

**BOOK LIST**  
**CLASS – VI**  
**(2026-27)**

<b>English</b>	<b>1. Learn to Communicate in English (Literary Reader)</b> <b>2. Learn to Communicate in English (Course Book) By Oxford</b>
<b>Hindi</b>	<b>1. पाठ्य पुस्तक मल्हार</b> <b>2. बाल रामकथा (पूरक पुस्तक)</b> <b>3. ज्ञानमय हिंदी व्याकरण</b>
<b>Sanskrit</b>	<b>दीया ज्ञानरश्मि: संस्कृत पाठ्यपुस्तकम् कक्षा-6</b> <b>दीया पब्लिकेशनस</b>
<b>Maths</b>	<b>1. Ganita Prakash VI (NCERT)</b> <b>2. Mathematics Lab Activity Book (CK Bansal)</b>
<b>Science</b>	<b>1. Curiosity Textbook of Science for Grade 6</b> <b>2. WORK BOOK</b>
<b>Social Science</b>	<b>1. Exploring Society India and Beyond</b> <b>2. Map Booster -Srijan Publication</b>
<b>Artificial Intelligence</b>	<b>DIGICODE AI (Orange Publications)</b>
<b>General Knowledge</b>	<b>New Find Out (Oxford)</b>
<b>Value Education</b>	<b>Clear Light (Navdeep EduHub)</b>
<b>Art &amp; Craft</b>	<b>Canvas (Goyal Brothers)</b>
<b>Music</b>	

## Assessment Areas

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

- 1. Pre-Mid Term Exam**
- 2. Subject Enrichment Activities  
(Summer Vacation Assignments)**
- 3. Portfolio  
(Activities from April to  
September)**
- 4. Mid Term Exam**

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

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

## ENGLISH

Months and Periods	Textbooks	Grammar	Writing	Art Integrated / Suggested Activities
<b>April (26)</b>	<b>Course book: Unit 1: Sec. 2 The Rebellious Maths Teacher</b>	Parts of Speech	Dialogue Completion	<p><b><u>Reading Activity</u></b></p> <p>Lit. Reader: L 1 ( Tolstoy Farm)</p> <p>Pre-reading activity: Predicting the story from the title</p> <p>Post Reading activity: Illustrate a scene from the story.</p> <p>Reading Comprehension</p>
<b>May (21)</b>	<b>Course book: Unit 1: Sec 3 Arithmetic (Poem)</b>	Punctuation Idioms -1		<p><b><u>Listening Activity</u></b></p> <p>Listening to the instructions and making a magic hat</p> <p>(Course Book -page no. 10)</p> <p>Asking sports riddle to the classmates (Course Book page no. 61)</p>

<p><b>July (26)</b></p>	<p><b>Course book: Unit 2: Sec 2 Providence Saved Us!</b></p> <p>Lit. Reader: <i>The Echoing Green(poem)</i></p>	<p>Kinds of sentences,  Revision of Articles and Determiners (much, many, few, a few)</p>	<p>Description (Person)</p>	<p><b><u>Writing Activity</u></b></p> <p>After discussing the poem ‘The Echoing Green’ divide the class into 4-5 groups. Ask students to choose any two topics from the back of the poem (Lit -Book - page 39) and write about them on their own.</p> <p>Prepare an itinerary for a trip you have chosen (Course Book page no. 82 &amp;83)</p>
<p><b>August (26)</b></p>	<p><b>Lit. Reader: L -2 A Day’s Wait</b></p>	<p>Idioms -2 Jumbled Words</p>	<p>Informal letter writing  (invitation)</p>	<p><b><u>Speaking Activity</u></b></p> <p>Role-Play on real life situations.</p>
<p><b>September (26)</b></p>	<p><b>Course book: Unit 2: Sec 3 My Kingdom(poem)</b></p>	<p>Revision</p>	<p>Revision</p>	<p>Dictation</p>
<p><b>October (22)</b></p>	<p><b>Course book: Unit 3: Sec 1</b></p> <p><b>I Have a Lot of Sports to Play</b></p>	<p>Simple Present Tense  Simple Past Tense  Simple Future Tense</p>	<p>Prepare an advertisement</p>	<p><b><u>Writing Activity</u></b></p> <p>Design your favourite player’s jersey. Write a short description about the jersey you would design for your favourite player and draw the jersey in your notebook. (Course Book- page no. 62)</p> <p>Writing a newspaper report (Course Book page no. 74)</p>

<b>November (20)</b>	<b>Course book: Unit 3: Sec 3 Our Beautiful Differences (poem)</b>	Present Continuous Tense  Past Continuous Tense  Future Continuous Tense	Paragraph Writing	<b><u>Listening Activity</u></b>  Gap filling / Dictation
<b>December (26)</b>	<b>Lit. Reader: L- 6 The Horse</b>	S- V Agreement	Write a school magazine report	<b><u>Reading Activity</u></b>  Lit. Reader:L-5 (Mister Imagination) Pre- reading activity: Guess the story from the clues.  Post Reading activity: Making a word journal and use them in sentence  Reading Comprehension
<b>January (20)</b>	<b>Course book: Unit 4: Sec 1 Around the world in 80 days</b>	<b>Direct &amp; Indirect speech (Declarative)</b>	Creative Writing	<b><u>Speaking Activity</u></b>  <b><u>Debate</u></b>  <b><u>Group discussion on the contents of an Emergency Kit</u></b>  <b><u>(Course Book page no. 128 and 129)</u></b>
<b>February (25)</b>	<b>Course book: Unit 5: Sec 3 The Day That the Telly Broke Down (poem)</b>	<b>Integrated grammar</b>		<b><u>Listening Activity</u></b>  <b><u>Spell check/Dictation</u></b>

## Syllabus for Examination

<u>PA-1</u>	<u>Mid-Term</u>	<u>PA-2</u>	<u>Annual</u>
Course book Unit 1 Sec 2  The Rebellious Maths Teacher Course book  Unit 1 Sec 3 Arithmetic (poem) <b>Grammar:</b> Parts of Speech <b>Writing:</b> Dialogue Completion <b>Reading Comprehension</b>	Course book:  The Rebellious Maths Teacher,  Arithmetic (poem), Providence Saved Us! My Kingdom (poem) <u>Lit. Reader:</u> L -2 A Day's Wait  <b>Grammar:</b> Syllabus covered from April to September  <b>Writing:</b> Dialogue completion, Description (Person), Informal Letter Writing (Invitation)  <b>Reading Comprehension</b>	Course book:  I Have a Lot of Sports to Play,  Our Beautiful Differences (poem)  <b>Grammar:</b> Syllabus covered in October and November  <b>Writing:</b> Prepare an advertisement  <b>Reading Comprehension</b>	Course book:  I Have a Lot of Sports to Play,  Our Beautiful Differences (poem), Around the world in 80 days,  The Day That the Telly Broke Down (poem)  Lit. Reader: L -6 The Horse  <b>Grammar:</b> Syllabus covered from April to February  <b>Writing:</b> Paragraph Writing, Write a school magazine report, Creative Writing  <b>Reading Comprehension</b>

## **Learning Objectives**

### **Literature-**

- **To read and comprehend prose, poetry and stories.**
- **To identify theme, characters, setting, and moral/message of a text.**
- **To develop creativity, imagination and enrich vocabulary.**
- **To learn to appreciate different forms of literature.**

### **Competencies-**

**Reading & Comprehension, Critical and creative thinking and appreciate different forms of literature**

### **Grammar**

- **To construct grammatically correct sentences.**
- **To recognize and correct basic grammatical errors**
- **To enhance integrated grammar.**

### **Competencies-**

**Linguistic Competence, Accuracy & Editing Skills, Logical Thinking,**

### **Reading**

- **Read fluently with correct pronunciation, fluency and expression.**
- **Understand the main idea and supporting details of a passage.**
- **Infer meaning of new words from context.**
- **Identify characters, theme, and message in stories or poems**

### **Competencies-**

**Interpretative Skills, Critical Evaluation, Speed & Efficiency Writing-**

**To use correct grammar, punctuation, and spelling.**

- **To express ideas in creative and descriptive language.**
- **To use appropriate format.**

**Competencies-**

**Creative writing , Critical & Analytical Skills, Effective Communication**

**Listening**

- **To Listen carefully and follow instructions accurately.**
- **To understand the main message of what is heard.**
- **To identify important details of the audio text/clip.**

**Competencies-**

**Active Listening Skills, Following instructions accurately, Vocabulary recognition.**

**Speaking-**

- **To develop confidence in spoken English.**
- **To use appropriate tone, vocabulary pronunciation and gestures while speaking.**
- **To use language effectively.**

**Competencies-**

**Oral Communication Skills, Interpersonal Skills, Confidence Building**

**SDGs:**

**1.No Poverty.**

**3.Good Health and Well Being.**

**4.Quality Education.**

**8.Decent Work and Economic Growth.**

**13.Climate Action.**

**15.Life on Land.**

## हिंदी

माह/ कालांश Month/period	इकाई unit	विषय वस्तु Content	कला एकीकृत गतिविधियाँ Art integrated activities
अप्रैल (25)	मल्हार-1  पद्य  पूरक पुस्तक बालराम कथा	पाठ -1 मातृभूमि (कविता)  SDG-15  पाठ -1 अवधपुरी में राम  SDG-4	1. काव्य प्रस्तुति कौशल ।  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 साइज़ की शीट पर चित्रित कीजिए ।
	व्याकरण  लेखन	भाषा बोली लिपि व्याकरण, वर्ण विचार और उच्चारण, लेखन – चित्रवर्णन  SDG-4	3. अपठित गद्यांश कार्यपत्रक ।

<p>मई (20)</p>	<p>मल्हार गद्य</p> <p>बालराम कथा</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पाठ-2 गोल (संस्मरण)</p> <p>SDG 3</p> <p>पाठ -2 जंगल और जनकपुर पाठ 3-दो वरदान SDG-4</p> <p>तत्सम- तद्भव, विलोम शब्द</p> <p>अनुच्छेद लेखन SDG-4</p>	<p>1. आपको कौन-कौन से खेल और कौन कौन से खिलाड़ी अच्छे लगते हैं और क्यों कक्षा में बताइए</p> <p>2. भिन्न-भिन्न पांच चित्रों के फ़्लैशकार्ड बनाइये और उनके नीचे तीन-तीन पर्यायवाची शब्द लिखिए।</p>
<p>जुलाई (24)</p>	<p>मल्हार</p> <p>बालराम कथा</p> <p>व्याकरण</p> <p>लेखन</p> <p>आवधिक परीक्षा 1 2026-2027</p>	<p>पाठ-3 पहली बूँद (कविता) SDG-6</p> <p>पाठ-4 हार की जीत (कहानी) SDG-16</p> <p>पाठ - 4 राम का वनगमन, संज्ञा, वचन, औपचारिक पत्र SDG-4</p>	<p>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</p> <p>2. पत्र लेखन कार्यपत्रक  </p>

अगस्त (21)	<p>पद्य</p> <p>गद्य</p> <p>बालराम कथा</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पाठ-5 रहींम के दोहे (दोहे)</p> <p>SDG-4</p> <p>पाठ-6 मेरी माँ (आत्मकथा)</p> <p>SDG-5</p> <p>पाठ - 5 चित्रकूट में भरत, पाठ - 6 दंडक वन में दस वर्ष</p> <p>SDG-4</p> <p>पर्यायवाची, लिंग</p> <p>संवाद लेखन</p> <p>SDG-4</p>	<p>1. कक्षा में समूह में रहींम के दोहे प्रस्तुत कीजिए।</p> <p>2. बिस्मिल को साहसी बनाने में उनकी माँ बहुत सहयोग दिया   आपकी माँ आपके किन किन गुणों को विकसित करने में सहयोग करती है   माँ का चित्र लगाकर ए - 4 साइज की शीट पर लिखिए  </p> <p>3. अपठित काव्यांश कार्यपत्रक  </p>
सितम्बर (12)	<p>व्याकरण</p> <p>लेखन</p>	<p>डायरी लेखन, पुनरावृत्ति</p> <p>SDG-4</p>	<p>1. पठन कौशल</p> <p>2. स्वविचार प्रस्तुति</p>
	<p>अर्धवार्षिक परीक्षा</p> <p>2026-2027</p>		

अक्टूबर (21)	<p>पद्य</p> <p>बालराम कथा</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पाठ-7 जलाते चलो (कविता) SDG-7</p> <p>पाठ-8 सत्रिय और बिहू नृत्य (निबंध) SDG-11</p> <p>पाठ 7 सोने का हिरन SDG-4</p> <p>सर्वनाम, अशुद्ध वाक्यों को शुद्ध करना SDG-4</p> <p>अनौपचारिक पत्र SDG-4</p>	<p>1. आपने तिथि पत्र कैलेंडर को अवश्य देखा होगा, उसमे साल के सभी महीनो की तिथियों की जानकारी दी जाती है</p> <p>आप तिथि पत्र कैलेंडर का एक महीने का पृष्ठ A4 की शीट पर बनाइये।</p>
नवंबर (19)	<p>पद्य</p> <p>गद्य</p> <p>बाल राम कथा</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पाठ-9 मैया मैं नहि माखन खायो (पद) SDG-4</p> <p>पाठ-10 परीक्षा (कहानी) SDG-16</p> <p>पाठ 8 सीता की खोज SDG-4</p> <p>काल, लिंग</p> <p>अनुच्छेद लेखन। SDG-4</p>	<p>1. काव्य प्रस्तुति</p> <p>2. प्रेमचंद का जीवन परिचय A- 4 शीट पर लिखिए व चित्रित कीजिए।</p> <p>3. अनुच्छेद कार्यपत्रक</p>

<p>दिसंबर (27)</p>	<p>पद्य</p> <p>बालराम कथा</p> <p>व्याकरण</p> <p>लेखन</p> <p>आवधिक परीक्षा 2</p> <p>2026-2027</p>	<p>पाठ-11 चेतक की वीरता (कविता)</p> <p>SDG-16</p> <p>पाठ 9 राम और सुग्रीव पाठ 10 लंका में हनुमान</p> <p>SDG-4</p> <p>विराम चिन्ह, पर्यायवाची</p> <p>संवाद लेखन SDG-4</p>	<p>1. पठन कौशल</p> <p>2. महाराणा प्रताप कौन थे ? उनके बारे में इंटरनेट से जानकारी प्राप्त करके सचित्र लिखिए ।</p>
<p>जनवरी (18)</p>	<p>गद्य</p> <p>बालराम कथा</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पाठ-12 हिन्द महासागर में छोटा-सा हिंदुस्तान (यात्रा वृतांत)</p> <p>SDG-14</p> <p>पाठ 11 - लंका विजय पाठ 12 - राम का राज्याभिषेक</p> <p>मुहावरे, विलोम शब्द</p> <p>सूचना लेखन SDG-4</p>	<p>1. सूचना लेखन कार्यपत्रक</p> <p>2. मॉरीशस के बारे में इंटरनेट से जानकारी प्राप्त करके उसके बारे में कुछ जानकारियां A - 4 साइज की शीट पर लिखिए व चित्रों को चिपकाइए</p>

फरवरी (20)	गद्य व्याकरण लेखन	पाठ-13 पेड़ की बात (निबंध) SDG-15 डायरी लेखन SDG-4 पुनरावृत्ति	1. बाल राम कथा से अपने पसंदीदा अध्याय को कक्षा में सुनाना। 3. संवाद लेखन कार्यपत्रक
मार्च		वार्षिक परीक्षा 2026-2027	

<p>आवधिक परीक्षा 1</p> <p>मल्हार- 1. मातृभूमि (कविता), 2. गोल (संस्मरण)</p> <p>व्याकरण – भाषा, बोली, लिपि व्याकरण, वर्ण विचार और उच्चारण, विलोम, तत्सम तद्भव। लेखन कार्य।</p> <p>अर्धवार्षिक परीक्षा</p> <p>मल्हार-1 अप्रैल 2026 से सितंबर 2026 तक 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 2026 से सितंबर 2026 तक संपूर्ण पाठ्यक्रम</p>	<p>आवधिक परीक्षा 2</p> <p>मल्हार – 10. जलाते चलो (कविता), 11. सत्रिय और बिहू नृत्य (निबंध)</p> <p>व्याकरण - संज्ञा, सर्वनाम, वचन, अशुद्ध वाक्यों को शुद्ध करना, लेखन कार्य।</p> <p>वार्षिक परीक्षा</p> <p>मल्हार- अक्टूबर 2026 से मार्च 2027 तक संपूर्ण पाठ्यक्रम और पाठ 'हार की जीत'।</p> <p>बालराम कथा- पाठ 8 सीता की खोज पाठ 9 - राम और सुग्रीव पाठ 10 - लंका में हनुमान पाठ 11 - लंका विजय पाठ 12 - राम का राज्याभिषेक</p> <p>व्याकरण – अक्टूबर 2026 से मार्च 2027 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 ।

### Competency (दक्षतायें)

1. गद्य (Competency) - विद्यार्थी गद्यांश को शुद्ध व स्पष्ट रूप से पढ़कर उसका अर्थ समझ सकें। वे मुख्य विचार, पात्रों और घटनाओं की पहचान कर सकें तथा पाठ से संबंधित प्रश्नों के सही उत्तर देने में सक्षम हों। साथ ही वे अपने शब्दों में भावार्थ या सार भी प्रस्तुत कर सकें।
2. पद्य (Competency) - विद्यार्थी कविता को सही लय, गति और भाव के साथ पढ़ सकें। वे कविता का भावार्थ, मुख्य विचार तथा कवि का संदेश समझ सकें। साथ ही अलंकार, तुकांत शब्द और भावनाओं की पहचान कर अपने शब्दों में अभिव्यक्त कर सकें।
3. व्याकरण (Competency) - विद्यार्थी भाषा के मूल नियमों—जैसे संज्ञा, सर्वनाम, क्रिया, विशेषण आदि—की पहचान और सही प्रयोग कर सकें। वे वाक्य रचना, लिंग-वचन, काल तथा शुद्ध वर्तनी का सही उपयोग कर सकें। साथ ही शुद्ध एवं सार्थक वाक्य बनाकर अपनी भाषा को प्रभावी बना सकें।

4. कला एकीकृत गतिविधियां (Competency) - विद्यार्थी पाठ को चित्र, नाटक, गीत, पोस्टर या अन्य रचनात्मक गतिविधियों से जोड़कर समझ सकें। वे अपनी कल्पनाशक्ति और सृजनात्मकता का प्रयोग करते हुए विचारों को अभिव्यक्त कर सकें। साथ ही भाषा अधिगम को कला के माध्यम से अधिक रोचक और प्रभावी बना सकें।
5. पठन कौशल (Competency) - पठन कौशल का उद्देश्य विद्यार्थियों में शुद्ध एवं भावपूर्ण पढ़ने की क्षमता विकसित करना है। इसके माध्यम से वे पाठ का अर्थ समझकर मुख्य विचार, भाव और महत्वपूर्ण जानकारी ग्रहण कर सकें। साथ ही वे पढ़े गए विषय पर उचित प्रतिक्रिया देने और प्रश्नों के उत्तर देने में सक्षम बनें।
6. लेखन कौशल (Competency) - विद्यार्थी अपने विचारों को स्पष्ट, क्रमबद्ध और शुद्ध भाषा में लिख सकें। वे अनुच्छेद, पत्र, कहानी आदि निर्धारित रूपों में सही व्याकरण और वर्तनी के साथ लेखन कर सकें। साथ ही विषयानुसार भावपूर्ण एवं रचनात्मक अभिव्यक्ति प्रस्तुत कर सकें।

## संस्कृत

माह/कालांश	इकाई	विषयवस्तु / व्याकरणम्	कला एकीकृत गतिविधियाँ
अप्रैल (16 दिन)	पाठ्यपुस्तक ज्ञानराशिम्:  व्याकरणम्	ईशवंदना (SDG 3,4,11,16)  पाठ-1 संस्कृत वर्णमाला (SGD 4)  पाठ-2 शब्द परिचय (SDG 4)  स्वर:-व्यंजनम्-विसर्ग:-अनुस्वार:-हलन्तम्, संयुक्त वर्णः, वर्ण- विच्छेद, वर्ण संयोग (SDG 4)	<ol style="list-style-type: none"> <li>1. अपने प्रिय मित्र का चित्र चिपकाकर उनका नाम संस्कृत में लिखकर वर्ण विच्छेद करें।</li> <li>2. आकारांत पुल्लिंग और आकारांत स्त्रीलिंग पर आधारित अपने किसी भी 5 दोस्तों के नामों को तीन वचन में लिखकर तालिका बनाएँ।</li> <li>3. ईशवंदन उच्चारण (वाचन कौशल हेतु) (SDG 3,4,16)</li> </ol>
मई (12 दिन)	पाठ्यपुस्तक ज्ञानराशिम्:  व्याकरणम्	पाठ-3 धातु ज्ञानम् (SDG 4)  धातुरूप – लट् लकार  क्रियापद ज्ञानं, मूल धातु परिचयः, शब्दरूप – आकारांत पुल्लिंग 'बालक', चित्रवर्णन (SDG 4)	<ol style="list-style-type: none"> <li>1. 'मम परिचयः' पर 5 वाक्य संस्कृत में लिखिए। (SDG 3,4,16)</li> <li>2. किन्ही 5 क्रियाओं के चित्र चिपकाकर संस्कृत में लिखों। (SDG 4)</li> </ol>
जुलाई (12 दिन)	पाठ्यपुस्तक	पाठ – 4 सर्वनाम परिचयः	<ol style="list-style-type: none"> <li>1. सर्वनाम पदों की तालिका । (SDG 3)</li> <li>2. पुरुष तालिका ( त्रिषु लिंगेषु) (SDG 16)</li> </ol>

	ज्ञानराशिः	(SDG 4) पाठ-5 प्रथम पुरुषः (SDG 4)	3. "अस्माकं विद्यालय" पर 5 वाक्य संस्कृत में लिखिए (लेखन कौशल हेतु) (SDG 4)
	व्याकरणम्	पाठ-6 मध्यम पुरुषः उत्तम पुरुषः च (SDG 4) सर्वनाम – तत्, एतत्, इदम्, किम्, अस्माद् यूषमद् संस्कृत त्रिषु पुरुषः - प्रथम-मध्यम-उत्तम अपठित गद्यांश (SDG 4)	
	आवधिक परीक्षा -I (PRE MIDTERM EXAMS) पाठ-1,2,3		
अगस्त (14 दिन)	पाठ्यपुस्तक ज्ञानराशिः	पाठ – 7 अव्ययपदानि (SDG 4) पाठ – 8 संख्या ज्ञानम् (SDG 4)  अव्यय, संख्या (चतुर्षु लिंगेषु) शब्दरूप- आकारांत स्त्रीलिंग 'बालिका' और	1. संख्या 1 से 4 तीनों लिंगों में चित्र की सहायता से तालिका बनाएं। (SDG 4) 2. अव्ययपदों को चित्र सहित लिखिए। (SDG 4)

	व्याकरणम्	आकारांत नपुंसकलिंग 'फलम्' पर्यायवाची विलोम पदानि च (SDG4)	
सितम्बर (8 दिन)	पाठ्यपुस्तक ज्ञानराशिम्:	पाठ- 1 से 8 पुनरावृत्ति (पृष्ठ संख्या- 59,60) (SDG 8)	श्रवण-वचन कौशल (SDG4) मौखिक- लिखित पुनरावृत्ति (SDG 4)
		अर्धवार्षिक परीक्षा (MID-TERM) पाठ्यक्रम :- पाठ 1 से 8, पठित गद्यांश व पद्यांश व्याकरणम् :- अप्रैल से अगस्त माह तक का सम्पूर्ण व्याकरण कार्य	
अक्तूबर (12 दिन)	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 9 कारक परिचय: (SDG 4) पाठ 10 कर्ता करकम् (SDG 4) वाक्य निर्माण, अपठित गद्यांश, शब्दरूप आकारांत स्त्रीलिंग 'लता' (SDG 4)	1. दिवस के नां संस्कृत में। (SDG 3) 2. रंगों के नां संस्कृत में। (SDG 3) 3. बालगीताम् (मौखिक हेतु) (SDG 3,4)
नवंबर (13 दिन)	पाठ्यपुस्तक ज्ञानराशिम्:	पाठ 11 कर्म कारकम् (SDG 4) पाठ 12 कारण करकम् (SDG 4)	1. 'वृक्षस्य महत्त्वम्' पर 5 वाक्य संस्कृत में चित्र सहित लिखिए। (SDG 3,6,11,13,15) 2. श्लोकोच्चारण (मौखिक परीक्षा हेतु) (SDG 3,4,16) 3. समय लेखन चित्रे सहित (SDG 3)

	व्याकरणम्	संस्कृत में अनुवाद, अपठित पद्यांश धातुरूप – लट् लकार, शब्दरूप – अकारांत पुल्लिंग 'नर' प्रत्यय – क्त्वा, ल्यप् (SDG 4)	
दिसंबर (12 दिन)	पाठ्यपुस्तक ज्ञानराशिम्:  व्याकरणम्	पाठ 13 संप्रदान करकम् (SDG 4) पाठ 14 अपादान करकम् (SDG 4)  शब्दरूप अस्माद्, यूषमद् धातुरूप – लट् लकार, समय लेखनम् (SDG 4)	1. अस्माकं देशस्य राष्ट्रीय पशुः - खगः - पुष्पम् – फलम् के नाम संस्कृत में चित्र सहित लिखिए। (SDG 13,15) 2. कथा लेखन – ( लिखित हेतु)
			आवधिक परीक्षा – II (POST MID TERM) पाठ 9,10,11
जनवरी (8 दिन)	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 15 संबंध कारकम् (SDG 4) पाठ 16 अधिकरण कारकम् (SDG 4) प्रत्यय – तुमुन्, संवाद पूर्ति, पत्र लेखन (SDG 4)	1. गणतंत्र दिवसः विषय पर 5 वाक्य संस्कृत में लिखिए। (लिखित हेतु) (SDG 17)
फरवरी (11 दिन)	पाठ्यपुस्तक ज्ञानराशिम्:	पाठ 17 लृट् लकारः (SDG 4) धातुरूप - लृट् लकारः	धातुरूप तालिका – लट्-लृट् लकारः (SDG4)

	व्याकरणम् पुनरावृत्ति	पुनरावृत्ति पाठ 9-17 (पृष्ठ संख्या 117-118) संवाद , पत्र लेखनाम् (SDG 4)	
मार्च	पुनरावृत्ति सम्पूर्ण	पाठ्यपुस्तक पाठ-9,10,11,12,13,14, 15,16,17	पुनरावृत्ति – मौखिक और लिखित

### पाठ्यक्रम 2026-27

1. आवधिक परीक्षा I (PRE MID-TERM ) JULY 2026  
पाठ 1,2,3, व्याकरण कार्य
2. अर्धवार्षिक परीक्षा ( MID-TERM)  
पाठ 1,2,3,4,5,6,7,8  
अप्रैल माह से सितंबर माह तक का सम्पूर्ण व्याकरण कार्य
3. आवधिक परीक्षा II (POST MID-TERM)  
पाठ 9,10,11, व्याकरण कार्य
4. वार्षिक परीक्षा (ANNUAL EXAMS)  
पाठ 9,10,11,12,13,14,15,16,17  
अक्टूबर माह से फरवरी माह तक का सम्पूर्ण व्याकरण कार्य  
10% पाठ्यक्रम अधवार्षिक का सम्मिलित किया जाएगा।

## # शैक्षणिक उद्देश्य व दक्षता :-

1. श्लोक अध्ययन के माध्यम से विद्यार्थी शुद्ध उच्चारण, सही स्वर और लय के साथ पाठ करना सीखते हैं, जिससे उनकी श्रवण एवं वाचन क्षमता विकसित होती है। वे श्लोकों का सामान्य अर्थ समझकर उनमें निहित नैतिक मूल्यों और जीवनोपयोगी संदेशों को ग्रहण करते हैं। इस प्रक्रिया से स्मरण शक्ति, ध्यान और एकाग्रता का विकास होता है तथा भाषा के प्रति रुचि और संस्कारात्मक दृष्टिकोण भी सुदृढ़ होता है।
2. कविता  
कविता के अध्ययन से विद्यार्थी भावपूर्ण और सही उच्चारण के साथ पाठ करना सीखते हैं तथा कठिन शब्दों और पंक्तियों का अर्थ समझने की क्षमता विकसित करते हैं। वे कविता के मुख्य भाव, विषय और संदेश की पहचान करते हुए अपनी कल्पनाशक्ति और संवेदनशीलता को विकसित करते हैं। इससे प्रकृति, समाज और नैतिक मूल्यों के प्रति रुचि बढ़ती है तथा साहित्यिक सौंदर्य को समझने की प्रारंभिक क्षमता विकसित होती है।
3. व्याकरण  
व्याकरण के अभ्यास से विद्यार्थी भाषा की मूल संरचना को समझते हैं और वर्ण, शब्द तथा वाक्य के सही प्रयोग में दक्षता प्राप्त करते हैं। वे लिंग, वचन और पुरुष के नियमों को पहचानकर सही वाक्य निर्माण करना सीखते हैं तथा सरल शब्दरूप और धातुरूप का प्रयोग कर भाषा को शुद्ध और व्यवस्थित रूप में उपयोग कर पाते हैं। इससे उनकी भाषिक शुद्धता, तार्किक सोच और अभिव्यक्ति क्षमता मजबूत होती है।
4. पठन कौशल  
पठन कौशल के विकास से विद्यार्थी शुद्ध, स्पष्ट और प्रवाहपूर्ण पढ़ना सीखते हैं तथा पढ़े हुए पाठ का अर्थ समझकर प्रश्नों के उत्तर देने में सक्षम होते हैं। वे मुख्य विचार और महत्वपूर्ण जानकारी पहचानते हैं तथा उचित विराम और उच्चारण का ध्यान रखते हुए आत्मविश्वास के साथ वाचन करते हैं। इससे समझ, एकाग्रता और भाषा ग्रहण करने की क्षमता में वृद्धि होती है।
5. लेखन कौशल :-  
लेखन कौशल के अंतर्गत विद्यार्थी सरल और शुद्ध वाक्य लिखना सीखते हैं तथा चित्र या विषय के आधार पर अपने विचारों को क्रमबद्ध रूप में व्यक्त करते हैं। वे व्याकरण के नियमों का प्रयोग करते हुए अनुच्छेद, वर्णन या छोटे रचनात्मक लेख लिखने की प्रारंभिक क्षमता विकसित करते हैं। इससे उनकी अभिव्यक्ति शक्ति, रचनात्मकता और भाषा पर पकड़ मजबूत होती है।

## MATHEMATICS

Prescribed Textbook – N.C.E.R.T.

Activity book –Lab Manual in Mathematics

Publication- C.K. Bansal

Month & Period	Unit	Content	Learning Objectives	Suggested Activities
April 28	Patterns in mathematics	<b><u>Ch – 1 Patterns in Mathematics</u></b>  What is mathematics, Patterns in Numbers, Visualizing 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> SDG Goals  SDG 9 –Industry, Innovation & Infrastructure  SDG 4 – Quality Education	<b>Verifying and Visualizing Triangular numbers</b>  Competencies:  Algebraic reasoning, Pattern recognition, Number sense, understanding sequences and series, Connecting visual models to algebraic formulas.

<p>May 24</p>	<p>Geometry</p>	<p><u>Ch. 2 Lines and Angles</u></p> <p>Point, Line Segment, Line, Ray, Angle, Comparing Angles, Making Rotating Arms, Special types of Angles, measuring angles, Drawing Angles.</p>	<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> <p>SDG Goals SDG 11 – Sustainable Cities &amp; Communities SDG 4 – Quality Education</p>	<p>Verifying composition of straight angle.</p> <p>Competencies: Logical &amp; Analytical Skills Visual–Spatial Skills, Procedural Skills, Measurement accuracy, Conceptual understanding of 180° as a straight angle.</p>
<p>July 29</p>	<p>Number System</p>	<p><u>Ch.3 Number Play</u></p> <p>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.</p> <p>Computational Thinking Questions</p>	<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> <p>Curricular Goals: Develops pattern recognition, logical reasoning, and rule-based thinking, which form the foundation of computational thinking.</p>	<p>Identifying and creating palindromic numbers.</p> <p>Competencies: Logical and Critical Thinking, Problem-Solving Skills, Creativity and Mathematical Curiosity.</p>

	<p><b>Number System</b></p>	<p><u>Ch. 10 The other side of Zero</u></p> <p>Bela's building of fun, The Token Model, Integers in other places, Explorations with integers.</p> <p>Computational Thinking Questions</p>	<p><b>SDG Goals</b></p> <p>SDG 12 – Responsible Consumption SDG 9 – Industry</p> <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> <p>Curricular Goals: Develops rule-based reasoning, step-by-step problem solving, and data representation skills.</p> <p><b>SDG Goals</b></p> <p>SDG 13 – Climate Action SDG 4 – Quality Education</p>	<p>Addition of integers using coloured squares.</p> <p>Competencies: Logical and Critical</p> <p>Thinking, Problem-Solving Skills, Number Sense, Concrete–Pictorial–Abstract (CPA) Progression.</p>
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<p><b>August 30</b></p>	<p><b>Number System</b></p>	<p><b><u>Ch. 5 Prime Time</u></b></p> <p><b>Common multiples and common factors, prime numbers, co-prime numbers, prime factorization, divisibility tests, fun with numbers.</b></p> <p><b>Computational Thinking Questions</b></p>	<ul style="list-style-type: none"> <li>• <b>To find out factors and multiples of the given numbers.</b></li> <li>• <b>To identify prime and composite numbers</b></li> <li>• <b>To test the divisibility of given numbers by 2,3,4,5,6,9,10 and 11.</b></li> <li>• <b>To understand prime factorization.</b></li> <li>• <b>To calculate H.C.F. and L.C.M. of the given Numbers</b></li> </ul> <p><b>Curricular Goals: Develops pattern recognition, algorithmic thinking, and rule-based reasoning.</b></p> <p><b>SDG Goals</b></p> <p><b>SDG 12 – Resource Management</b></p> <p><b>SDG 4 – Quality Education</b></p>	<p><b>Identifying and creating Co-Prime Art.</b></p> <p><b>Competencies: Logical and Critical</b></p> <p><b>Thinking, Problem-Solving Skills, Creativity and Mathematical Curiosity, Pattern Recognition.</b></p>
<p><b>September 12</b></p>	<p style="text-align: center;"><b><u>Revision for Mid Term Examination</u></b></p>			

<p><b>October 28</b></p>	<p><b>Mensuration</b></p>	<p><b><u>Ch. 6 Perimeter and Area</u></b></p> <p>Perimeter of rectangle, square, triangle and regular polygon, Area of rectangle, square and triangle</p> <p>Computational Thinking Questions</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> <p>Curricular Goals: Develops algorithmic thinking, spatial reasoning, and optimization skills.</p> <p>SDG Goals</p> <p>SDG 15 – Life on Land</p> <p>SDG 11 – Sustainable Cities</p>	<p><b>Equal Area but Different Perimeter</b></p> <p><b>Competencies:</b> Spatial Reasoning, Logical and Critical Thinking, Problem-Solving Skills, Creativity and Design Skills.</p>
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November 26	Number System	<p><b><u>Ch.7 Fractions</u></b></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, comparing fractions, addition and subtraction of fractions.</p> <p>Computational Thinking Questions</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 fractions and mixed numbers</li> <li>• To applying fractions to real-life situations.</li> </ul> <p>Curricular Goals: Develops algorithmic thinking, data representation, and logical reasoning.</p> <p>SDG Goals: SDG 2 – Zero Hunger SDG 3 – Good Health</p>	<p>Comparing Fractions using a Number Line.</p> <p>Competencies: Spatial Reasoning, Logical and Critical Thinking, Problem-Solving Skills, Mathematical Communication.</p>
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December 30	Geometry	<p><b><u>Ch. 8 Playing with Constructions</u></b></p> <p>Artwork, constructing squares and rectangles, an exploration in rectangles, exploring diagonals of rectangles and squares, points equidistant from two given points.</p> <p>Computational Thinking Questions</p>	<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 like square and rectangles.</li> </ul> <p>Curricular Goals: Develops algorithmic thinking, spatial reasoning, and precision.</p> <p>SDG Goals</p> <p>SDG 11 – Sustainable Cities and Communities</p> <p>SDG 13 – Climate Action</p>	<p>Verifying Diagonals of a Rectangle.</p> <p>Competencies: Spatial Visualization, Critical Thinking, Mathematical Communication.</p>
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<p>January 24</p>	<p>Statistics</p>	<p><u>Ch. 4 Data Handling and Presentation</u></p> <p>Collecting and organizing data, pictographs, bar graphs, drawing of bar graphs, artistic and aesthetic considerations</p> <p><u>Ch 1 Patterns in Mathematics</u></p> <p>Computational Thinking Questions</p>	<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> <p>Curricular Goals: Develops skills and capabilities of computational thinking, namely, decomposition, pattern recognition, data representation, generalization, abstraction, algorithms to solve problems.</p> <p>SDG Goals</p> <p>SDG 6 – Clean Water</p> <p>SDG 4 – Quality Education</p> <p>SDG 12 – Waste Management</p>	<p>Representing data using a bar graph.</p> <p>Competencies: Analytical and Critical Thinking, Accuracy and Precision, Problem-Solving Skills, Communication Skills.</p>
<p>February 28</p>	<p>Geometry</p>	<p><u>Ch. 9 Symmetry</u></p> <p>Line of symmetry,</p>	<ul style="list-style-type: none"> <li>• Define symmetry and explain its importance in mathematics and real, life.</li> </ul>	<p>Finding Lines of Symmetry of a Rectangle by Paper Folding.</p>

		<p>rotational symmetry, reflection symmetry</p> <p><u>Chapter 2</u></p> <p><u>Lines and Angles</u></p> <p>Computational Thinking Questions</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>Curricular Goals: Develops spatial and visual reasoning.</p> <p>SDG Goals</p> <p>SDG 4 – Quality Education</p> <p>SDG 9 – Industry, Innovation and Infrastructure</p>	<p>Competencies:</p> <p>Spatial and Visual Reasoning, Analytical and Critical Thinking, Creativity and Exploration, Mathematical Communication.</p>
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<p>March 5</p>	<p><u>Revision for Annual Examination</u></p>
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Competencies developed: These chapters aim to develop conceptual understanding, mathematical reasoning, procedural fluency, visualization skills and application of mathematical concepts.

**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	Period	Unit	Content	Suggested Activities/Art Integrated  Activities	Learning Objectives
April	22	<b>Ch-1</b>  The Wonderful World of Science	-What is science  -Diversity in the habitats  -Scientific method	<b>PF- 1</b>  <b>NCERT Activity 1</b>  - Create a “Question Tree” which comes in your mind and try to find out the answer scientifically and discuss among your peer group. <b>(Scientific Reasoning and Critical Thinking )</b>  <b>PF- 2</b>  <b>NCERT Activity 2.1 &amp; 2.2</b>  -To explore the diversity of plants and animals around us and enlist your observations for comparing their characteristics. <b>(Group activity)</b>	1. To understand why do we need to study Science  2. To know different types of habitats  3. To know the variety of life- plants and animals  4. To understand different scientific methods <b>SDG 4 - Quality Education</b>
		<b>Ch-2</b>  Diversity in the Living World	-Diversity in plants and animals around us  -How to group plants and animals		1.To observe plants and animals around us  2.To group the plants based on height and nature of stems  3. To understand leaf venation and root patterns



		healthy body	<p>components of food</p> <ul style="list-style-type: none"> <li>-Balanced diet</li> <li>-Millets: nutrition rich cereals</li> <li>-Food miles: from farm to our plate</li> </ul>	<p><b>(Application and Decision making competency)</b></p>	<ol style="list-style-type: none"> <li>3. To test the food components</li> <li>4. To understand the importance of a balanced diet</li> <li>5. To understand importance of millets</li> <li>6. To know food miles</li> </ol> <p><b>SDG 2 – Zero Hunger</b></p> <p><b>SDG 3 – Good Health &amp; Well-Being</b></p>
July	21	<p><b>Ch- 11</b></p> <p>Nature's Treasures</p>	<ul style="list-style-type: none"> <li>-Air and 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><b>PF-3</b></p> <p><b>NCERT Activity 11.1</b></p> <p>-To write a slogan / a poem on '<i>Breathe healthy, be healthy</i>' and discuss the importance of clean air for good health.</p> <p><b>(Creativity, communication and awareness competency)</b></p>	<ol style="list-style-type: none"> <li>1.To understand the importance and composition of air</li> <li>2. To know importance of water and reduce the wastage of water</li> <li>3. To understand the importance of solar energy and forest</li> <li>4. To understand the components of soil and rock</li> <li>5. To know sources and uses of minerals</li> </ol>

		<p><b>Ch- 5</b></p> <p>Measurement of length and motion</p>	<p><b>SDG 13</b> – Climate Action</p> <p><b>SDG 15</b> – Life on Land</p> <p>-Motion</p> <p>-Types of Motion</p> <p>- Measurement in ancient times <b>SDG 9</b> – Industry, Innovation &amp; Infrastructure</p> <p><b>SDG 11</b> – Sustainable Cities &amp; Communities</p>	<p><b>MA- 2</b></p> <p><b>NCERT Activity 5.1</b></p> <p>-India has rich history of '<i>measurement systems</i>' of ancient times. Prepare a brief report on the "<i>Ancient Measurement Systems</i>" and compare it with the modern techniques. Paste relevant pictures to make your report attractive.</p> <p><b>(Group activity)</b></p> <p><b>Group 1-</b> Ancient Measurement System</p> <p><b>Group 2</b> -Modern Techniques of measurements <b>(Analytical and research competency)</b></p>	<p>1. To understand 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>
August	22	<p><b>Ch- 5</b></p> <p>Measurement of length and motion</p>	<p>-Speed and distance</p> <p>-Standard units of measurement</p>		<p>4. To measure distance correctly by avoiding common errors</p> <p>5. To describe various means of transport</p>

		<p><b>Ch- 6</b></p> <p>Materials around us</p>	<p>-Objects and materials around us</p> <p>-Grouping of materials</p> <p>-Properties of materials</p> <p>-Matter</p> <p><b>SDG 12</b> – Responsible Consumption &amp; Production</p>	<p><b>PF- 4</b></p> <p><b>NCERT Activity 6.4, 6.5, 6.6, 6.7</b></p> <p>- To collect different materials and classify these materials on the basis of properties like transparency, solubility, appearance and hardness. Make a collage of displayed materials. <b>(Exploration, Analytical and Classification competency)</b></p>	<ol style="list-style-type: none"> <li>1.To know classification of materials</li> <li>2. To understand how to group the materials according their properties</li> <li>3. To understand mass and volume of objects</li> <li>4. To know about the states of matter</li> </ol>
Sept.	10	Syllabus covered till September	REVISION FOR MID-TERM	MID TERM EXAMINATION	Students will be able to clear their doubts and revise the syllabus
Oct	20	<p><b>Ch- 9</b></p> <p>Methods of separation in everyday life</p>	<p>-Mixture</p> <p>-Handpicking</p> <p>-Threshing</p> <p>-Winnowing</p> <p>-Sieving</p>	<p><b>PF- 5</b></p> <p><b>NCERT Activity 9.5</b></p> <p>-To perform hands on activities to study different separation techniques and prepare a summary table.</p>	<ol style="list-style-type: none"> <li>1.Differentiate between mixture and pure substances</li> <li>2.To analyze different types of mixtures</li> <li>3. To understand the needs to separate various components of a mixture</li> </ol>

			<ul style="list-style-type: none"> <li>-Evaporation</li> <li>-Sedimentation and Decantation</li> <li>-Filtration</li> <li>-Churning</li> <li>-Magnetic separation</li> </ul> <p><b>SDG 6</b> – Clean Water &amp; Sanitation</p> <p><b>SDG 12</b> – Responsible Consumption</p>	<b>(Understand and apply scientific concept)</b>	4.To know about various methods of separation to separate different types of substances.
Nov	19	<b>Ch- 4</b>  Exploring Magnets	<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>	<p><b>MA- 3</b></p> <p><b>NCERT Activity 4.5</b></p> <p>-To make your own refrigerator magnet and to learn different uses of the magnet on the basis of their properties.</p> <p><b>(Experimental and Application based Competency)</b></p>	<ol style="list-style-type: none"> <li>1.To know the uses of magnets</li> <li>2. To know different shapes of magnets</li> <li>3. To differentiate magnetic and non- magnetic materials</li> <li>4. To analyse the poles and properties of magnets</li> </ol>

		<p><b>Ch- 8</b> A Journey through States of water</p>	<p>Repulsion between magnets</p> <p>-Fun with magnets</p> <p>-How to keep magnets safe</p> <p><b>SDG 7</b> – Affordable &amp; Clean Energy</p> <p><b>SDG 9</b> – Innovation &amp; Infrastructure</p> <p>-Evaporation and condensation</p> <p>-States of water</p> <p>- Factors affecting evaporation <b>SDG 6</b> – Clean Water &amp; Sanitation</p> <p><b>SDG 13</b> – Climate Action</p>	<p><b>MA- 4</b></p> <p>-To write your thoughts on '<i>Water is our responsibility before it is our right</i>' and spread the awareness about it in your neighbourhood <b>(Values and Awareness based Competency)</b></p>	<p>5. To know how magnets can be used 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>
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Dec.	23	<p><b>Ch- 8</b></p> <p>A Journey through States of water</p> <p><b>Ch- 7</b></p> <p>Temperature and its Measurement</p>	<p>-How is rain formed</p> <p>-Water cycle</p> <p>-Temperature</p> <p>- Measuring temperature</p> <p>-Water temperature</p> <p><b>SDG 3 – Good Health &amp; Well-Being</b></p> <p><b>SDG 13 – Climate Action</b></p>	<p><b>PF- 6</b></p> <p><b>NCERT Activity 8.9</b></p> <p>-To make mini pot-in-pot cooler and highlight the role of evaporation in our daily life.<b>(Experimental and Application based competency)</b></p> <p><b>NCERT Activity 7.2</b></p> <p>-To measure the body temperatures of your family members and record the temperatures and convert the temperature in Celsius and Fahrenheit and vice versa. <b>(Observation Analytical and Application based Competency)</b></p>	<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>
Jan	16	<p><b>Ch- 10</b></p> <p>Living creatures: Exploring</p>	<p>-Living and non-living</p> <p>-Characteristics of living organisms</p> <p>-Conditions of</p>	<p><b>PF- 7</b></p> <p><b>NCERT Activity 10.5, 10.6</b></p> <p>- To make model showing life cycle</p>	<p>1.To know the difference between living and non-living</p> <p>2. To understand the characteristics of living organisms</p>

		<p>their characteristics</p>	<p>Germination of a Seed</p> <ul style="list-style-type: none"> <li>-Growth and movement of plants</li> <li>-Life cycle of plants</li> <li>-Life cycle of mosquito, frog</li> </ul> <p><b>SDG 3 – Good Health</b></p> <p><b>SDG 15 – Life on Land</b></p>	<p>of mosquito/frog by using waste materials and highlight the importance of different stages.</p> <p><b>(Group activity and Class Presentation)</b></p> <p><b>(Understanding, Analytical and Creative Competency)</b></p>	<ul style="list-style-type: none"> <li>3. To analyse the conditions that are necessary for seed germination</li> <li>4. To know how can light help the growth of plant parts in different conditions</li> <li>5. To know the life cycle of a plant, frog and mosquito</li> </ul>
Feb	22	<p><b>Ch- 12</b></p> <p>Beyond Earth</p>	<ul style="list-style-type: none"> <li>-Stars and Constellations</li> <li>-Night sky watching</li> <li>-Our Solar system</li> <li>-The Milky way galaxy</li> <li>-The Universe</li> </ul> <p><b>SDG 9 – Innovation &amp; Infrastructure</b></p> <p><b>SDG 13 – Climate Action</b></p>	<p><b>PF -8</b></p> <p><b>NCERT Activity 12.1</b></p> <p>- To explore constellations by creating 2D models using waste materials like thread beads, etc.</p> <p><b>(Group Activity)</b></p> <p><b>Group 1- Orion</b></p> <p><b>Group 2- Big Dipper and Little Dipper</b></p>	<ul style="list-style-type: none"> <li>1.To know about the stars and different types of constellations</li> <li>2. To understand what does our Solar system contain</li> <li>3. To know the formation of milky way galaxy</li> </ul>

		Revision		<b>(Exploration, Observation and Creative Competency)</b>	
Mar.	ANNUAL EXAMINATION				

### Lab Activities

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

## **SYLLABUS:**

### **Periodic Test - 1**

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

### **MIDTERM EXAMINATION :**

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

### **Periodic Test – 2 -:**

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)
4. Subject Enrichment Activities [includes Holiday Assignment and all Lab Activities]

## SOCIAL SCIENCE

Month & Periods	Units/Topics	Content	Learning Objectives	Suggested Activities & Learning Outcomes
APRIL 22	Ch-1 Locating Places on the Earth  <b>SDG 11: Sustainable Cities and Communities</b>  <b>SDG 15: Life on land</b>	<ul style="list-style-type: none"> <li>● Map and its components</li> <li>● Mapping the Earth</li> <li>● Understanding coordinates</li> <li>● Latitudes</li> <li>● Longitudes</li> <li>● Understanding Time Zones</li> </ul> <ul style="list-style-type: none"> <li>● How do we learn about the past?</li> <li>● How is time measured in history?</li> </ul>	<ul style="list-style-type: none"> <li>● To understand the concept of directions on maps, latitudes, longitudes, coordinates, and the International Date Line.</li> <li>● To recognize the role of imaginary lines such as latitudes and longitudes in calculating the time zones of a country.</li> <li>● To understand how time is measured in history, identify the different sources of history, and</li> </ul>	<ul style="list-style-type: none"> <li>● On an A4-size sheet, do the crossword activity on pg. no.- 25.</li> <li>● Calculate the time of two places based on their longitudinal value.</li> </ul> <p><b>Competencies: Critical thinking, analytical, and numeracy skills.</b></p> <p><b>Students will assess the relationship between longitude and time.</b></p>

	<p>Ch- 4 Timeline and Sources of History</p> <p><b>SDG 4: Quality Education</b></p> <p>Map Booster: Pg.no. 9, 11</p>	<ul style="list-style-type: none"> <li>● What are the sources of history?</li> <li>● The beginnings of Human history</li> <li>● The first crop</li> </ul>	<p>learn about the life of early humans.</p>	<ul style="list-style-type: none"> <li>● Prepare a mind map of sources of history on an A4 size sheet.</li> </ul> <p><b>Competencies: Organizing and conceptual understanding skills.</b></p> <p><b>Students will be able to identify different types of historical sources and differentiate between primary and secondary sources.</b></p>
<p>MAY 17</p>	<p>Ch- 9 Family and Community</p> <p><b>SDG 11: Sustainable Cities and Communities</b></p>	<ul style="list-style-type: none"> <li>● Family</li> <li>● Roles and responsibilities</li> <li>● Community</li> </ul>	<ul style="list-style-type: none"> <li>● To describe the roles, responsibilities, and importance of family and community in the development of the nation.</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare a speech on 'family'.</li> <li>● Create a short story of a family somewhere in India, where we see some family values practiced. Present it to your class.</li> </ul> <p><b>Competencies: Research, critical thinking, creativity, and presentation skills</b></p>

	Map Booster: Pg. no. 16,18			<p><b>Students will be able to express their thoughts about family and apply moral values in real-life situations.</b></p>
JUL. 21	<p>Ch- 8 Unity in Diversity or 'Many in the one'</p> <p><b>SDG 16: Peace, Justice and Strong Institutions</b></p>	<ul style="list-style-type: none"> <li>● A rich diversity</li> <li>● Food for all</li> <li>● Textiles and clothing</li> <li>● Festivals Galore</li> <li>● An epic spread</li> </ul>	<ul style="list-style-type: none"> <li>● To understand how diversity enriches our country through different foods, textiles, clothing, and epics.</li> <li>● To develop sensitivity towards different religions and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare a poster with a slogan on Unity in Diversity (A4 size sheet).</li> <li>● Mapwork on officially recognized languages of India.</li> </ul> <p><b>Competencies -Spatial understanding and critical thinking</b></p> <p><b>Students will be able to analyse the concept of unity in diversity in the Indian context.</b></p>

	<p>Ch-13 The Value of Work</p> <p><b>SDG 8: Decent Work and Economic Growth</b></p> <p>Map Booster Pg. no.: 52,53</p>	<ul style="list-style-type: none"> <li>● Types of economic activities</li> <li>● The Importance of Non-Economic activities</li> <li>● Seva: Selfless service</li> <li>● The strength of community participation</li> </ul>	<ul style="list-style-type: none"> <li>● To distinguish between economic and non-economic activities.</li> <li>● To appreciate different types of work and their contribution to our lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Speaking activity on the different types of activities that people engage in and their contribution to our everyday lives.</li> <li>● Role play of the activity on pg. no.184.</li> </ul> <p><b>Competencies: Communication and awareness skills.</b></p> <p><b>Students will be able to identify different types of human activities and explain their contribution to daily life.</b></p>
<p>AUG. 22</p>	<p>Ch- 2 Oceans and Continents</p> <p><b>SDG 14: Life Below Water.</b></p> <p><b>SDG 15: Life on Land</b></p>	<ul style="list-style-type: none"> <li>● The distribution of water and land on the Earth</li> <li>● Oceans</li> <li>● Oceans and disasters</li> <li>● Continents</li> <li>● Islands</li> <li>● Oceans and life</li> </ul>	<ul style="list-style-type: none"> <li>● To identify continents, oceans, and islands and their distribution.</li> <li>● To relate how oceans and continents impact life on Earth.</li> </ul>	<ul style="list-style-type: none"> <li>● Ocean and continent map activity.</li> <li>● Think and Write on an A4 Sheet 'What problems might people face in the future if water is not conserved today?'</li> </ul>

Ch- 5 India, that is Bharat

**SDG 11: Sustainable  
Cities and Communities**

Map Booster Pg. no.: 22,  
24, 40,42

- How Indians named India
- How foreigners named India

- To describe the origin and process of naming our country, India.
- To define what India is.

**Competencies: Spatial understanding skills, critical thinking, and environmental awareness.**

**Students will be able to reflect on the importance of water conservation.**

- Mapwork activity on the places mentioned in the Mahabharata.
- Mapwork activity on major rivers of the Sapta Sindhava region.

**Competencies: Spatial understanding.**

**Students will be able to identify important places of ancient India and the major rivers of the Sapta Sindhava region.**



	Map Booster Pg. No.: 28,34		<ul style="list-style-type: none"> <li>● To understand how tribal and folk traditions contributed to Indian culture.</li> </ul>	<p><b>Competencies -</b></p> <p><b>Critical thinking, research and evidence synthesis.</b></p> <p><b>Students will be able to interpret values through the role play and explain the contribution of tribal groups in our Indian culture.</b></p>
Nov. 18	Ch-3 Landforms and Life <b>SDG 15: Life on Land</b>	<ul style="list-style-type: none"> <li>● Mountains</li> <li>● Mountain Environment</li> <li>● Life in the mountains</li> <li>● Plateaus</li> <li>● Plains</li> <li>● Life in the Plains</li> </ul> <ul style="list-style-type: none"> <li>● Panchayati Raj System <ul style="list-style-type: none"> <li>● Gram Panchayat</li> <li>● Child-Friendly Panchayat Initiative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To understand different landforms and their features.</li> <li>● To explain how different landforms create both challenges and opportunities for human life.</li> <li>● To understand the roles and responsibilities within the Panchayati Raj system.</li> </ul>	<ul style="list-style-type: none"> <li>● Mapwork on major mountain ranges, plateaus, and river plains.</li> </ul> <p><b>Competencies -Spatial understanding skills.</b></p> <p><b>Students will be able to locate and identify major mountain ranges, plateaus, and river plains on a world map.</b></p> <ul style="list-style-type: none"> <li>● Write a letter to the Sarpanch regarding the issue of plastic bags lying</li> </ul>

	<p>Ch- 11 Grassroot Democracy – Part 2: Local Government in Rural Areas</p> <p><b>SDG 16: Peace, Justice, and Strong Institutions</b></p> <p>Map Booster Pg. No.: 28,30,38</p>	<ul style="list-style-type: none"> <li>● Panchayat Samiti and Zila Parishad</li> <li>● The Arthashastra</li> </ul>	<ul style="list-style-type: none"> <li>● To explain the need for local bodies in government and democracy.</li> </ul>	<p>on the roadside in the village. (A4 sheet)</p> <p><b>Competencies: Communication and civic responsibility skills.</b></p> <p><b>Students will be able to express civic concerns and assess the role of local authorities in addressing community issues.</b></p>
Dec. 23	<p>Ch- 6 The Beginnings of Indian Civilization</p> <p><b>SDG 11: Sustainable Cities and Communities</b></p>	<ul style="list-style-type: none"> <li>● What is a civilization?</li> <li>● From village to city.</li> <li>● Town-planning</li> <li>● Water Management</li> <li>● What did the Harappans eat?</li> <li>● A brisk trade</li> <li>● The end or a new beginning?</li> </ul>	<ul style="list-style-type: none"> <li>● To learn about the earliest civilisation of the Indian Subcontinent.</li> <li>● To understand the remarkable achievements of this ancient civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>● Group discussion on similarities and differences between Harappan cities and present-day cities.</li> <li>● Mapwork on Harappan cities.</li> </ul> <p><b>Competencies: Critical thinking and spatial understanding skills.</b></p> <p><b>Students will be able to</b></p>

	Map Booster Pg. no.: 32,45			<b>compare ancient Harappan cities with modern cities and locate important Harappan sites on a map.</b>
Jan. 16	Ch- 12 Grassroot Democracy – Part 3: Local Government in Urban Areas  <b>SDG 11: Sustainable Cities and Communities</b>  Map Booster Pg. no.: 49,51	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Urban local bodies</li> </ul>	<ul style="list-style-type: none"> <li>● To evaluate the functioning of urban local bodies.</li> </ul>	<ul style="list-style-type: none"> <li>● Think and write about the similarities and differences between the Panchayati Raj system and the urban local government (A4 sheet).</li> </ul> <p><b>Competencies: Analytical and critical thinking skills.</b></p> <p><b>Students will be able to compare the Panchayati Raj system and urban local government and explain their roles in local governance.</b></p>
Feb. 22	Ch- 14 Economic Activities Around Us  <b>SDG 8: Decent Work and Economic Growth</b>  <b>SDG 9: Industry,</b>	<ul style="list-style-type: none"> <li>● The classification of economic activities into economic sectors</li> <li>● Primary activities</li> <li>● Secondary activities</li> <li>● Tertiary activities</li> </ul>	<ul style="list-style-type: none"> <li>● To understand the processes of economic activities and distinguish between different economic sectors.</li> </ul>	<ul style="list-style-type: none"> <li>● Illustrate the interdependent relationship between primary, secondary, and tertiary sectors using a flow diagram.</li> </ul>

	<b>Innovation and Infrastructure</b>	<ul style="list-style-type: none"> <li>• Interdependence among sectors</li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate the interdependent relationship among these sectors.</li> </ul>	<p><b>Competencies: Analytical and organizational skills.</b></p> <p><b>Students will be able to illustrate the interdependence of primary, secondary, and tertiary sectors.</b></p>
	Map Booster Pg. no. 54, 55			
REVISION				
Mar.	<b>ANNUAL EXAMINATION</b>			
<b>Pre-Mid Term</b>	Ch-1 Locating Places on the Earth Ch-4 Timeline and Sources of History			
<b>Midterm</b>	Ch-8 Unity in Diversity or Many in the one Ch-9 Family and Community Ch-5 India, that is Bharat Ch-2 Ocean and Continent Ch-13 The Value of Work Ch-4 Timeline and Sources of History			
<b>Post Mid Term</b>	Ch-10 Grassroot Democracy Part 1: Governance Ch-7 India's Cultural Roots			
<b>Annual Examination</b>	Ch-11 Grassroot Democracy – Part 2: Local Government in Rural Areas Ch-12 Grassroot Democracy – Part 3: Local Government in Urban Areas Ch-6 The Beginnings of Indian Civilization Ch- 3 Landforms and Life			

	Ch-14 Economic Activities Around Us Ch-8 Unity in Diversity or Many in the one Ch-2 Ocean and Continent
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**Competencies:**

- **Conceptual understanding of the key ideas and connecting them to real life.**
- **Analyze and critically assess the cause and effect relationship of different concepts, interpret maps and sources of history/social science.**
- **Inquiry & experiential learning through projects, discussions, role play, and map work.**
- **Develop respect for diversity, equality, democracy, and constitutional values.**
- **Develop communication skills by expressing ideas clearly in speaking and writing.**
- **Development of map-reading skill, analytical, and collaborative skills.**

## ARTIFICIAL INTELLIGENCE

Book Name :- DIGICODE AI ( Orange Publications)

Month & No. of Periods	Units	Contents	Learning Objectives	Art Integrated Activities
April 8 Periods	Ch 7. Humans and Machines  <b>SDG 4-</b> Quality Education	<ul style="list-style-type: none"><li>• Brief history Human-Machine Interaction</li><li>• Components of Human-Machine Interaction</li><li>• Stages of Human-Machine Interaction</li><li>• Types of Human-Machine Interaction</li></ul>	Students will learn about difference between Human and Machine with their components and stages.	Make a presentation using PowerPoint and prepare at least 10 slides about the future of Human-Machine Interaction. Mention its five advantages and disadvantages also.  <b>COMPETENCY:</b>  Critical thinking, Digital and Information Literacy

<p>May 6 Periods</p>	<p>Ch 8. Types of AI</p> <p>➔ <b>AI Domains &amp; Applications (CT &amp; AI)</b></p> <p>➔ <b>SDG 4- Quality Education</b></p>	<ul style="list-style-type: none"> <li>• Weak AI</li> <li>• Strong AI</li> <li>• Super AI</li>   <li>• Predictive Techniques</li> <li>• Small Data Set</li> <li>• NLP, CV &amp; Data Science</li> </ul>	<p>Students will learn about different types of AI.</p>	<p>AI is everywhere. What according to you will happen if AI suddenly becomes smarter</p> <p><b>COMPETENCY:</b></p> <p>Critical thinking, Media literacy, Creativity and Accountability</p>
<p>July 8 Periods</p>	<p>Ch 10. Fields Where Robots are used</p> <p>➔ <b>AI In Industries (CT &amp; AI)</b></p> <p><b>SDG 9 – Industry, Innovation and Infrastructure</b></p>	<ul style="list-style-type: none"> <li>• Security and Surveillance</li> <li>• Manufacturing</li> <li>• Military</li> <li>• Customer Service</li>   <li>• Cooking, Healthcare and Space Exploration</li> <li>• Entertainment, Agriculture and Underwater Research</li> </ul>	<p>Students will learn about different fields where robots are being used.</p>	<p>Make a word document showcasing use of robots in the field of Agriculture, Cooking, Military and Space Exploration. Also add page border, page color and images for different types of robots.</p> <p><b>COMPETENCY:</b> Information literacy, Digital literacy, Logical thinking and Reasoning</p>

<p>August 8 Periods</p>	<p>Ch 3. Advanced Features of Excel 2016</p> <p>➔ <b>Number Play (CT)</b></p> <p><b>SDG 4-</b> Quality Education</p>	<ul style="list-style-type: none"> <li>• Form in Excel</li> <li>• Using form in Excel</li> <li>• Filtering Data</li> <li>• Conditional formatting</li> <li>• Using Data Validation</li> <li>• Using Subtotal Command</li> </ul> <ul style="list-style-type: none"> <li>• Solving Puzzles</li> <li>• Decomposition</li> <li>• Logic &amp; Pattern Recognition.</li> </ul>	<p>Students will learn advanced features of excel like conditional formatting, filtering data, form in excel etc.</p>	<p>Make a list of your 10 friends in Excel 2016. Make columns for the distance of their home from school, distance of post office from their home etc.</p> <p><b>COMPETENCY:</b></p> <p>Mathematical skills, Analytical skills, Critical thinking</p>
<p>September 4 Periods</p>	<p>Ch 9. Smart Living</p> <p><b>SDG 8</b> – Decent Work and Economic Growth</p>	<ul style="list-style-type: none"> <li>• Concept of Smart Living</li> <li>• Future of AI</li> </ul>	<p>Students will learn about smart living concept and what all factors make living called as “Smart Living”.</p>	<p>Prepare a presentation on floor plan of Smart Home/Smart School/Smart City. Also state few advantages and disadvantages of smart living.</p> <p><b>COMPETENCY:</b></p> <p>Creativity, Media literacy, Data literacy and Computational skills</p>

<p>October 8 Periods</p>	<p>Ch 6. More on Python</p> <p><b>SDG 9</b> – Industry, Innovation and Infrastructure</p>	<ul style="list-style-type: none"> <li>• Data Types</li> <li>• Comments in Python</li> <li>• Operators</li> <li>• If Statement</li> <li>• If.... else Statement</li> <li>• Nested if Statement</li> <li>• If.... elif.....else ladder</li> </ul>	<p>Students will learn about different data types used in python. Also, they will get aware of different types of statement used in python.</p>	<ul style="list-style-type: none"> <li>• Write on program to find sum, difference, product and quotient of 3 numbers and print their result.</li> <li>• Write a program to print your personal details.</li> </ul> <p><b>COMPETENCY:</b> Mathematical skills, Analytical skills, Critical thinking and logical thinking</p>
<p>November 8 Periods</p>	<p>Ch 1. App Development</p> <p>➔ <b>Data Visualization &amp; Analysis (CT &amp; AI)</b></p> <p><b>SDG 9</b> – Industry, Innovation and Infrastructure</p>	<ul style="list-style-type: none"> <li>• What is an App?</li> <li>• Defining the Android and iOS</li> <li>• Types of Mobile Apps</li> <li>• Categories of Apps</li> <li>• Developing an App</li> <li>• Collecting and organizing data</li> <li>• Data Visualization &amp; Interpretation of data</li> </ul>	<p>Students will learn about app development process and difference between operating system like iOS and Android.</p>	<p>Make a presentation on topic “ App Development” showcasing different types of Apps, Mobile Apps and developing procedure.</p> <p><b>COMPETENCY:</b> Critical thinking, Creativity, Presentation skills and technology skills</p>

<p>December 8 Periods</p>	<p>Ch 2. Krita- Image Editing</p> <p><b>SDG 8</b> – Decent Work and Economic Growth</p>	<ul style="list-style-type: none"> <li>• Starting krita</li> <li>• Components of Krita</li> <li>• Creating a new file</li> <li>• Opening an image for editing</li> <li>• Understanding Krita tools</li> </ul>	<p>Students will learn about krita application, where they learn to edit images using different features of krita app.</p>	<p>Using krita app, edit and save at least 4 images on your computer system. While editing image following points should be followed: -</p> <ol style="list-style-type: none"> <li>1) Brightness</li> <li>2) Contrast</li> <li>3) Shadow</li> <li>4) Cropping irrelevant part of the images.</li> </ol> <p><b>COMPETENCY:</b> Creativity, Media literacy, Information Literacy and Technology literacy</p>
<p>January 4 Periods</p>	<p>Ch 5. More on MakeCode Arcade</p>	<ul style="list-style-type: none"> <li>• What are variables</li> <li>• Using Math Blocks</li> <li>• Using Logic Blocks</li> </ul>	<p>Students will learn how to use MakeCode Arcade using math and logic blocks.</p>	<p>Create a program which assigns total marks of a student to a variable, and displays grade by using the logic given below:</p> <ul style="list-style-type: none"> <li>• Total marks &gt; 70, then display grade A</li> <li>• Total marks &gt; 49 and Total marks ≤ 70, then display grade B</li> </ul>

	<p>➔ <b>Working With Fractions (CT)</b></p> <p><b>SDG 9</b> – Industry, Innovation and Infrastructure</p>	<ul style="list-style-type: none"> <li>• Representation of Fraction Through Images/ Numerical Based Approach</li> </ul>		<ul style="list-style-type: none"> <li>• Total marks <math>\leq 49</math>, then display grade C</li> </ul> <p><b>COMPETENCY:</b> Mathematical Skills, Analytical skills, Critical thinking and Reasoning</p>
February 8 Periods	<p>Ch 4. Algorithmic Intelligence</p> <p>➔ <b>Ethics and AI Bias Awareness (CT &amp; AI)</b></p> <p><b>SDG 4-</b> Quality Education</p>	<ul style="list-style-type: none"> <li>• Information Processing</li> <li>• Conditions in a Program</li> <li>• Responsible and Fair Use of AI.</li> <li>• Digital Citizenship</li> </ul>	<p>Students will learn about Algorithmic Intelligence where they will take help of Flowcharts to solve problems.</p>	<p>Open Word and Write an IF-THEN-ELSE condition to check whether a number is positive or negative</p> <p><b>COMPETENCY:</b> Information literacy, Digital literacy, Logical thinking, Critical thinking</p>

## GENERAL KNOWLEDGE

**Name of the Book:- New Find Out**  
**Published By:- Oxford Publications**

<b>Name of the month</b>	<b>Content</b>
<b>April</b>	L-1 What Am I? L-2 Famous Indians of Today L-3 Shocking Earth Statistics L- 4 Name the Country L-5 Landmarks of the World L-6 Fun with Words <b>SDG :- 4,8,13,16,11,4</b>
<b>May</b>	L-7 Indian Literature L-8 Colours in Sports L-9 Hitting the Right Notes L-10 The Mammal Quiz L-11 Think Logically L-12 Crossword <b>SDG:- 4,3,4,15,4,4</b>

<p style="text-align: center;"><b>July</b></p>	<p>L -13 Stories about children  L-14 Earth Concerns  L-15 Today's Women Achievers  L-16 Sporting Rules  L-17 On Stage  L -18 Statue!  <b>SDG:- 4,10,13,5,3,4,11</b></p>
<p style="text-align: center;"><b>August</b></p>	<p>L -19 Helping Each Other During the Pandemic  L -20 The Human Body  L-21 Health Is Wealth  L -22 Birdwatching  L-23 Opening Lines  L -24 Dress up your Speech  <b>SDG:- 3,3,3,15,4,4</b></p>
<p style="text-align: center;"><b>September</b></p>	<p>L- 25 A Tour of India  L-26 Number Riddles  L-27 Road Signs  <b>SDG:- 11,4,11</b></p>

<p><b>October</b></p>	<p>L-28 Humble Beginnings  L -29 Save the Plants  L-30 Green Facts  L-31 On an Adventure  L-32 Royalty  <b>SDG:- 8,15,13,15,16</b></p>
<p><b>November</b></p>	<p>L-33 Words of Today  L-34 Words in the News  L-35 In Recent Times  L-36 Cybertalk  L-37 Moving on Water  L-38 Ocean World  <b>SDG:- 4,16,16,9,14,14</b></p>
<p><b>December</b></p>	<p>L-39 Dance in India  L-40 Yoga for better Living  L-41 The Earth Quiz  L-42 Modern Gadgets  L-43 Women of Substance  L-44 Wonders of the World  <b>SDG:- 4,11,3,13,9,5,11</b></p>

<b>January</b>	L-45 Common Senses L-46 Logos and Emblems L-47 A Chemistry Quiz L-48 Space Facts L-49 The North-East L-50 Find the Connection <b>SDG:- 3,16,9,9,10,11,4</b>
<b>February</b>	L-51 The World Today L-52 Modern Sports Quiz <b>SDG:- 16,3</b>

**Learning objectives:**

- To acquire the skill to reason and think logically on one's feet.
- To develop their personalities and honing their life skills.
- To obtain the knowledge of diverse cultures, traditions, languages, and festivals around the world.
- To identify key figures in politics, sports, science, and entertainment.
- To realise the importance of self - imbibing values.
- To identify important personalities, landmarks, countries, and current events.
- To differentiate between reliable and unreliable information.
- To develop respect for diversity, cultures, and traditions.

## VALUE EDUCATION/ HAPPINESS CURRICULUM

<b>Months and Periods</b>	<b>Name of the Chapters</b>	<b>Suggested Activities</b>
<b>April (4)</b>	<b>L -1 Always Be Hopeful</b>	<b>Let's Understand Happiness</b>
<b>May (3)</b>	<b>L -2 Be Gentle, Not Harsh</b>	<b>Strength of Body and Mind</b>
<b>July (4)</b>	<b>L- 3 The Life Force</b>	<b>My Remote in My Hand</b>
<b>August (4)</b>	<b>L-4 Find the Good in Everything</b>	<b>My Emotions, My Thoughts</b>
<b>September (2)</b>	<b>L-5 Make Failures into Stepping – Stones to Success</b>	<b>Our Goal</b>
<b>October (4)</b>	<b>L- 6 Be Confident, Not Over- Confident</b>	<b>My Wish</b>
<b>November (4)</b>	<b>L-7 The Road to Success</b>	<b>Gratitude Wall</b>
<b>December (4)</b>	<b>L-8 Take Problems as Challenges</b>	<b>Our Contribution</b>

<b>January (3)</b>	<b>L-9 Combined Effort Needs Sacrifice</b>	<b>We All are Equal</b>
<b>February (4)</b>	<b>L- 10 Failure is Greater than Success</b>	<b>Let's Thank Them</b>

**Learning Objectives:**

- To develop rational and logical approach for making ethical choices.
- To foster humility and empathy.
- To encapsulate the wisdom to identify strengths and weakness.
- To develop in good traits of character.

**Competencies:**

- Moral and Ethical understanding
- Emotional and social awareness
- Confidence Building

## ART & CRAFT

Month	Period	Topic/Content	Learning Objectives
April	4	1. Colour Wheel (Activity) 2. How to draw Hand, Fist, Hand (Palmar Aspect) 3. Environment Drawing	*Students will get the knowledge of colours And also learn how to draw hand, Palm...Fist  * Students will learn drawing of an environment
May	4	1 Basket ball Drg.  2 Kite Flying drawing	*Students will learn how to draw kids playing basket ball and flying kite
July	4	1 Drawing of foot, nose, eyes	Students will learn how to draw foot, nose...eyes
August	4	1 Drawing of lips and Face * (Tri colour badge making activity)	Students will learn how to draw face ....lips  Students will learn how to make a badge.
September	-----	-----Half yearly Exam-----	
October	4	1. Drawing of Face, Head, Car and Bus 2. Card making activity	Students will learn how to draw Scenes and story board.  Students will learn how to create a beautiful card.

<b>November</b>	<b>4</b>	<b>1. Drawing of Toucan, Palican, Ear, Puppy, Cup...</b> <b>2. Drawing of object composition</b>	<b>Students will learn Drawing of Toucan and Palican Bird, Ear, Puppy, Cup....</b> <b>Learn how to draw composition</b>
<b>December</b>	<b>4</b>	<b>1. Drawing of bird, landscape ...etc.</b> <b>2. Water colour activity</b>	<b>Students will learn –do water colour and also learn drawing of bird, landscape etc.</b> <b>They learn how to do water colour.</b>
<b>January</b>	<b>4</b>	<b>1. Drawing of fairy land with Poster colour</b>	<b>Students will learn poster colour.</b>
<b>February</b>	<b>4</b>	<b>1. Festival drawing (Holi )</b>	<b>Students will learn how to draw festival drawing</b>
<b>March</b>	..... <b>Annual Exam</b> .....		

## MUSIC

Month	Periods	Content
March - May	8	Sargam-5 Ekgun and Dugun with harmonium, prayer song (Sare Jaha Ke Malik) Baisakhi song, Mother's Day song
July - August	8	Sargam (6-10) with harmonium, Raag Khamaaj (Swar Lipi), prayer song (Itni Shakti hume dena datta page no-70) Janmashtami, Dussehra song, Patriotic Song.
September - October	8	National song (notation), prayer song (tuhi Ram Tuhi Rahim Page no.58), folk song, diwali special song
November - December	8	Patriotic song, Raag Bhopali, Swar Lipi Christmas song
January- February	7	Patriotic song, Mahashivratri, holi song and revision

### 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 Anatomy of Guitar Beginner scale Beginner strumming Prayer song- Count your blessings Pg. no. 46
July and Aug	8	Fundamental Guitar skill Prayer song – Power of love Pg. No. 44
Sept-Oct-Nov	12	The twelve half steps and basic notation
Dec – jan- feb	10	Scales: Constructions and fingerings Chords: Building easy triads and power chords. Christmas songs -0 Hallelujah and prayer song – We should not be moved –Pg no 234

### Learning objectives :

- To learn how to hold a guitar and learn open strings.
- To understand hand positions.
- To learn how to strum up and down.

## SITAR

Month	Period	Content
April & May	7	Introduction Scale: Sargam and tune Sargam practice dogun & chargin Shloka – Bhrama Murari & 1 Prayer Song
July & Aug	8	Different Strings Exercise 1 Patriotic Song & 1 Prayer Song
Sep & Oct	8	Different Strings Exercise Gayatri Mantra & 1 Prayer Song
Nov, Dec & Jan	11	Different Strings Exercises, 1 Prayer Song & 1 Patriotic Song National Song- VANDE MATRAM 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 vilambit Madhya leh Beginner bbol of table dha dhin dhin dha Beginer technique of teen tal
July And Aug	8	Kayda no 1
Sept - Oct-Nov	12	Kayda number 2 vilambit leh
Dec – Jan- Feb	10	Teen talk daadra kegerwa tihai tukdaa

### Learning Objectives :

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