ी अच्छे लगते हैं और क्यों कक्षा में बताइए<br>2. अपने घर या पुस्तकालय से पिछले सप्ताह के समाचार पत्रों को देखिए। अपनी पसंद के एक खेल समाचार को A4 शीट पर लिखिए व चित्रित कीजिए। |
| जुलाई (25)                  | मल्हार<br><br>बालराम<br>कथा                                 | पाठ-3 पहली बूँद (कविता)<br>पाठ-4 हार की जीत (कहानी)  | 1 'हार की जीत' कहानी में बाबा भर्ती की दिनचर्या को भी बताया गया है। आप भी ए 4 साइज की शीट पर अपना चित्र लगाकर अपनी दिनचर्या लिखिए।  |

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|              | व्याकरण<br>लेखन<br>आवधिक<br>परीक्षा 1                            | पाठ - 4 राम का वनगमन<br><br>अनेक शब्दों के लिए एक शब्द,<br>अनेकार्थक शब्द<br>औपचारिक पत्र  | 2. पत्र लेखन कार्यपत्रक ।  |
| अगस्त (29)   | पद्य<br><br>गद्य<br><br>बालराम<br>कथा<br><br>व्याकरण<br><br>लेखन | पाठ-5 रहींम के दोहे (दोहे)<br><br>पाठ-6 मेरी माँ (आत्मकथा)<br><br>पाठ - 5 चित्रकूट में भरत, पाठ - 6<br>दंडक वन में दस वर्ष<br><br>पर्यायवाची, लिंग<br><br>संवाद लेखन | 1. कक्षा में समूह में रहींम के दोहे<br>प्रस्तुत कीजिए।<br>2. बिस्मिल को साहसी बनाने में<br>उनकी माँ बहुत सहयोग दिया ।<br>आपकी माँ आपके किन किन गुणों<br>को विकसित करने में सहयोग करती<br>है । माँ का चित्र लगाकर ए - 4 साइज<br>की शीट पर लिखिए ।<br>3. अपठित काव्यांश कार्यपत्रक । |
| सितम्बर (14) | व्याकरण<br>लेखन  | सूचना लेखन, पुनरावृत्ति  | 1. पठन कौशल<br><br>2. स्वविचार प्रस्तुति   |
|              | अर्धवार्षिक<br>परीक्षा   |  |  |
| अक्टूबर (25) | पद्य<br><br>बालराम कथा   | पाठ-7 जलाते चलो (कविता)<br>पाठ-8 सत्रिय और बिहू नृत्य<br>(निबंध)<br><br>पाठ 7 सोने का हिरन   | 1. यदि आपको टाइम- मशीन मिल<br>जाए तो आप उसमे बैठकर कौन से<br>समय में और कौन से स्थान पर जाना<br>चाहेंगे? और क्यों ?  |

|                 | व्याकरण<br>लेखन   | वचन, संज्ञा<br>अनौपचारिक पत्र  |   |
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| नवंबर (27)      | पद्य<br>गद्य<br>बाल राम<br>कथा<br><br>व्याकरण<br><br>लेखन | पाठ-9 मैया मैं नहि माखन खायो<br>(पद)<br><br>पाठ-10 परीक्षा (कहानी)<br><br>पाठ 8 सीता की खोज<br><br>सर्वनाम, अशुद्ध वाक्यों को शुद्ध<br>करना<br><br>अनुच्छेद लेखन | 1. काव्य प्रस्तुति<br>2. प्रेमचंद का जीवन परिचय ए- 4<br>शीट पर लिखिए व चित्रित कीजिए।<br><br>3. अनुच्छेद कार्यपत्रक |
| दिसंबर (28)     | पद्य<br><br>बालराम कथा<br><br>व्याकरण<br><br>लेखन         | पाठ-11 चेतक की वीरता (कविता)<br><br>पाठ 9 राम और सुग्रीव पाठ 10 लंका<br>में हनुमान<br><br>विराम चिन्ह, पर्यायवाची<br><br>संवाद लेखन                              | 1. पठन कौशल<br>2. महाराणा प्रताप कौन थे ? उनके<br>बारे में इंटरनेट से जानकारी प्राप्त<br>करके सचित्र लिखिए          |
| आवधिक परीक्षा 2 |   |  |   |
| जनवरी (20)      | गद्य  | पाठ-12 हिन्द महासागर में<br>छोटा-सा हिंदुस्तान (यात्रा वृत्तांत)   | 1. सूचना लेखन कार्यपत्रक<br>2. मॉरीशस के बारे में इंटरनेट से<br>जानकारी प्राप्त करके उसके बारे                      |



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|             | बालराम कथा<br><br>व्याकरण<br><br>लेखन | पाठ 11 - लंका विजय पाठ 12 - राम<br>का राज्याभिषेक<br><br>तत्सम तद्भव, विलोम शब्द<br><br>सूचना लेखन | में कुछ ए - 4 साइज की शीट पर<br>लिखिए व चित्रों को चिपकाइए                                |
| फरवरी (20 ) | गद्य<br><br>व्याकरण<br>लेखन           | पाठ-13 पेड़ क बात (निबंध)<br><br>पत्र लेखन ,संवाद लेखन<br>पुनरावृत्ति                              | 1. बाल राम कथा से अपने पसंदीदा<br>अध्याय को कक्षा में सुनाना ।<br>3. संवादलेखन कार्यपत्रक |
| मार्च (5)   |                                       | पुनरावृत्ति<br><br>वार्षिक परीक्षा   |   |

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| <p><b>आवधिक परीक्षा 1</b></p> <p>मल्हार- 1. मातृभूमि (कविता) ,<br/>2. गोल (संस्मरण)</p> <p>व्याकरण – भाषा, बोली,<br/>लिपि व्याकरण, वर्ण<br/>विचार और उच्चारण,<br/>विलोम, तत्सम तद्भव।<br/>लेखन कार्य।</p> <p>अर्धवार्षिक परीक्षा<br/>मल्हार-1 अप्रैल 2025 से सितंबर 2025 तक</p> | <p><b>आवधिक परीक्षा 2</b></p> <p>मल्हार – 10. जलाते चलो (कविता) ,<br/>11. सत्रिय और बिहू नृत्य (निबंध)</p> <p>व्याकरण - संज्ञा, सर्वनाम, वचन, अशुद्ध वाक्यों<br/>को शुद्ध करना, लेखन कार्य ।</p> <p>वार्षिक परीक्षा<br/>मल्हार- अक्टूबर 2025 से मार्च 2026 तक संपूर्ण<br/>पाठ्यक्रम और पाठ 'हार की जीत' ।<br/>बालराम कथा- पाठ 8 सीता की खोज पाठ 9 - राम<br/>और सुग्रीव पाठ 10 - लंका में हनुमान पाठ 11 -<br/>लंका विजय पाठ 12 - राम का राज्याभिषेक</p> |
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| <p>संपूर्ण पाठ्यक्रम</p> <p>बालराम कथा – पाठ 1- अवधपुरी में राम पाठ 3 - दो वरदान, पाठ 4 - राम का वनगमन पाठ 5 चित्रकूट में भरत पाठ 6 दंडक वन में दस वर्ष</p> <p>व्याकरण - अप्रैल 2025 से सितंबर 2025 तक संपूर्ण पाठ्यक्रम</p> | <p>व्याकरण – अक्टूबर 2025 से मार्च 2026 तक संपूर्ण पाठ्यक्रम और कारक।</p> |  |
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### शिक्षण उद्देश्य :

1. गद्य- भाषा की साहित्यिक सम्पदा वर्तनी तथा उच्चारण, वाक्य रचना, नाटक द्वारा भाषा के विभिन्न कौशलों का विकास करना ।
2. पद्य - भाषा के पद्यात्मक रूप से परिचय करवाना, व्याख्या द्वारा भाषा में अभिव्यक्ति का संवर्धन, प्रश्न निर्माण , कल्पनाशीलता, कौशलता , विद्यार्थियों की सृजनशीलता का विकास करना।
3. व्याकरण- उच्चारण एवं वर्तनी , संधि , लिंग , वचन , विभक्ति , शब्द रचना प्रयोग आदि व्याकरण बिंदुओं द्वारा भाषा के विकास और छात्रों की भाषिक क्षमताओं का विकास करना ।
4. कला एकीकृत गतिविधियों के माध्यम से बच्चों में आत्म- चिंतन के लिए अवसर और स्वतंत्रता के साथ अभिव्यक्ति को बढ़ावा देना है ।

संस्कृत

| माह /<br>कालांश | इकाई   | विषयवस्तु / व्याकरण  | कला एकीकृत गततविधिया  |
|-----------------|--|--|---|
| अप्रैल<br>14    | प्रथमः पाठः<br>द्वितीयः पाठः<br><br>व्याकरणम्    | वन्दना<br>सः तौ ते एषः एतौ रते (क)<br>सः तौ ते एषः एतौ रते (ख)<br>स्वर, व्यंजन, क्रिया-पद, सर्वनाम<br>वर्ण-विच्छेदन- संयोजनम्, अव्यय<br>अभ्यास पत्रिका (1,2) लट् लकार<br>प्रत्ययः  | श्लोकोच्चारण (वाचन-कौशल)<br>पशु, पक्षियों के चित्र सहित नाम<br>लिखिए। श्लोक, चित्र सहित<br>लिखिए। (लेखन कौशल)<br>मौखिक लिखित                              |
| मई<br>14        | तृतीयः पाठः<br><br>चतुर्थः पाठः<br><br>व्याकरणम् | सा ते ताः एषा एते एताः<br><br>तत् ते तानि एतत् एते एतानि<br>लिंग पृथक्, क्रिया-पद,<br>वचनमरिवर्तन सर्वनाम-यद,<br>विशेषण - विशेष्य, धातुरूप<br><br>अभ्यास पत्रिका (3, 4)  | तीनों लिंगों के चित्र सहित नाम<br>लिखिए।<br>मम मित्रम् वाक्य रचना (लेखन-<br>कौशल)<br>वार्तालाम (वाचन -कौशल)<br>बालगीतम्<br>(प्रत्यय सहित )<br>मौखिक लिखित |
| जुलाई<br>12     | पञ्चमः पाठः<br><br>षष्ठः पाठः<br><br>व्याकरणम्   | त्वम् युवाम् यूयम् (अभ्यास<br>पत्रिका) अहम् आवाम् वयम् (5, 6)<br>धातु रूप, शब्द रूप, अव्यय,<br>विलोम पर्यायवाची, वचन, लिंग,<br>अपठित गद्यांश, प्रयांशवाक्य<br>रचना चित्र-सहित, सूर्यः (लेखन,<br>वाचन-कौशल)<br>श्लो कोच्चारण<br>मौखिक लिखित | वाक्य रचना चित्र-सहित, सूर्यः<br>(लेखन, वाचन-कौशल)<br>श्लो कोच्चारण<br>मौखिक लिखित  |

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| अगस्त<br>16   | सप्तमः पाठः<br><br>अष्टमः पाठः<br><br>व्याकरणम् | आवधिक परीक्षा-1<br>(पाठ 1, 2)<br>मम मित्राणि (अभ्यास<br>पत्रिका 7,8)<br>मम मम मातुल - गृहम् (द्वितीया<br>विभक्ति) ७, पहित गयांश,<br>अनुच्छेद, संवारः, विलोम पर्याय,<br>अव्यय, विशेषण, संख्या । से<br>उन्तक | मम विद्यालयः वाक्य रचना<br>(लेखन-कौशल)<br>श्लोकोच्चारण<br>(वाचन - कौशल)<br>बालगीतम्<br>मौखिक लिखित                            |
| सितम्बर<br>8  | पुनरावृत्ति                                     | अर्धवार्षिक परीक्षा<br>(पाठ 1,2,3,4,5,6,7,8)<br><br>पाठ्य-पुस्तक, व्याकरणम्<br>अभ्यास पत्रम् 1, 2 पुनरावृत्ति  | लेखन, वाचन- कौशल (रचनात्मक<br>पुनरावृत्ति मौखिक, लिखित<br>गतिविधियों)   |
| अक्टूबर<br>15 | नवमः पाठः<br><br>दशमः पाठः<br><br>व्याकरणम्     | वार्तालामः (तृतीया विभक्तिः)<br>वृक्षाय नमः (चतुर्थी विभक्तिः)<br><br>वचन परिवर्तन, शुद्ध उत्तर<br>लिखिए विशेषण, वाक्य निर्माण,<br>अपठित गद्यांश, धातु, शब्दरूप  | वृक्षः चित्रसहित वाक्य-रचना<br>श्लोकाः लेखन-कौशल, उच्चारण<br>मौखिक, लिखित<br>चारों विभक्तियाँ प्रत्यय सहित<br>लृटलकार प्रत्यय |
| नवम्बर<br>12  | एकादशः पाठः<br><br>द्वादशः पाठः                 | अभ्यास पत्रिका-9,10<br><br>वानराः (पञ्चमी विभाक्त)   | कथा लेखन चतुरः काकः चित्र<br>सहित<br>प्रश्नोत्तर विभाक्त प्रत्यय<br>(लेखन, वाचन-कौशल)   |

|                            |                                       |   |   |
|----------------------------|---------------------------------------|---|---|
|                            | व्याकरणम्                             | प्रश्ना : उत्तराणि च (षष्ठी विभक्ति)<br>विलोम, पर्यायवाची, अव्यय, ययांश, विभक्ति प्रयोग, संवाद<br>अभ्यास पत्रिका 11, 12 | मौखिक, लिखित  |
| दिसम्बर<br>14              | त्रयोदशः<br>पाठः<br><br>चतुर्दशः पाठः | वार्षिकोत्सव : (सप्तमी, विभक्ति)<br><br>संस्कृतम् - भारतस्थ गौरवम्<br>(संबोधनाम्) अभ्यास पत्रिका (13, 14 ) शब्द धातु    | संस्कृत गीत लेखन, गायन भिन्न<br>प्रकृतिकम पदम चिनुत ।<br>मौखिक, लिखित   |
| आवधिक परीक्षा 2 (पाठ 9,10) |                                       |   |   |
| जनवरी<br>12                | पञ्चदशः पाठः<br><br>व्याकरणम्         | मम अग्रजा (तुमुन् प्रत्ययः) तुमुन्<br>प्रत्यय, कर्तृ, क्रिया पद, प्रश्न-<br>निर्माण गयांश, पचांश, अनुच्छेद,<br>संवाद    | अस्माकं देशस्य राष्ट्रीय<br>चिह्ननानि चित्र सहित नामानि<br>लिखत ।<br>वाचन-कौशल श्लोक, वाक्य<br>रचना<br>मौखिक, लिखित |
| फरवरी<br>14                | षोडशः पाठः<br><br>व्याकरणम्           | बाल-दिवसः (तृट् लकारः)<br>पर्याय, विलोम, अव्यय, विशेषण<br>प्रत्यय, अव्यय, संवाद<br>पुनरावृत्ति सम्पूर्ण                 | बाल-दिवस पर वाक्य रचना<br>मौखिक, लिखित  |
| मार्च<br>4                 | पुनरावृत्ति<br>सम्पूर्ण               | पाठ्यपुस्तक, व्याकरण<br>पुनरावृत्ति<br>(पाठः 9, 10, 11, 12, 13, 14, 15,<br>16)<br>अभ्यास पत्रम् 3, 4 (पुनरावृत्ति)      | पुनरावृत्ति<br>मौखिक, लिखित   |
| वार्षिक परीक्षा            |                                       |   |   |

## पाठ्यक्रम यक्रम

### 1. आवधिक परीक्षा 1

वन्दना पाठ 1, 2 और व्याकरण कार्य सम्पूर्ण

### 2. अर्धवार्षिक परीक्षा

अप्रैल माह से लेकर सितम्बर माह तक सम्पूर्ण ।

### 3. आवधिक परीक्षा

पाठ्य-पुस्तक और व्याकरण कार्य ।

पाठ 9, 10 और व्याकरण कार्य ।

### 4. वार्षिक परीक्षा

अक्टूबर माह से लेकर फरवरी माह तक सम्पूर्ण। पाठ्य पुस्तक और व्याकरण कार्य ।

10% पाठ्यक्रम अप्रैल से सितम्बर सम्मिलित किया जायेगा ।

## शैक्षणिक उद्देश्य

1. श्लोको के माध्यम से छात्रों में अच्छे संस्कारों का विकास करना और शुद्ध उच्चारण की क्षमता उत्पन्न करना।
2. कथा के माध्यम से छात्रों में कल्पना, चिन्तन एवं रचनात्मक अभिव्यक्ति का विकास करना।
3. व्याकरणम्- उच्चारण एवं वर्तनी, संधि, वाक्य रचना, विभक्ति प्रयोग आदि व्याकरण बिंदुओं द्वारा भाषा का विकास और छात्रों की भाषिक क्षमताओं का विकास करना।
4. कला एकीकृत गतिविधियों के माध्यम से बच्चों में आत्म-चिंतन के लिए अवसर और स्वतंत्रता के साथ अभिव्यक्ति को बढ़ावा देना है।

## FRENCH

**Books name:-** 1. **Nouvel Apprenons le français :-Part-2 (Livre)**  
 2. **Nouvel Apprenons le français:-Part-2(Cahier d'activités)**

| Month & periods | Units  | Contents  | Learning objectives   | Suggested activities  |
|-----------------|--|---|---|---|
| April<br>10     | Leçon- 0 Un clin d'œil sur la France                                       | S'initier à la culture française                              | Savoir à propos de France<br>(To know about the culture of France)  | -Activités dans le livre  |
|                 | Leçon- 1:-Un Voyage anatomique   | Décrire une personne, le corps humain et les verbes en <<er>> | Apprendre comment décrire une personne et comment conjuguez les verbes en <<er>>(To learn how to describe someone and how to conjugate er ending verbs in French) |   |
| May<br>11       | Leçon-2:- Allons à la cafeteria !<br><br>(Pratiquer du cahier d'activités) | Les pluriels des noms et les verbes <<ir>>                    | Apprendre comment faire les pluriels et comment conjuguer les verbes en <<ir>><br><br>(To learn how to make plurals and how to conjugate <<ir>> ending verbs)     | -Activités dans le livre<br><br>-Faites dix phrases avec les verbes er, ir et colliez/dessinez l'image pour chaque phrase |

|                |                                 |  |   |  |
|----------------|---------------------------------|--|---|--|
| July<br><br>12 | Leçon- 3:-Un<br>journée à Paris | Dire la<br>nationalité,<br>Les adjectifs | Apprendre les<br>nationalités et<br>les adjectifs<br><br>(To learn<br>nationalities<br>and adjectives<br>in French) | -Activités dans le<br>livre<br><br>- Activités<br>d'orale<br>(Lisez le<br>texte) |
|----------------|---------------------------------|--|---|--|

**Pre Mid-term :-Leçon-0(Culture et civilisation) Leçon-1, Compréhension écrite, Grammaire, Vocabulaire, Production écrite et Traduction**

|                  |   |  |  |  |
|------------------|---|--|--|--|
| August<br><br>10 | Leçon- 4:- La<br>famille<br>professionnelle | La négation et<br>les verbes en<br><<ger>> | Savoir<br>comment<br>faire la<br>négation et<br>comment<br>conjuguer<br>les verbes en<br><<ger>> en<br>français. (To<br>know how to<br>make<br>negative<br>sentences<br>and how to<br>conjugate<br><<ger>><br>ending verbs<br>in French) | -Activités dans<br>le livre<br><br>-Remplissez<br>l'affiche et<br>préparez votre<br>carte d'identité |
|------------------|---|--|--|--|



|  |   |   |  |  |
|--|---|---|--|--|
| <p><b>Sep.</b></p> <p><b>6</b></p>   | <p><b>Leçon- 5:-Explorons les saisons !</b></p> <p><b>(Pratiquer du cahier d'activités)</b></p> | <p><b>Parler de saisons et Expressions avec Faire</b></p> | <p><b>Apprendre les saisons et Expressions avec Faire</b></p> <p><b>(To learn about seasons and expressions with faire verb in French)</b></p> |  |
| <p><b>Mid Term - Leçons – 0(Culture et civilisation) 1,2, 3, 4, 5, Compréhension écrite, Grammaire - La consolidation de la grammaire précédente, vocabulaire, Production écrite et Traduction</b></p> |   |   |  |  |



|                                     |   |   |   |   |
|-------------------------------------|---|---|---|---|
|                                     | <p><b>Leçon- 8- Un repas français</b></p> <p><b>(Pratiquer du cahier d'activités)</b></p> |   | <p><b>and how to conjugate &lt;&lt;tir&gt;&gt; verbs)</b></p>   | <p><b>n orale (Les nombres)</b></p>   |
| <p><b>Dec.</b></p> <p><b>10</b></p> | <p><b>Leçon- 9 Visitons la maison de Manuel !</b></p>                                     | <p><b>Décrire un lieu, Les adjectifs possessifs</b></p> | <p><b>Apprendre comment décrire un lieu et comment utiliser les adjectifs possessifs en français</b></p> <p><b>( To know how to describe a place and how to use adjectifs possessifs in French)</b></p> | <p><b>-Activités dans le livre</b></p> <p><b>-Décrivez deux repas français par utiliser les articles partitifs.</b></p> |

**Post Mid Term :-Leçons – 0(Culture et civilisation), 6, 7, Compréhension écrite, Grammaire, vocabulaire, Production écrite et Traduction**

|  |  |                 |  |                         |
|--|--|-----------------|--|-------------------------|
| Jan.<br><br>9  | <b>Leçon- 10- Une lettre de Boulogne-Billancourt</b><br><br><b>(Pratiquer du cahier d'activités)</b> | Décrire un lieu | Apprendre comment décrire en français (To learn how to describe a place in French) | Activités dans le livre |
| Feb.   | Révision   |                 |  |                         |
| Mar.   | L'examen final   |                 |  |                         |
| <b>Annual Exam:- Leçons – 0(Culture et civilisation), 6, 7, 8, 9,10, Compréhension écrite, Grammaire - La consolidation de la grammaire précédente, vocabulaire, Production écrite et Traduction</b> |  |                 |  |                         |

## MATHEMATICS

| Month | Period | Unit                    | Content   | Learning Objectives  | Art integrated activities                                 |
|-------|--------|-------------------------|---|--|---|
| April | 30     | Patterns in mathematics | <u>Ch – 1 Patterns in Mathematics</u><br><br>What is mathematics, Patterns in Numbers, Visualising Number sequences, Relation among number Sequences, Patterns in Shapes, Relation to Numbers sequences | <ul style="list-style-type: none"> <li>● To identify patterns in various contexts (numbers, shapes, and real-life examples).</li> <li>● To create and extend patterns based on a given rule.</li> <li>● To apply patterns to solve problems and describe the rules behind them.</li> </ul>           | Pictorial representation of some number sequences         |
| May   | 24     | Geometry                | <u>Ch. 2 Lines and Angles</u><br><br>Point, Line Segment, Line, Ray, Angle, Comparing Angles, Making Rotating Arms, Special types of Angles, measuring angles, Drawing Angles                           | <ul style="list-style-type: none"> <li>● To identify and describe different types of lines, such as straight lines, curved lines, parallel lines, and intersecting lines.</li> <li>● To differentiate between different types of angles.</li> <li>● To draw and measure different angles.</li> </ul> | Formation of Various Geometrical Shapes Using Matchsticks |

|        |    |               |   |   |   |
|--------|----|---------------|---|---|---|
| July   | 26 | Number System | <u>Ch. 3 Number Play</u><br><br>Number, Supercells, Patterns of numbers on the number line, playing with digits, pretty palindromic patterns, the magic number of Kaprekar, Clock and calendar numbers, Mental math, Playing with number patterns, An unsolved mystery, Simple estimation | <ul style="list-style-type: none"> <li>• Understand the logic of games</li> <li>• Explore winning strategies through mathematical thinking</li> <li>• Apply reasoning in simple games</li> <li>• Solve problems using game theory</li> <li>• Enhance problem-solving skills</li> <li>• Develop an understanding of number theory</li> <li>• Master more advanced mathematical concepts</li> </ul> | Formation of numbers and their comparisons            |
|        |    | Number System | <u>Ch. 10 The other side of Zero</u><br>Bela's building of fun, The Token Model, Integers in other places, Explorations with integers   | <ul style="list-style-type: none"> <li>• To define integers.</li> <li>• To represent integers on a number line.</li> <li>• To perform the operations of addition and subtraction of integers.</li> </ul>  | 1. Addition of Integers<br>2. Subtraction of Integers |
| August | 30 | Number System | <u>Ch. 5 Prime Time</u><br>Common multiples and common factors, prime   | <ul style="list-style-type: none"> <li>• To find out factors and multiples of the given numbers.</li> <li>• To identify prime and composite</li> </ul>  | 1. Finding prime numbers<br>2. Finding the HCF        |

|      |    |  |   |   |   |
|------|----|--|---|---|---|
|      |    |  | <p>numbers, co-prime numbers, prime factorisation, divisibility tests, fun with numbers</p>   | <p>numbers</p> <ul style="list-style-type: none"> <li>● To test the divisibility of given numbers by 2, 3, 4, 5, 6, 9, 10 and 11.</li> <li>● To understand prime factorization.</li> <li>● To calculate H.C.F. and L.C.M. of the given Numbers</li> </ul>   |   |
| Sep. | 15 | <u>Revision for Mid Term Examination</u> |   |   |   |
| Oct. | 24 | Mensuration                              | <p><u>Ch. 6 Perimeter and Area</u></p> <p>Perimeter of rectangle, square, triangle and regular polygon, Area of rectangle, square and triangle</p>  | <ul style="list-style-type: none"> <li>● To define the perimeter and area of closed shapes.</li> <li>● To calculate the perimeter and area of closed shapes.</li> <li>● To apply the concept of perimeter and area solving problems related to our day-to-day life.</li> </ul>  | Perimeter of Region   |
| Nov. | 30 | Number System                            | <p><u>Ch.7 Fractions</u></p> <p>Fractional units and equal share, fractional units as parts of whole, measuring using fractional units, marking fraction lengths on number line, mixed fractions, equivalent fractions,</p> | <ul style="list-style-type: none"> <li>● To understand the concept of a fraction as a part of a whole</li> <li>● To identify the numerator and denominator</li> <li>● To represent fractions visually on number line</li> <li>● To compare fractions</li> <li>● To find equivalent fractions</li> <li>● To add and subtract fractions</li> <li>● To convert improper</li> </ul> | To develop the concept of equivalent fractions experimentally |

|      |    |            |  |  |  |
|------|----|------------|--|--|--|
|      |    |            | comparing fractions, addition and subtraction of fractions   | fractions and mixed numbers <ul style="list-style-type: none"> <li>● To applying fractions to real-life situations.</li> </ul>   |  |
| Dec. | 30 | Geometry   | <u>Ch. 8 Playing with Constructions</u><br><br>Artwork, constructing squares and rectangles, an exploration in rectangles, exploring diagonals of rectangles and squares, points equidistant from two given points | <ul style="list-style-type: none"> <li>● To familiarize students with basic geometrical concepts</li> <li>● To learn how to use tools like a compass and ruler to accurately draw shapes and lines</li> <li>● To construct geometrical shapes like square and rectangles.</li> </ul> | 1.To make the following shapes using a pair of set squares.<br>i) Square<br>ii) Rectangle<br>iii) Parallelogram<br>iv) Rhombus<br>v) Trapezium                                   |
| Jan. | 24 | Statistics | <u>Ch. 4 Data Handling and Presentation</u><br><br>Collecting and organising data, pictographs, bar graphs, drawing of bar graphs, artistic and aesthetic considerations   | <ul style="list-style-type: none"> <li>● To know the meaning of real data.</li> <li>● Organize data using tally marks.</li> <li>● To represent data using pictures.</li> <li>● To read and interpret pictographs and bar graphs.</li> </ul>  | To collect the data from the students regarding time spent (more than 2 hours) in watching T.V. and to present the data in the form of a bar graph by paper cutting and pasting. |
| Feb. | 28 | Geometry   | <u>Ch. 9 Symmetry</u>  | <ul style="list-style-type: none"> <li>● Define symmetry and explain its importance in</li> </ul>  | To determine the number of lines of  |



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|------|---|--|---|--|--|
|      |   |  | <p><b>Line of symmetry, rotational symmetry</b></p> | <p>mathematics and real life.</p> <ul style="list-style-type: none"> <li>● Recognize and draw lines of symmetry</li> <li>● Differentiate between symmetrical and asymmetrical figures.</li> <li>● Understand the concept of rotational symmetry.</li> <li>● Determine the number of lines of symmetry in common geometric shapes (e.g., squares, triangles, circles).</li> <li>● Explore symmetry in everyday objects and nature.</li> </ul> <p><u>Revision for Annual Examination</u></p> | <p>symmetry of following shapes by paper folding:</p> <p>i) Equilateral triangle</p> <p>ii) Isosceles triangle</p> <p>iii) Square</p> <p>iv) Rectangle</p> <p>v) Rhombus</p> |
| Mar. | 5 | <u>Revision for Annual Examination</u> |   |  |  |

**Syllabus for Periodic Test 1 -- Ch.1 Patterns in Mathematics, Ch. 2 Lines and Angles**

**Syllabus for Mid Term Examination -- Ch.1 Patterns in Mathematics, Ch. 2 Lines and Angles, Ch.3 Number Play,**

**Ch. 10 The other side of Zero, Ch. 5 Prime Time**

**Syllabus for Periodic Test 2 – Ch. 6 Perimeter and Area, Ch.7 Fractions**

**Syllabus for Annual Examination -- Ch. 4 Data Handling and Presentation, Ch. 5 Prime Time, Ch. 6 Perimeter and Area, Ch.7 Fractions,**

**Ch. 8 Playing with Constructions, Ch. 9 Symmetry, Ch. 10 The other side of Zero**

## SCIENCE

| Month & Periods | Unit                                   | Content  | Learning Objectives   | Suggested Activities/ Art Integrated Activities   |
|-----------------|--|--|---|---|
| Apr. (21)       | Ch-1<br>The Wonderful World of Science | <ul style="list-style-type: none"> <li>- What is science</li> <li>- Diversity in the habitats</li> <li>- Scientific method</li> </ul>    | <ol style="list-style-type: none"> <li>1. To understand why do we need to study Science</li> <li>2. To know different types of habitats</li> <li>3. To know the variety of life- plants and animals</li> <li>4. To understand different scientific methods</li> </ol> | <p>PF- 1<br/>NCERT Activity 1</p> <ul style="list-style-type: none"> <li>- To explore the things beyond the Sun, Moon and the Earth and consider a problem that you face in your daily life and try to find out the answer scientifically and discuss among your peer group.</li> </ul>   |
|                 | Ch-2<br>Diversity in the Living World  | <ul style="list-style-type: none"> <li>- Diversity in plants and animals around us</li> <li>- How to group plants and animals</li> </ul> | <ol style="list-style-type: none"> <li>1.To observe plants and animals around us</li> <li>2.To group the plants based on height and nature of stems</li> <li>3. To understand leaf venation and root patterns</li> <li>4. To know about seeds</li> </ol>              | <p>PF- 2<br/>NCERT Activity 2.1 &amp; 2.2</p> <ul style="list-style-type: none"> <li>-To explore the diversity of plants and animals around us and enlist your observations for comparing their characteristics (Group activity)</li> </ul> <p>Group 1-Stem of plant<br/>Group 2- Leaves of plant<br/>Group 3- Place where animals live<br/>Group 4- Food that animals eat<br/>Group 5- The way animals move around</p> |

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| <b>May<br/>(24)</b>  | <b>Ch-2<br/>Diversity in<br/>the Living<br/>World</b>                 | <ul style="list-style-type: none"> <li>- Plants and animals in different surroundings</li> </ul>   | <p>5.To know the diversity in animals</p> <p>6.To compare plants and animals, living in different habitats with their adaptive features</p>   | <p>- To know about Indian scientists (any three) who explored about the diversity of the living world and prepare a brief report.</p>   |
|                      | <b>Ch- 3<br/>Mindful<br/>Eating: A<br/>path to a<br/>healthy body</b> | <ul style="list-style-type: none"> <li>- What do we eat</li> <li>- Components of food</li> <li>- Test of different components of food</li> <li>- Balanced diet</li> <li>- Millets: nutrition rich cereals</li> <li>- Food miles: from farm to our plate</li> </ul> | <p>1. To understand the importance and sources of food and nutrients</p> <p>2. To know about the components of food, their functions and deficiency diseases</p> <p>3. To test the food components</p> <p>4. To understand the importance of a balanced diet</p> <p>5. To understand importance of millets</p> <p>6. To know food miles</p> | <p><b>MA-1</b><br/><b>NCERT Activity 3.8</b></p> <p>- Prepare a diet chart to provide balanced diet to a twelve years old child. The diet chart should include food items which are easily available, affordable and follow it for a healthy lifestyle.</p> |
| <b>Jul.<br/>(25)</b> | <b>Ch- 11<br/>Nature's<br/>Treasures</b>                              | <ul style="list-style-type: none"> <li>- Air</li> <li>- Water</li> <li>- Energy from the Sun</li> <li>- Forest</li> <li>- Soil, Rocks and Minerals</li> <li>- Fossil fuel</li> <li>- Natural resources-renewable and non-renewable</li> </ul>                      | <p>1.To understand the importance and composition of air</p> <p>2. To know importance of water and reduce the wastage of water</p> <p>3. To know about Rainwater harvesting</p> <p>4. To understand the importance of solar energy and forest</p> <p>5. To understand</p>   | <p><b>PF-3</b><br/><b>NCERT Activity 11.1</b></p> <p>- Write a slogan / a poem on 'Breathe healthy, be healthy' and discuss the importance of clean air for good health.</p>  |

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|              | Ch- 5<br>Measurement<br>of length and<br>motion | <ul style="list-style-type: none"> <li>- Motion</li> <li>- Types of Motion</li> <li>- Measurement in ancient times</li> </ul> | <p>the components of soil and rock</p> <p>6. To know sources and uses of minerals</p> <p>1. To understand and different types of motions</p> <p>2. To know the methods of measurement in modern and ancient time</p> <p>3. To understand need for standard units of measurement</p> | <p>MA- 2</p> <p>NCERT Activity 5.1</p> <p>- India has rich history of 'measurement systems' of ancient times. Prepare a brief report on the "Ancient Measurement Systems" and compare it with the modern techniques. Paste relevant pictures to make your report attractive.<br/>(Group activity)</p> <p>Group 1- Ancient Measurement System</p> <p>Group 2 -Modern Techniques of measurements</p> |
| Aug.<br>(23) | Ch- 5<br>Measurement<br>of length and<br>motion | <ul style="list-style-type: none"> <li>- Speed and distance</li> <li>- Standard units of measurement</li> </ul>               | <p>4. To measure distance correctly by avoiding common errors</p> <p>5. To describe various means of transport</p>  |  |
|              | Ch- 6<br>Materials<br>around us                 | <ul style="list-style-type: none"> <li>- Objects and materials around us</li> </ul>   | <p>1. To know classification of materials</p>   | <p>PF- 4</p> <p>NCERT Activity 6.4, 6.5, 6.6, 6.7</p>  |

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|                  |   | <ul style="list-style-type: none"> <li>- Grouping of materials</li> <li>- Properties of materials</li> <li>- Matter</li> </ul>   | 2. To understand how to group the materials according to their properties<br>3. To understand mass and volume of objects<br>4. To know about the states of matter  | - Collect different materials and classify these materials on the basis of properties like transparency, solubility, appearance and hardness.  |
| <b>Sep. (10)</b> | <b>Revision</b><br><b>Midterm Examination</b>                 |  |  |  |
| <b>Oct. (17)</b> | <b>Ch- 9</b><br><b>Methods of separation in everyday life</b> | <ul style="list-style-type: none"> <li>- Mixture</li> <li>- Handpicking</li> <li>- Threshing</li> <li>- Winnowing</li> <li>- Sieving</li> <li>- Evaporation</li> <li>- Sedimentation and Decantation</li> <li>- Filtration</li> <li>- Churning</li> <li>- Magnetic separation</li> </ul> | 1. Differentiate between mixture and pure substances<br>2. To analyze different types of mixtures<br>3. To understand the needs to separate various components of a mixture<br>4. To know about various methods of separation to separate different types of substances. | <b>PF- 5</b><br><b>NCERT Activity 9.5</b><br>- Make a water filter using low cost materials and explain about the importance of different layers you used as a filter in your model.<br><b>(Group Activity and Class Presentation)</b> |
| <b>Nov. (24)</b> | <b>Ch- 4</b><br><b>Exploring Magnets</b>                      | <ul style="list-style-type: none"> <li>- Magnets of different shapes</li> <li>- Magnetic and non-magnetic materials</li> <li>- Magnetic compass</li> <li>- Making of magnet</li> <li>- Attraction and</li> </ul>   | 1. To know the uses of magnets<br>2. To know different shapes of magnets<br>3. To differentiate magnetic and non-magnetic materials<br>4. To analyse the poles and properties of magnets<br>5. To know how magnets can be used   | <b>MA- 3</b><br><b>NCERT Activity 4.5</b><br>- Make your own refrigerator magnet and learn different uses of the magnet on the basis of their properties.  |

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|           | Ch- 8<br>A Journey through States of water  | <p>Repulsion between magnets</p> <ul style="list-style-type: none"> <li>- Fun with magnets</li> <li>- How to keep magnets safe</li> </ul> <p>- Evaporation and condensation</p> <ul style="list-style-type: none"> <li>- States of water</li> <li>- Factors affecting evaporation</li> </ul> | <p>in finding directions</p> <p>6. To know the making of magnet</p> <p>7. To learn different fun activities by magnets</p> <p>8. To know how can we keep magnets safe</p> <p>1. To understand about evaporation and condensation</p> <p>2. To understand different states of water</p> <p>3. To know the factors affecting evaporation</p> | <p>MA- 4</p> <ul style="list-style-type: none"> <li>- Write your thoughts on 'Water is our responsibility before it is our right' and spread the awareness about it in your neighbourhood</li> </ul>  |
| Dec. (24) | <p>Ch- 8<br/>A Journey through States of water</p> <p>Ch- 7<br/>Temperature and its Measurement</p> | <ul style="list-style-type: none"> <li>- How is rain formed</li> <li>- Water cycle</li> <li>- Temperature</li> <li>- Measuring temperature</li> <li>- Water temperature</li> </ul>   | <p>4. To know about water cycle.</p> <p>1. To measure body temperature by using digital and clinical thermometer</p> <p>2. To know how can we measure the temperature of water by using laboratory thermometer</p>   | <p>PF- 6</p> <p>NCERT Activity 8.9</p> <ul style="list-style-type: none"> <li>- Make mini pot-in-pot cooler and highlight the role of evaporation in our daily life.</li> </ul> <p>NCERT Activity 7.2</p> <ul style="list-style-type: none"> <li>- To measure the body temperatures of your family members and record the temperatures and convert the temperature in Celsius and Fahrenheit and vice versa.</li> </ul> |
| Jan. 16   | Ch- 10<br>Living creatures:   | <ul style="list-style-type: none"> <li>- Living and non-living</li> <li>-Characteristics</li> </ul>  | 1.To know the difference between living and non-living   | PF- 7<br>NCERT Activity 10.5, 10.6  |

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|           | Exploring their characteristics | of living organisms<br>- Conditions of Germination of a Seed<br>- Growth and movement of plants<br>- Life cycle of plants<br>- Life cycle of mosquito, frog | 2. To understand the characteristics of living organisms<br>3. To analyse the conditions that are necessary for seed germination<br>4. To know how can light help the growth of plant in different conditions<br>5. To know the life cycle of a plant, frog and mosquito | - Make model showing life cycle of mosquito / frog by using waste materials and highlight the importance of different stages.<br>(Group activity and Class Presentation)                               |
| Feb. (10) | Ch- 12 Beyond Earth             | -Stars and Constellations<br>-Night sky watching<br>-Our Solar system<br>-The Milky way galaxy<br>-The Universe   | 1.To know about the stars and different types of constellations<br>2. To understand what does our Solar system contain<br>3. To know the formation of milky way galaxy   | PF -8<br>NCERT Activity 12.1<br>- To make constellations by using any waste materials and inculcate the values of 5R's.<br>(Group Activity)<br>Group 1- Orion<br>Group 2- Big Dipper and Little Dipper |
| Feb. (11) | Revision                        |   |  |  |
| Mar. (3)  | Annual Examination              |   |  |  |



### **Lab Activities**

1. To study on dicot and monocot seeds.
2. To test the presence of starch, protein and fats in various food items.
3. To prepare a saturated solution of sugar at room temperature and observe the effect of temperature on solubility of sugar in water.
4. To study the solubility of some solids and liquids in water. (e.g.-oil, milk, vinegar, chalk powder).
5. To measure the length or diameter of different objects.
6. To separate the mixture of sand and water / mud and water by sedimentation, decantation and filtration.
7. To study the behavior of poles of a permanent bar magnet.
8. To show condensation of water vapour by cooling.
9. To measure the temperature of cold-water using laboratory thermometer.
10. To study the life cycle of a plant by growing of a seed.

### **Syllabus:**

#### **Periodic Test -I:**

- 1.Ch-2 (Diversity in the Living World)
2. Ch- 3 (Mindful Eating: A Path to a Healthy Body)

#### **Mid-term Examination:**

- 1.Ch-1 (The Wonderful World of Science)
2. Ch-2 (Diversity in the Living World)
3. Ch- 3 (Mindful Eating: A Path to a Healthy Body)
4. Ch- 5 (Measurement of Length and Motion)
5. Ch-6 (Materials Around Us)
6. Ch-11 (Nature's Treasures)

#### **Periodic Test – II:**

- 1.Ch-9 (Methods of Separation in Everyday Life)
2. Ch-4 (Exploring Magnets)

#### **Annual Examination:**

1. Ch- 4 (Exploring Magnets)
2. Ch- 5 (Measurement of Length and Motion)
3. Ch-7 (Temperature and its Measurement)
4. Ch-8 (A Journey through States of Water)
5. Ch-9 (Methods of Separation in Everyday Life)
6. Ch- 10 ( Living Creatures: Exploring their Characteristics)
7. Ch- 12 (Beyond Earth)

**Note:**

- **Internal Assessment includes-**
  - 1. Periodic Test (PT – I and PT – II)**
  - 2. Portfolio (PF) [Also includes timely submission of C.W./H.W.]**
  - 3. Multiple Assessment (MA)**

**Subject Enrichment Activities [includes Holiday Assignment and all Lab Activities]**

## SOCIAL SCIENCE

| Month & Periods | Content  | Learning objectives   | Art integrated Activities   |
|-----------------|--|---|---|
| April<br>(21)   | Ch-1<br>Locating<br>Places on<br>the Earth             | <ul style="list-style-type: none"> <li>To understand the Map and its main components.</li> <li>To recognize the role of imaginary lines in locating different places as well as calculating the time zones of a country.</li> </ul> | On an A4 size sheet, prepare and solve the crossword given in Pg. no. 25.   |
|                 | Ch- 4<br>Timeline and<br>Sources of<br>History         | <ul style="list-style-type: none"> <li>Students will understand how historical time is measured.</li> <li>Students will identify various sources that help to understand history.</li> </ul>  | Prepare a mind map of sources of history on an A4 size sheet.   |
| May<br>(17)     | Ch- 8 Unity<br>in Diversity<br>or 'Many in<br>the one' | <ul style="list-style-type: none"> <li>To develop a sensitivity towards different religions and cultures.</li> <li>To appreciate various forms of diversity in the Indian scenario.</li> </ul>                                      | Prepare a poster with a slogan on Unity in Diversity on an A4 size sheet.   |
| Jul.<br>(20)    | Ch- 9 Family<br>and<br>Community                       | <ul style="list-style-type: none"> <li>To understand the importance of family.</li> <li>To recognize the role of community in our lives.</li> </ul>   | Prepare a speech on 'family'.   |
| Aug.<br>(23)    | Ch- 5 India,<br>that is Bharat                         | <ul style="list-style-type: none"> <li>To define what India is.</li> <li>To outline the ancient names of India.</li> </ul>  | Prepare a project on why people traveled to India from various parts of the world in ancient times and what could be their motivations in undertaking such long journeys. |

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|                             | <b>Ch- 2 Oceans and Continents</b>   | <ul style="list-style-type: none"> <li>To understand the ocean and continents and their distribution.</li> <li>To relate how oceans and continents impact life on Earth.</li> </ul>   | On the outline map of the world, label all the continents and oceans.  |
| <b>Sep. (11)</b>            | <b>Ch – 13 The Value of Work</b>   | <ul style="list-style-type: none"> <li>To understand the range of activities that people engage in.</li> <li>To appreciate various types of work and their contribution in our lives.</li> </ul>  | Speaking activity on different types of activities that people engage in and their contribution to our everyday lives.   |
| <b>Mid-term examination</b> |  |   |  |
| <b>Oct. (18)</b>            | <b>Ch- 6 The Beginnings of Indian Civilization</b><br><br><b>Ch- 10 Grassroot Democracy – Part 1: Governance</b> | <ul style="list-style-type: none"> <li>To learn about the earliest civilization of the Indian Subcontinent.</li> <li>To understand the remarkable achievements of this ancient civilization.</li> <li>To learn about the meaning of ‘governance’ and ‘democracy’.</li> <li>To learn about the need for Government.</li> </ul> | On an outline map of India, mark some of the main settlements of the Indus-Sarasvati civilization.<br>Prepare clay tools of the Harappan civilization.<br><br>Prepare a speech on ‘Democracy’. |
| <b>Nov. (22)</b>            | <b>Ch- 11 Grassroot Democracy – Part 2: Local Government in Rural Areas</b>                                      | <ul style="list-style-type: none"> <li>To gain a sense of who performs what role within the local administration.</li> <li>To learn about the need for local bodies in Government and Democracy</li> </ul>  | Write a letter to the Sarpanch regarding the issue of plastic bags lying on the roadside in the village.   |

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|                           | <b>Ch-3<br/>Landforms<br/>and Life</b>  | <ul style="list-style-type: none"><li>• To learn about various types of landforms.</li><li>• To understand how different landforms pose challenges and give life opportunities to human beings.</li></ul>   | <b>On an outline map of the world, mark some of the major mountain ranges, plateaus, and river plains.</b>  |
| <b>Dec.<br/>(23)</b>      | <b>Ch- 12<br/>Grassroot<br/>Democracy –<br/>Part 3: Local<br/>Government<br/>in Urban<br/>Areas</b> | <ul style="list-style-type: none"><li>• To learn about the various local bodies in the urban areas and their various functions.</li><li>• To identify their role in Democratic government.</li></ul>  | <b>On an A4 size sheet, write about the similarities and differences between the Panchayati Raj system and the urban local government.</b>  |
| <b>Jan.<br/>(16)</b>      | <b>Ch- 7 India’s<br/>Cultural<br/>Roots</b>   | <ul style="list-style-type: none"><li>• To develop knowledge about the Vedas.</li><li>• To understand the new school of thought that emerged in the 1<sup>st</sup> millennium BCE.</li><li>• To understand how tribal and folk traditions contributed to Indian culture.</li></ul>                              | <b>On an A4 size sheet, make a list of popular gods and goddesses in your region and the festivals they are associated with.</b><br><br><b>Make a project on two tribal groups from your state documenting some of their art and belief systems, and present it in the class.</b> |
| <b>Feb.<br/>(20)</b>      | <b>Ch- 14<br/>Economic<br/>Activities<br/>Around Us</b>   | <ul style="list-style-type: none"><li>• To understand about various types of economic activities.</li><li>• To differentiate between different economic sectors and activities which belong to these sectors.</li><li>• To learn to appreciate the interconnected relationship between these sectors.</li></ul> | <b>Using a flow diagram, show the interdependent relationship between primary, secondary, and tertiary sectors.</b>   |
| <b>Mar.<br/>(4)</b>       | <b>Revision</b>   |   |   |
| <b>Annual Examination</b> |   |   |   |

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| <b>Pre-Mid Term</b>       | <b>Ch-1 Locating Places on the Earth</b><br><b>Ch-4 Timeline and Sources of History</b>   |
| <b>Mid- Term</b>          | <b>Ch-8 Unity in Diversity or Many in the one</b><br><b>Ch-9 Family and Community</b><br><b>Ch-5 India, that is Bharat</b><br><b>Ch-2 Ocean and Continent</b><br><b>Ch-13 The Value of Work</b><br><b>Ch-4 Timeline and Sources of History</b>  |
| <b>Post-Mid Term</b>      | <b>Ch-10 Grassroot Democracy Part 1: Governance</b><br><b>Ch-6 The Beginnings of Indian Civilization</b>  |
| <b>Annual Examination</b> | <b>Ch-11 Grassroot Democracy – Part 2: Local Government in Rural Areas</b><br><b>Ch-12 Grassroot Democracy – Part 3: Local Government in Urban Areas</b><br><b>Ch-7 India's Cultural Roots</b><br><b>Ch- 3 Landforms and Life</b><br><b>Ch- 14 Economic Activities Around Us</b><br><b>Ch-9 Family and Community</b><br><b>Ch-2 Ocean and Continent</b> |

## ARTIFICIAL INTELLIGENCE

| Month & Periods        | Units                 | Contents   | Learning Objectives  | Art Integrated Activities  |
|------------------------|-----------------------|--|--|--|
| April<br>8<br>Periods  | 1. Overview of AI     | Natural Intelligence.<br>Artificial Intelligence.<br><br>Comparison of Human Intelligence with Artificial Intelligence.              | Children will be able to differentiate between Human Intelligence and Artificial Intelligence.                                   | Using MS Word, depict a conversation with KiBo, the chatbot, about the problems of climate change facing world today.  |
| May<br>6<br>Periods    | 2. Evolution of AI    | The Advent of the Age of Information Technology. Current Trends of AI.   | Children will be able to know the history of AI and understand the timeline of AI.   | Make a PowerPoint Presentation on The Advent of the Age of the Information Technology.   |
| July<br>8<br>Periods   | 3. AI Around Us       | Applications of Artificial Intelligence in various fields. AI and Space Exploration.<br><br>AI for Social Causes and Climate Action. | Children will be able to describe different applications of artificial intelligence and understand how AI has changed our lives. | Assume you are an AI- powered humanoid; write an autobiography of 10 to 12 lines on how you were created and how you helped in making the world a better place on MS Word. |
| August<br>8<br>Periods | 4. Implications of AI | Advantages of Artificial Intelligence.<br><br>Disadvantages of Artificial Intelligence.  | Children will be able to know different advantages and disadvantages of AI.  | Type 10 questions that you would ask the chatbot and how it would respond. Also draw a picture of the chatbot in MS Paint and import it into MS Word document.             |

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| <b>Sep.</b><br><b>4</b><br><b>Periods</b> | <b>5.AI Ethics</b>                   | <b>Ethics.</b><br><br><b>What are AI Ethics?</b>   | <b>Children will be able to define ethics and be able to explain the importance of AI Ethics.</b>   | <b>Make a PowerPoint on AI ethics and Implications of AI.</b>   |
| <b>Oct.</b><br><b>8</b><br><b>Periods</b> | <b>5. AI Ethics</b>                  | <b>Ethical concerns in AI.</b><br><br><b>Implementation of AI Ethics.</b>  | <b>Children will be able to know different ethical concerns of AI.</b>  | <b>Make a PowerPoint on different ethical concerns of AI.</b>   |
| <b>Nov.</b><br><b>8</b><br><b>Periods</b> | <b>7. Introduction to PowerPoint</b> | <b>Uses of a Presentation.</b><br><b>Components of PowerPoint Window.</b><br><b>Creating, saving and closing a PowerPoint.</b><br><b>Opening, Viewing and Exiting PowerPoint a PowerPoint.</b> | <b>Children will be able to state different components of the PowerPoint Window.</b>  | <b>Create a PowerPoint Presentation on the topic" Digital Etiquette".</b>   |
| <b>Dec.</b><br><b>8</b><br><b>Periods</b> | <b>8.Working with Slides</b>         | <b>Adding a slide.</b><br><b>Deleting a slide.</b><br><b>Rearranging slides.</b><br><b>Formatting text.</b><br><b>Adding, Rotating and Resizing an object.</b><br><b>Inserting 3D Models.</b>  | <b>Children will be able to:</b> -<br><br><ul style="list-style-type: none"> <li>• Add, delete and format slides in PowerPoint.</li> <li>• Insert, Resize and Rotate Pictures and Object on a slide.</li> </ul> | <b>Create a PowerPoint Presentation on the topic "Save Our Planet".</b>   |
| <b>Jan.</b><br><b>4</b><br><b>Periods</b> | <b>9.Fun with PowerPoint</b>         | <b>Applying Animation.</b><br><b>Applying Transitions.</b><br><b>Inserting Sound Clips.</b><br><b>Inserting Video Clips.</b><br><b>Using Action Buttons.</b>                                   | <b>Children will be able to:</b> -<br><br><ul style="list-style-type: none"> <li>• Apply transitions</li> <li>• Custom animations</li> </ul>  | <b>Create a presentation about "Urban livelihoods" to describe the livelihoods of various types of workers. Use</b> |



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|                      |                          |  | <ul style="list-style-type: none"> <li>• Insert media clips and action buttons.</li> </ul>  | animation and transitions to make your presentation more creative.  |
| Feb.<br>8<br>Periods | 6.Introduction to Coding | <b>Coding.</b><br><br><b>Programming Languages.</b><br><b>Algorithms.</b><br><br><b>Flowcharts.</b><br><br><b>Arithmetic and Assignment Operators.</b><br><br><b>Block Coding.</b> | <b>Children will be able to: -</b> <ul style="list-style-type: none"> <li>• Understand what coding is.</li> <li>• Write step-wise instructions with the help of a flowchart.</li> <li>• Understand different types of operators.</li> </ul> | Create a flowchart to accept two values, namely the cost price and selling price, then calculate its profit or loss depending on the values and print the result. |

## GENERAL KNOWLEDGE

| Month     | Content  |
|-----------|--|
| April     | L-1 Investing Early<br>L-2 Indian Writers<br>L-3 Good Manners<br>L-4 Think Quick   |
| May       | L-5 Some Amazing Women<br>L-6 Colours in Every Day Speech<br>L-7 Water Our Most Precious Resource<br>L-8 Famous Business People of The World |
| July      | L-9 Logic and reasoning<br>L-10 Indian Handicrafts<br>L-11 Road Safety<br>L-12 Countries of the world  |
| August    | L -13 India's Highest Honours<br>L -14 The Magic of books<br>L -15 What to do in an Emergency  |
| September | L-16 Natural Wonders of the World<br>L 17 Self- Defense  |
| October   | L-18 Rivers of the World<br>L-19 Bihar and Jharkhand<br>L-20 Think and Decide<br>L-21 Pollution  |
| November  | L-22 Special People<br>L-23 Martial Arts of India<br>L-24 Blood-The Most Precious Liquid<br>L-25 Who is a Good Leader                        |
| December  | L-26 Think Logically<br>L-27 Generous People<br>L-28 Landmarks in World History<br>L-29 Punjab, Haryana and Himachal Pradesh                 |
| January   | L-30 Indian Festivals<br>L-31 Adventure Sports<br>L-32 Important Firsts<br>L-33 Inventions that changed the World                            |
| February  | L-34 Indian Artists<br>L-35 Having a Sense of Humour   |

**Learning objectives :**

- **To acquire logical, critical and reasoning skills.**
- **To develop awareness of current events and global issues**
- **To obtain the knowledge of diverse cultures, traditions, languages, and festivals around the world.**
- **To identify key figures in politics, sports, science, and entertainment.**

## VALUE EDUCATION / HAPPINESS CURRICULUM

| Month/Periods | Content                                 | Suggested Activities<br>(With reference to Happiness Curriculum) |
|---------------|---|--|
| April (4)     | L-1 Who am I?                           | Let's understand happiness                                       |
| May (3)       | L-2 Making Honesty a Habit              | My wish  |
| July (4)      | L-3 What Money Cannot Buy?              | Our Goal   |
| August (4)    | L-4 Reach Out to Give                   | Gratitude Wall   |
| September (2) | L-5 A Garden full of Butterflies        | Strength of Body and Mind  |
| October (3)   | L-6 There is no "Eye" in TEAM           | Criss-Cross  |
| November (4)  | L-7 Treasure's of our Motherland        | My Remote in my hand   |
| December (4)  | L-8 Our Living Planet                   | Our Helpers  |
| January (3)   | L-9 An Equal Half?                      | My Participation   |
| February (4)  | L-10 Ahimsa : India's gift to the World | Our Contribution   |

### Learning objectives :

1. To develop moral awareness
2. To build a sense of responsibility
3. To learn to respect diversity
4. To develop leadership qualities

## ART & CRAFT

| Month     | Period                     | Topic/Content  | Learning Objectives  |
|-----------|----------------------------|--|--|
| April     | 4                          | 1. Basic Elements of Art<br>2. Colour Chart            | <ul style="list-style-type: none"> <li>Students will learn perspective drawing and types of shadings.</li> <li>Students will get the knowledge of Primary and secondary colours</li> </ul> |
| May       | 4                          | 1 Object base exercise<br>2 Spray activity             | <ul style="list-style-type: none"> <li>Students will learn how to draw an object with the help of grid and how to do spray painting with tooth brush.</li> </ul>                           |
| July      | 4                          | People based exercises<br>Flower making activity       | <ul style="list-style-type: none"> <li>Students will learn how to draw human anatomy, portrait, face.etc with the help of grid and cut flowers with colour papers</li> </ul>               |
| August    | 4                          | Memory drawing<br>Tri-colour badge making activity     | <ul style="list-style-type: none"> <li>Students will learn how to draw festival drawings, scenery etc. and to make a badge.</li> </ul>   |
| September | -----Half yearly Exam----- |  |  |
| October   | 4                          | 1. Tradition based Exercise<br>2. Card making activity | Students will learn how to draw scenes, story board and create a beautiful card.   |

|                                      |          |  |   |
|--------------------------------------|----------|--|---|
| <b>November</b>                      | <b>4</b> | <b>1. Environment based exercise.</b>                    | <b>Students will learn nature drawing- flowers, animals, landscapes etc</b>   |
| <b>December</b>                      | <b>4</b> | <b>1. Experience based exercise<br/>2. Paper collage</b> | <b>Students will learn –how to make card with waste material an also learn how to make mask.<br/><br/>They also learn how to do paper collage</b> |
| <b>January</b>                       | <b>4</b> | <b>Poster making</b>                                     | <b>Students will learn how to draw posters</b>  |
| <b>February</b>                      | <b>4</b> | <b>Festival drawing (Holi)</b>                           | <b>Students will learn how to draw festival drawing</b>   |
| <b>March ..... Annual Exam .....</b> |          |  |   |

## MUSIC

| Month              | Periods | Content   |
|--------------------|---------|---|
| April-May          | 7       | Sargam-5 Ekgun and Dugun with harmonium, prayer song (Teri Panah page- 71) Baisakhi song, Mother's day song       |
| July-August        | 8       | National song notation with harmonium, prayer (Oo Palanhare page - 61) patriotic song, Raksha bandhan song        |
| September- October | 8       | Sargam (6-10) with harmonium, prayer song (Ae Malik tere Bande hum page-63) Janmashtami, Dussehra song            |
| November- December | 8       | National song (notation), prayer song (Jaise Sooraj ki garmi se), folk song, diwali special song, Christmas carol |
| January- February  | 7       | Patriotic song and revision, mahashivratri, holi song   |

### Learning Objectives:

1. To learn to play sargam on harmonium.
2. To learn prayers, national anthem and patriotic songs.
3. To learn devotional and folk songs.

## GUITAR

| Month          | Period | Content   |
|----------------|--------|---|
| April and may  | 7      | Introduction to guitar<br>Anatomy of Guitar<br>Beginner scale<br>Beginner strumming<br>Prayer song- Count your blessings<br>Pg. no. 46  |
| July and Aug   | 8      | Fundamental Guitar skill<br>Prayer song – Power of love Pg. No. 44  |
| Sept-Oct-Nov   | 12     | The twelve half steps and basic notation  |
| Dec – Jan- Feb | 11     | Scales: Constructions and fingerings<br>Chords: Building easy triads and power chords.<br>Christmas songs -0 Hallelujah and prayer song – We should not be moved –Pg. no. 234 |

### Learning Objectives :

1. To learn how to hold a guitar and learn open strings.
2. To Understand hand positions.
3. To learn how to strum up and down.



## SITAR

| Month          | Period | Content  |
|----------------|--------|--|
| April & May    | 7      | Introduction<br><br>Scale: Sargam and tune<br><br>Sargam practice dogun & chargin Shloka – Bhrama Murari & 1 Prayer Song |
| July & Aug     | 8      | Different Strings Exercise<br><br>1 Patriotic Song & 1 Prayer Song   |
| Sep & Oct      | 8      | Different Strings Exercise<br><br>Gayatri Mantra & 1 Prayer Song   |
| Nov, Dec & Jan | 11     | Different Strings Exercises, 1 Prayer Song & 1 Patriotic Song<br><br>National Song- Vande Matram<br>National Anthem      |
| Feb            | 4      | Revision Work  |

### Learning Objectives: -

- To understand hand positions and fingering.
- To learn and play sargam and its stroke.
- To learn to play patriotic, prayer song and shloka.

## TABLA

| Month            | Period | Content  |
|------------------|--------|--|
| April and may    | 7      | Teen tal 16 matra<br>vilambit Madhya leh<br>Beginner bbol of table<br>dha dhin dhin dha<br>Beginner technique of<br>teen tal |
| July and Aug     | 8      | Kayda no 1   |
| Sept – Oct - Nov | 12     | Kayda number 2 vilambit<br>leh   |
| Dec – Jan- Feb   | 10     | Teen talk daadra kegerwa<br>tihai tukdaa   |

### Learning objectives:

1. To understand hand position
2. To learn how to play hastasadhan
3. To learn to play different taals.