

Class VII
2026-27
Book List

English	1. Learn to Communicate in English (Literary Reader) 2. Learn to Communicate in English (Course Book) By Oxford
Hindi	1. पाठ्य पुस्तक मल्हार 2. बाल महाभारत 3. ज्ञानमय हिंदी व्याकरण
Sanskrit	1. दीया ज्ञानरश्मि: संस्कृत पाठ्यपुस्तकम् कक्षा-7 2. दीया पब्लिकेशनस
French	1. Nouvel Apprenons le français-3 (Méthode de français) 2. Nouvel Apprenons le français-3(Cahier d'activités) New Saraswati House Publication
Maths	1. Ganita Prakash VII (NCERT) - Part-I & Part-II 2. Mathematics Lab Activity Book (CK Bansal)
Science	1. Curiosity Textbook of Science for Grade 7 2. WORK BOOK
Social Science	1 Exploring Society India and Beyond (Part-1) 2 Exploring Society India and Beyond (Part-2) 3 Map Booster -Srijan Publication
Artificial Intelligence	DIGICODE AI (Orange Publications)
General Knowledge	New Find Out (Oxford)
Value Education	Clear Light (Navdeep EduHub)
Art & Craft	Canvas (Goyal Brothers)
Music	

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 & Periods	Content	Grammar	Writing	Art integrated activities/suggested activities
April (29)	Course Book: Unit 1 Sec 2-A Schoolmaster's Reaction	Parts of Speech	Dialogue Completion	Reading Activity- Lit L-1 An Excellent father Pre-reading- Predict the story from the title and the image. Post reading- Narrate the story with a different ending followed by loud reading. Reading Comprehension.
May (24)	Course Book: Unit 1 Sec 3- Postman's knock(Poem) <i>Lit-Daybreak (Poem)</i>	Punctuation Idioms-1		Writing Activity- Make a comparison chart between the benefits of receiving a birthday card and a birthday text greeting sent from a mobile phone. Course book page no-26
July (28)	Course Book: Unit 2 Sec 2- The Water-carrier	Present Tense (Revision) Revision of much, many, few, a few and introduction of little ,a little, each and every)	Description (Place)	Speaking Activity- Narrate an incident and share your experiences when you showed empathy and kindness to a needy person.

August (30)	Lit: L-4 Attila Course Book: <i>Unit 3 Sec 1-For a while, misunderstood him</i>	Sub –verb Agreement Past Tense (Simple)	Informal Letter (gratitude)	Listening Activity- Listen and draw/make an item. Course book page no-57
September (12)	Course Book: Unit 2 Sec 3-The Bridge builder (Poem)	Editing	---	Dictation
October (30)	Lit L-7: Cricket For Crocodile <i>Course Book--Unit 3 Sec 3 -Retired(poem)</i>	Past Continuous Past Perfect , Past perfect Continuous.	Diary Entry	Speaking Activity- T.U.S.C. Dictation
November (27)	Course Book: Unit 4 Sec 3: Milk for the cat(Poem)	Simple Future, Future Continuous' Future Perfect Jumbled words	Formal Letter (Asking for Exemption & Placing order)	Reading Activity- Lit L-6 The Lost Dollar Pre- reading- Guess the story from the clues. Post-reading- Story mapping- Creating a visual timeline of the story. Reading Comprehension
December (30)	Course Book: Unit 4 Sec 1: Delilah	Reported Speech (Declarative & Imperative)	Advertisement Writing	Course book page no -97 A project on Poems

January (24)	Course Book: Unit 5 Sec 2:The King's Palace	Idioms (2) Use of can, will, may, shall	Story Writing	Writing Activity- Story writing from a picture. Course book page no- 111
February (28)	Course Book: Unit 5 Sec 3-Mr. Nobody (Poem)	Integrated Grammar	-----	Listening Activity- Listen and Locate (Directions)
March	ANNUAL EXAMINATION			---

Syllabus For Examination

PA 1	MID TERM	PA 2	ANNUAL
Course Book – Sec2-A School Master’s Reaction, Lit.-Postman’s Knock (Poem), Grammar-Parts of Speech Wr- Dialogue Completion, Reading Comprehension	Course Book- A School Master’s Reaction , Postman’s Knock (Poem),The Water Carrier, Attila, The Bridge Builder(Poem), Wr+Grammar- All topics covered from April to September. Reading Comprehension	Lit-Cricket for Crocodile, Milk for the Cat(Poem) Grammar-Past Tense, Future Tense Wr-Preparing an advertisement, Reading Comprehension	Course Book- Cricket for Crocodile, Milk for the Cat(Poem), Delilah, The king’s Palace, Mr. Nobody. Gr- Topics covered from April- February Wr- Advertisement writing, Formal letter, Diary Entry, story writing Reading Comprehension

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

SDG Goals-

- 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.

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हिंदी

1. पाठ्य पुस्तक मल्हार
2. बाल महाभारत
3. ज्ञानमय हिंदी व्याकरण

माह/ कालांश	इकाई	विषय वस्तु	कला एकीकृत गतिविधियाँ
अप्रैल (25)	पाठ्यपुस्तक मल्हार पूरक पुस्तक बाल महाभारत कथा व्याकरण लेखन	पाठ-1 मां, कह एक कहानी (कविता) (SDG- 5 , SDG-16) देवव्रत , भीष्म प्रतिज्ञा , अम्बा और भीष्म, विदुर , कुंती (SDG-10,16) * वर्ण विचार, अनेकार्थी शब्द (1-15) * अपठित गद्यांश, * पत्र लेखन (औपचारिक) (SDG-4)	1. बताइए इन स्थितियों में आप क्या करेंगे- * एक सहपाठी प्रतियोगिता में हार जाने पर उदास है । * खेलते समय आपके मित्र ने नियम तोड़ा हो। * आपके दो मित्रों में आपस में तर्क वितर्क हो रहा हो। (मौखिक गतिविधि) 2. श्रुतलेख

<p>मई (20)</p>	<p>पाठ्यपुस्तक मल्हार</p> <p>बाल महाभारत कथा</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पाठ- 2 तीन बुद्धिमान (लोककथा) (SDG -16)</p> <p>भीम , कर्ण , द्रोणाचार्य , लाख का घर , पांडवो की रक्षा , द्रौपदी स्वयंवर . (SDG- 10,16)</p> <p>* स्वर संधि (दीर्घ), अनेकार्थी शब्द (16-30)</p> <p>*अपठित काव्यांश</p> <p>*अनुच्छेद-लेखन, विज्ञापन लेखन (SDG-4)</p>	<p>1.क्या आपको लगता है कि सच बोलना महत्वपूर्ण है? क्या आपकी सच्चाई ने आपको कभी समस्याओं से बाहर निकाला है? इसके बारे में A4 साइज़ शीट पर लिखिए।</p> <p>2.पठन कौशल</p>
<p>जुलाई (24)</p>	<p>पाठ्यपुस्तक मल्हार</p> <p>बाल महाभारत कथा</p> <p>व्याकरण</p>	<p>पाठ-3 फूल और कांटा (कविता)(SDG-10)</p> <p>पाठ-4 पानी रे पानी (निबंध) (SDG-6,13)</p> <p>द्रौपदी स्वयंवर , इंद्रप्रस्थ जरासंघ , शकुनि का प्रवेश. (SDG- 10 , 16)</p> <p>*विशेषण , स्वर संधि (गुण)</p> <p>* मुहावरे (1-15)</p>	<p>1. वाद-विवाद : जीवन में फूल और कांटे दोनों आवश्यक है या एक (मौखिक)</p> <p>2. जल बचाओ विषय पर स्लोगन लेखन कीजिए।</p> <p>3. व्याकरण कार्य पत्रक</p>

	लेखन	*पत्र लेखन (औपचारिक), (SDG-4) आवधिक परीक्षा-1 2026 - 2027	
अगस्त (27)	पाठ्यपुस्तक मल्हार बाल महाभारत कथा व्याकरण लेखन	पाठ-6 गिरिधर कविराय कुंडलियां (कविता) (SDG-4) चौसर का खेल , द्रौपदी की व्यथा , धृतराष्ट्र की चिंता , भीम और हनुमान (SDG- 10, 16) * क्रिया *मुहावरे (15-30) * अनुच्छेद लेखन *पत्र लेखन (औपचारिक) सूचना लेखन (SDG-4)	1.श्रवण कौशल गतिविधि 2 आजकल लोग जल्दी में निर्णय कर लेते हैं कुछ ऐसी स्थितियां बताइए जहां जल्दबाजी में निर्णय लेना हानिकारक हो सकता है। (A4 साइज़ शीट पर) 3. महाभारत (मौखिक परीक्षण)

<p>सितम्बर (12)</p>	<p>पाठ्य-पुस्तक मल्हार</p> <p>बाल महाभारत कथा</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पुनरावृत्ति</p> <p>द्वेष करने वाले का जी नहीं भरता , मायावी सरोवर (SDG- 10, 16)</p> <p>पुनरावृत्ति</p> <p>*संवाद लेखन, पत्र लेखन (औपचारिक)</p> <p>(SDG-4)</p> <p>अर्धवार्षिक परीक्षा</p> <p>2026-2027</p>	<p>1.पुनरावृत्ति कार्य 2. मल्हार (कार्य प्रपत्र) 3 व्याकरण (कार्य प्रपत्र)</p>
<p>अक्टूबर (21)</p>	<p>पाठ्यपुस्तक मल्हार</p> <p>बाल महाभारत कथा</p>	<p>पाठ-5 नहीं होना बीमार(कहानी) (SDG-3)</p> <p>यक्ष प्रश्न , अज्ञातवास , प्रतिज्ञापूर्ति , विराट का भ्रम, मंत्रणा (SDG- 10, 16)</p>	<p>1 नहीं होना बीमार पाठ में बच्चे ने अस्पताल का सुंदर वर्णन किया है आप भी चित्र सहित अपनी कक्षा का वर्णन कीजिए। (A4 साइज़ शीट)</p> <p>2 पठन कौशल</p>

	<p>व्याकरण</p> <p>*कारक, सन्धि (वृद्धि)</p> <p>* अनेक शब्दों के लिए एक शब्द(1-15)</p> <p>लेखन</p> <p>*संवाद लेखन, औपचारिक पत्र , सूचना लेखन (SDG-4)</p>		
<p>नवंबर (27)</p>	<p>पाठ्य-पुस्तक मल्हार</p> <p>पूरक पुस्तक बाल महाभारत कथा</p>	<p>पाठ-7 वर्षा-बहार (कविता) (SDG-13, 15)</p> <p>पाठ-8 बिरजू महाराज से साक्षात्कार (SDG- 8,11)</p> <p>राजदूत संजय , शांतिदूत श्रीकृष्ण , पांडवो और कौरवों के सेनापति , पहले से छठा दिन (SDG- 10, 16)</p> <p>* काल, संधि (यण)</p>	<p>1. वर्षा ऋतु पर आधारित कविता गायन</p> <p>2. आपके विद्यालय में नृत्य का आयोजन है इस पर एक सूचना तैयार कीजिए।</p> <p>3. श्रुतलेख</p>

	<p>व्याकरण</p> <p>लेखन</p>	<p>* अनेक शब्दों के लिए एक शब्द (15-30)</p> <p>*अनुच्छेद-लेखन, सूचना लेखन (SDG-4)</p>	
दिसंबर (27)	<p>पाठ्यपुस्तक मल्हार</p> <p>बाल महाभारत कथा</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पाठ-9 चिड़िया (कविता) (SDG-15)</p> <ul style="list-style-type: none"> स्वामिभक्त सुमुख(पढ़ने के लिए) <p>सातवे से बारहवा दिन , भीष्म शर-शय्या पर , अभिमन्यु , युधिष्ठिर की चिंता कामना, भूरिश्रवा (SDG- 10, 16)</p> <p>* अवयव (क्रिया-विशेषण, संबंधबोधक, समुच्चयबोधक, विस्मयादिबोधक) * लोकोक्तियां ((1-15)</p> <p>*पत्र लेखन (अनौपचारिक), विज्ञापन लेखन</p> <p>*अपठित गद्यांश (SDG-4)</p> <p>आवधिक परीक्षा 2 2026-2027</p>	<p>1.विभिन्न प्रकार के पक्षियों का एक सुंदर-सा कोलाज बनाइए। (A4 साइज़)</p> <p>2. कार्य प्रपत्र</p>

<p>जनवरी (18)</p>	<p>पाठ्यपुस्तक मल्हार</p> <p>बाल महाभारत कथा</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पाठ-10 मीरा के पद (SDG- 5,16)</p> <ul style="list-style-type: none"> • विजयी विश्व तिरंगा प्यारा <p>(केवल पढ़ने के लिए)</p> <p>जयद्रथ, आचार्य द्रोण का अंत, कर्ण और दुर्योधन भी मारे गए, अश्वत्थामा</p> <p>(SDG- 10, 16)</p> <p>* सन्धि (अयादि) , वाक्य विचार * मुहावरे (30-40)</p> <p>*संवाद लेखन *अपठित काव्यांश *सूचना लेखन (SDG- 4)</p>	<p>1. सावन के महीने में मनाए जाने वाले त्योहारों में से किसी एक त्योहार पर चित्र सहित लिखिए।</p> <p>2. आपके जीवन में कोई ऐसा व्यक्ति जो आपकी सदैव सहायता करता हो उसके बारे में विचार साझा करें।</p>
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फरवरी (26)	पाठ्यपुस्तक मल्हार बाल महाभारत कथा व्याकरण लेखन	पुनरावृत्ति युधिष्ठिर की वेदना , पांडवों का धृतराष्ट्र के प्रति व्यवहार , श्रीकृष्ण और युधिष्ठिर (SDG- 10, 16) पुनरावृत्ति पुनरावृत्ति	1. श्रवण कौशल गतिविधि 2. कार्य प्रपत्र(मल्हार) 3. कार्य प्रपत्र (व्याकरण)
मार्च		वार्षिक परीक्षा 2026-2027	

आवधिक परीक्षा-1

मल्हार : पाठ 1 मां कह एक कहानी (कविता)

पाठ 2 तीन बुद्धिमान (लोककथा)

व्याकरण-* वर्ण विचार

* अनेकार्थी शब्द(1-15) , मुहावरे (1-15)

*अपठित गद्यांश

*पत्र लेखन (अनौपचारिक/ औपचारिक)

अर्धवार्षिक परीक्षा

मल्हार अप्रैल 2026 से सितंबर 2026 तक संपूर्ण पाठ्यक्रम

व्याकरण - अप्रैल 2026 से सितंबर 2026 तक संपूर्ण पाठ्यक्रम

बाल महाभारत कथा – भीष्म प्रतिज्ञा, लाख का घर, द्रौपदी स्वयंवर, चौरस का खेल

आवधिक परीक्षा - 2

मल्हार: पाठ 5 नहीं होना बीमार (कहानी)

पाठ 7 वर्षा बहार (कविता)

व्याकरण - *काल, अनेक शब्दों के लिए एक शब्द (1-20)

*अपठित काव्यांश

*संवाद लेखन

वार्षिक परीक्षा – 2025 -2026

मल्हार : अक्टूबर 2026 से फरवरी 2027 तक संपूर्ण पाठ्यक्रम

व्याकरण- अक्टूबर 2026 से फरवरी 2027 तक संपूर्ण पाठ्यक्रम

बाल महाभारत कथा – अभ्यास प्रश्न

अर्धवार्षिक पाठ्यक्रम से-

मल्हार – पाठ -2 तीन बुद्धिमान (लोककथा)

पाठ – 6 गिरिधर कविराय की कुंडलिया (कविता)

व्याकरण - स्वर संधि

शिक्षण उद्देश्य

1. गद्य- भाषा की साहित्यिक सम्पदा वर्तनी तथा उच्चारण, वाक्य रचना, नाटक द्वारा भाषा के विभिन्न कौशलों का विकास करना ।
*Competency- विद्यार्थी गद्य पाठ का शुद्ध एवं भावपूर्ण वाचन करते हुए उसका मुख्य विचार, संदेश तथा लेखक के उद्देश्य को समझकर अपने शब्दों में अभिव्यक्त कर सकेंगे।
*पाठ के आधार पर तर्कपूर्ण उत्तर, सार लेखन एवं रचनात्मक गतिविधियों के माध्यम से भाषा की शुद्धता, विश्लेषण क्षमता एवं अभिव्यक्ति कौशल का विकास कर सकेंगे।
2. पद्य - भाषा के पद्यात्मक रूप से परिचय करवाना, व्याख्या द्वारा भाषा में अभिव्यक्ति का संवर्धन, प्रश्न निर्माण, कल्पनाशीलता, कौशल, विद्यार्थियों की सृजनशीलता का विकास करना ।
*Competency:
* विद्यार्थी कविता का शुद्ध, लयात्मक एवं भावपूर्ण पाठ करते हुए उसके भाव, संदेश तथा काव्य-सौंदर्य को समझकर स्पष्ट रूप से अभिव्यक्त कर सकेंगे।
*पद्यांश के आधार पर व्याख्या, प्रश्न-निर्माण एवं रचनात्मक लेखन करते हुए कल्पनाशीलता, संवेदनशीलता एवं भाषा-कौशल का विकास कर सकेंगे।
3. व्याकरण- उच्चारण एवं वर्तनी, संधि, लिंग, वचन, कारक, शब्द रचना, अविकारी शब्द के प्रयोग आदि व्याकरण बिंदुओं द्वारा भाषा के विकास और छात्रों की भाषिक क्षमताओं का विकास करना ।
*Competency
*भाषा प्रयोग में त्रुटियों की पहचान एवं सुधार करते हुए शुद्ध वर्तनी, सही वाक्य-रचना तथा प्रभावी अभिव्यक्ति की क्षमता विकसित कर सकेंगे।
*विद्यार्थी संधि, लिंग, वचन, कारक, शब्द-रचना एवं अविकारी शब्दों के नियमों को समझकर उनका सही एवं शुद्ध प्रयोग कर सकेंगे।
4. कला एकीकृत गतिविधियों के माध्यम से बच्चों में आत्म- चिंतन के लिए अवसर और स्वतंत्रता के साथ अभिव्यक्ति को बढ़ावा देना है।
* Competency:
विद्यार्थी अध्याय से संबंधित गतिविधियों (समूह चर्चा, भूमिका-निर्वाह, प्रश्न-निर्माण, रचनात्मक लेखन आदि) में सक्रिय सहभागिता करते हुए अपने विचार स्पष्ट एवं आत्मविश्वासपूर्वक व्यक्त कर सकेंगे।
गतिविधियों के माध्यम से सहयोगात्मक कार्य, चिंतन कौशल, सृजनशीलता एवं भाषा की शुद्धता का विकास कर सकेंगे।

संस्कृत

माह/कालांश	इकाई	विषयवस्तु/व्याकरणम्	कला एकीकृत गतिविधियाँ
अप्रैल (16 दिन)	पाठ्यपुस्तक ज्ञानराशिमः व्याकरणम्	ईशवन्दना (SDG 3,4,11,16) पाठ 1 वार्तालापः (लट्-लृट्-लकारयोः पुनरावृत्तिः) (SDG 4) पाठ 2 लङ् लकार (प्रथमः पुरुषः) (SDG 4) धातुरूप लट्-लृट्-लकारः, शब्दरूप अस्माद्-यूष्मद्, वर्णमाल ज्ञानं, संधिः- (SDG 4)	1. सरस्वती माँ का चित्र बनाकर/ चिपकाकर ईशवन्दना कॉपी की पहली पृष्ठ पर लिखिए। 2. (SDG 4) 3. श्लोकोचारण-वाचन (वचन कौशल हेतु) (SDG 3,4)
मई	पाठ्यपुस्तक ज्ञानराशिमः व्याकरणम्	पाठ 3 लङ् लकार (मध्यमः पुरुषः) (SDG 4) स्वर संधि (दीर्घ-गुण संधिः) अपठित - गद्यांश- पद्यांश धातुरूप लट्-लृट् लकारः शब्दरूप - सर्व(सर्वनाम पुल्लिंग) (SDG 4)	1. लट्-लृट्-लङ् लकार तालिका बनाए। (SDG 4,8) 2. अपने कल (yesterday) की गतिविधि को बताते हुए लङ् लकार में वाक्य रचना कीजिए। (SDG 3,4)
जुलाई	पाठ्यपुस्तक ज्ञानराशिमः व्याकरणम्	पाठ 4 लङ् लकार (उत्तम पुरुषः) (SDG4) पाठ 5 मूर्खः वानरः (हास्य कथा) (SDG 3,4,10,16) संधिः - स्वर संधिः (वृद्धि - यण संधिः) , अव्यय पदानि, शब्दरूप, धातुरूप - लट्-लृट्- लङ् लकार,	1. पर्यावरण संरक्षणम् विषय पर 5 वाक्य संस्कृत में लिखिए। (SDG 6,12,13,15) 2. बालगीत (वचन कौशल हेतु) (SDG 4,5,10)

		कथा पूर्ति:, संवाद पूर्ति:, शब्दरूप -सर्व(सर्वनाम स्त्रीलिंग) (SDG 4)	
		आवधिक परीक्षा। (PRE MID-TERM)	
अगस्त	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 6 सुवचनानि (श्लोकाः) (SDG 3,4,5,8,13,15) अपठित गद्यांश व पद्यांश, पर्यायाः, विपर्यायाः, संख्या ज्ञानम् 1-50 (SDG 4)	<ol style="list-style-type: none"> 1. सुवचनानि उच्चारण (मौखिक हेतु) (SDG 3,4) 2. हिन्दी महीनों के नाम संस्कृत में लिखिए। (SDG4) 3. महाकवि कालिदास महोदय पर 5 वाक्य संस्कृत में लिखिए। (SDG 4,11)
सितंबर	पुनरवृत्ति	पाठ 1-6 पुनरावृत्ति (पृष्ठ संख्या - 46,47,48,49) मौखिक - लिखित पुनरावृत्ति:	<ul style="list-style-type: none"> • पुनरावृत्ति श्रवण-लेखन-वचन द्वारा (SDG 4)
		अर्धवार्षिक परीक्षा (MID-TERM) पाठ- 1,2,3,4,5,6 अप्रैल माह से सितंबर माह तक का सम्पूर्ण व्याकरण कार्य।	
अक्टूबर	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 7 लोट् लकार: (आज्ञार्थक) (SDG 4) पाठ 8 संख्या ज्ञानम् (SDG4) शब्दरूप -सर्व(सर्वनाम नपुंसकलिंग), शब्दरूप- इकारांत पुल्लिंग 'मुनि', अव्यायपदनि, धातुरूप - लट्-लृट्- लङ्-लोट् लकार (SDG 4)	<ol style="list-style-type: none"> 1. संख्या (त्रिषु लिंगेषु) चित्र सहित तालिका बनाए। (SDG 4) 2. मम दिनचर्या के बारे में संस्कृत में 5 वाक्य लिखिए। (3,4) 3. लकार तालिका 4 लकार के "लट्-लृट्- लङ्-लोट्" (SDG 4,8)

नवंबर	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 9 दिनचर्या (क्त्वा, तुमुन्, ल्यप् प्रत्ययाः) (SDG 3,4,5,6,7,13,15) पर्यायाः विपर्यायाः, समय ज्ञानम्, प्रत्ययाः- (क्त्वा, तुमुन्, ल्यप् प्रत्ययाः) (SDG 4)	1. प्रत्यय कार्यपत्रिका (SDG 4) 2. चार प्रकार के समयों को दर्शाते हुए चित्र बनाकर संस्कृत में समय लिखिए। (SDG4) 3. संस्कृत में हास्य कथा चित्र सहित (पंचतंत्र कहानियाँ) (SDG 4)
दिसंबर	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 10 विधिलिङ्ग लकारः (चाहिए अर्थ में) (SDG 4) उपपद विभक्तिः (द्वितीय-चतुर्थी), शब्दरूप उकारांत पुल्लिङ्ग - 'पशु', पत्र लेखन, कथा पूर्ति, चित्र वर्णनम् (SDG 4)	1. अस्माकं देशम् इस विषय पर संस्कृत में 5 वाक्य लिखिए। (SDG 4) 2. उपपद विभक्ति कार्यपत्रिका (SDG4)
		आवधिक परीक्षा II (POST MID-TERM) पाठ 7,8, व्याकरणम्	
जनवरी	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 11 सुभाषितानि (श्लोकाः) (SDG 3,4,5,8,13,15) अव्ययपनि, समय लेखनम्, अपठित गद्यांश- पद्य, धातुरूप - लट्-लृट्- लङ्-लोट्-विधिलिङ्ग लकाराः, (SDG 4)	1. कोई 3 सुभाषितानि अर्थ सहित(लिखित-मौखिक) (SDG 4,8) 2. लकार तालिका (सम्पूर्ण लकाराः) (SDG 4)

फरवरी	पाठ्यपुस्तक ज्ञानराशि: व्याकरणम्	पाठ 12 काकदम्पती स्वर्णहारं च (कथा) (SDG 15,16,17) पठित गद्यांश-पद्यानक्ष च, दैनंदनी, शब्दरूप- ऊकारांत स्त्रीलिंग- 'वधू'(SDG 4)	1. विवेकनाद महोदय के विषय में 5 वाक्य संस्कृत में लिखिए। (SDG 4) 2. धातुरूप कार्य पत्रिका (SDG 4)
मार्च	पुनरावृत्ति सम्पूर्ण	पाठ्यपुस्तक पाठ-7,8,9,10,11,12 अक्टूबर से फरवरी का सम्पूर्ण व्याकरण कार्य	पुनरावृत्ति (मौखिक-लिखित)

पाठ्यक्रम 2026-27

आवधिक परीक्षा I (PRE MID-TERM) JULY 2026

पाठ 1,2,, व्याकरण कार्य

अर्धवार्षिक परीक्षा (MID-TERM)

पाठ 1,2,3,4,5,6,

अप्रैल माह से सितंबर माह तक का सम्पूर्ण व्याकरण कार्य

आवधिक परीक्षा II (POST MID-TERM)

पाठ 7,8, व्याकरण कार्य

वार्षिक परीक्षा (ANNUAL EXAMS)

पाठ 7,8,9,10,11,12

अक्टूबर माह से फरवरी माह तक का सम्पूर्ण व्याकरण कार्य

20% पाठ्यक्रम अर्धवार्षिक का सम्मिलित किया जाएगा।

शैक्षणिक उद्देश्य व दक्षता

1. श्लोक :-

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. कथा:-

संस्कृत कथा शिक्षण का उद्देश्य विद्यार्थियों में विभिन्न दक्षताओं का विकास करना है। विद्यार्थी कथा का शुद्ध एवं स्पष्ट उच्चारण के साथ वाचन करने की दक्षता प्राप्त करें, मुख्य पात्रों तथा घटनाओं की पहचान कर सकें और कठिन शब्दों के अर्थ समझकर उनका सही प्रयोग कर सकें। वे कथा का सार अपने शब्दों में लिखने तथा प्रश्नों के उत्तर संस्कृत में देने में सक्षम हों। साथ ही, कथा में प्रयुक्त लकार, विभक्ति, संधि, समास आदि व्याकरणिक तत्वों की पहचान करने और सरल संस्कृत वाक्य निर्माण की दक्षता विकसित करें।

4. 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।

5. 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।

6. 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 या छोटे रचनात्मक लेख लिखने की प्रारंभिक क्षमता विकसित करते हैं। इससे उनकी अभिव्यक्ति शक्ति, रचनात्मकता और भाषा पर पकड़ मजबूत होती है।

FRENCH

Month and Periods	Units	Contents	Learning Objectives	Suggested Activities
APRIL 10	<p>Leçon- 0:-Vous connaissez la France ?</p> <p>SDG 4: Quality Education SDG 10: Reduced Inequalities</p> <p>Leçon- 1-Une nouvelle année d'apprentissage</p> <p>SDG 4: Quality Education SDG 10: Reduced Inequalities</p>	<p>Découvrir la France, les symboles, les spécialités, les pays voisins, les pays francophones et apprenons</p> <p>Les adverbos de quantité, les articles, la négation</p>	<p>Savoir à propos de culture et civilisation de France (To be able to know about the culture and civilization of France)</p> <p>Competency: - Intercultural Awareness and Understanding</p> <p>Apprendre les adverbos de quantité, les articles et la négation (To be able to learn how to use adverbs of quantity, articles and the negation) Competency: - Communication and collaboration</p>	-Activités dans le livre

<p>MAY 11</p>	<p>Leçon -2 :-Les rêves et les ambitions de la famille (Pratiquer du cahier d'activité)</p> <p>SDG 4: Quality Education SDG 5: Gender Equality SDG 8: Decent Work and Economic Growth</p>	<p>L'infinifatif après un autre verbe</p>	<p>Savoir à propos de la case de l'infinifatif après un autre (To learn how to conjugate two verbs) Competency: - Communication Skills, Critical Thinking and Intercultural Awareness</p>	<p>-Activités dans le livre -Ecrivez un paragraphe sur « Mon ambition » par utiliser adjectifs et verbes infinitifs avec l'image</p>
<p>JULY12</p>	<p>Leçon-3 :-Une journée bien chargée</p> <p>SDG 3: Good Health and Well-being SDG 4: Quality Education</p>	<p>Décrire la journée, Dire l'heure</p>	<p>Apprendre comment décrire la journée et dire l'heure (To learn how to describe a daily routine, how to say Time in French)</p> <p>Competency: - Organizational and Time Management Skills, Communication Competence And Critical Thinking</p>	<p>-Activités dans le livre -Activité d'orale (lisez le texte)</p>

PRE MIDTERM :- Leçons – 0(Culture et civilisation), Leçon-1, Compréhension écrite, Grammaire, production écrite, vocabulaire et Traduction.

AUG 10	Leçon-4 :- Une excursion au Zoo SDG 4: Quality Education SDG 15: Life on Land	Utiliser les expressions avec <<Avoir>>	Savoir comment on peut utiliser l'expression avec <<avoir>> (To learn how to use the expression avec avoir verb) Competency: - Communication Competence And Critical Thinking	-Activités dans le livre -Ecrivez dix phrases par utiliser les expressions avoir avec l'image
SEPTEMBER 6	Leçon-5:- Le jour du shopping (Pratiquer du cahier d'activité) SDG 12: Responsible Consumption and Production SDG 8: Decent Work and Economic Growth	Les adverbess interrogatifs	Savoir comment onpeut utiliser Les adverbess interrogatifs (To know how to use the adverbess interrogatifs) Competency: - Language and Communication Skills, Critical Thinking and Responsibility	
MID TERM :- Leçons – 0(Culture et civilisation),1, 2, 3,4, 5, compréhension écrite, Grammaire - La consolidation de la grammaire précédente, Production écrite, vocabulaire et Traduction				
OCTOBER 9	Leçon-6:- Ou se trouve le collègess Jean Renoir ? SDG 4: Quality Education	Les prépositions	Savoir comment utiliser des prépositions (To know how to use the préposition) Competency: - Language and Communication Skills	-Activités dans le livre -Décrivez votre salle de classe par utiliser les prépositions avec l'image.
NOVEMBER 12	Leçon-7:- Protégeons notre environnement !	Les prépositions de Lieu	Savoir à propos des prépositions de lieu	-Activités dans le livre -Activité d'orale (lisez le

	<p>SDG 13: Climate Action SDG 15: Life on Land SDG 12: Responsible Consumption and Production SDG 6: Clean Water and Sanitation</p> <p>Leçon-8: - Une fête inoubliable (Pratiquer du cahier d'activité)</p> <p>SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities</p>	<p>Les adjectifs démonstratifs</p>	<p>(To know about the preposition of the place)</p> <p>Competency: - Communication Skills and Environmental Awareness</p> <p>Savoir à propos des adjectifs démonstratifs (To know about the Demonstrative adjectives)</p> <p>Competency: - Communication Skills and Creativity and Expression</p>	<p>texte)</p> <p>-Activités dans le livre -Activité de la compréhension orale (Le compréhension)</p>
<p>DECEMBER 10</p>	<p>Leçon-9 :- Une belle Soirée</p> <p>SDG 10: Reduced Inequalities SDG 3: Good Health and Well-being SDG 4: Quality Education</p>	<p>L'impératif des verbes</p>	<p>Savoir à propos d'impératif des verbes (To know about the imperatives sentences and its use)</p> <p>Competency: - Intercultural Awareness And Social and Emotional Skills</p>	<p>-Activités dans le livre - Ecrivez cinq affirmations en français par utiliser l'impératif et traduire en anglais. (Ecrivez en calligraphie)</p>

POST MID TERM :- Leçons-0(Culture et civilisation), 6, 7, Compréhension écrite, Grammaire — La consolidation de la grammaire précédente, production écrite, vocabulaire et Traduction

JANUARY 9	<p>Leçon-10 :- Allons vite au stade ! (Pratiquer du Cahier d'activité)</p> <p>SDG 4: Quality Education SDG 10: Reduced Inequalities SDG 11: Sustainable Cities and Communities</p>	<p>Les adjectifs interrogatifs, les adjectifs démonstratifs</p>	<p>Savoir comment on peut utiliser les adjectifs interrogatifs (To know about the utilisation of interrogative adjectives)</p> <p>Competency:- Communication Skills, Intercultural Awareness and Collaboration and Social Skills</p>	-Activités dans le livre
FEBRUARY	Révision			
MARCH	L'examen final			
<p>ANNUAL EXAM :- Leçons – 0(Culture et civilisation), 6, 7,8, 9, 10, compréhension écrite, Grammaire - La consolidation de la grammaire précédente, Production écrite, vocabulaire et Traduction</p>				

MATHEMATICS

Months Periods	Unit	Content	Learning objectives	Suggested activities
APR. 28	NUMBER SYSTEM	Chapter 1: Large Numbers Around Us (part1) A Lakh Varieties, Reading and Writing Numbers, Land of Tens, Of Crores and Crores, Exact and Approximate Values, Patterns in Products, Did You Ever Wonder	<ul style="list-style-type: none"> To read and write large numbers involving lakhs and crores. To Understand place value To compare large numbers To estimate large numbers to nearest ten, hundred, thousand, etc. To use large numbers in real-life situations. <p>SDG Goals SDG 1 – No Poverty SDG 8 – Decent Work & Economic Growth SDG 12- Responsible Consumption</p>	Making numbers using sticks COMPETENCIES: Number sense, conceptual understanding, logical & analytical thinking Verification of commutative property of addition
	ARITHMATIC EXPRESSIONS	Chapter 2: Arithmetic Expressions (part 1) Simple Expressions Reading and Evaluating Complex Expressions, brackets in expressions, swapping and grouping, removing brackets	<ul style="list-style-type: none"> To understand the order of operations To simplify expressions, and solving equations using these expressions. To apply the distributive property. 	COMPETENCIES: Mathematical reasoning, conceptual understanding, procedural fluency

			<p><u>SDG Goals</u> SDG 9 – Industry, Innovation & Infrastructure SDG 4- Quality Education</p>	
MAY 24	NUMBER SYSTEM	Chapter 2: Operations with Integers (part 2) Properties of addition and subtraction of integers, Multiplication and Division of integers, magic grid of integers, expression using integers	<ul style="list-style-type: none"> • To Understand and apply multiplication and division rules for positive and negative integers. • To Explore patterns in integer multiplication and the properties of operations (commutative, associative, distributive). • To Solve problems involving the application of integer operations. <p><u>SDG Goals</u> SDG 4 – Quality Education SDG 13 – Climate Action</p>	Multiplication of integers using coloured squares <u>COMPETENCIES:</u> Logical and critical thinking, problem-solving, creativity & mathematical curiosity, number sense
JUN.	SUMMER VACATION			

		<p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> • To Solve problems involving the application of decimal numbers. • To develop skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation and algorithms to solve problems where such techniques of computational thinking are effective. <p><u>SDG Goals</u> SDG 6 – Clean Water & Sanitation SDG 3 – Good Health & Well-being</p>	<p>procedural fluency, logical reasoning</p>
AUG. 30	ALGEBRA	<p>Chapter 4: Expressions using Letter-Numbers (part 1) The Notion of Letter-Numbers, Revisiting Arithmetic Expressions, Omission of the Multiplication Symbol in Algebraic Expressions, Simplification of Algebraic Expressions, Pick Patterns and Reveal Relationships</p> <p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> • To define and recognize letter numbers • To write and evaluate expression • To identify variables and constants • To apply the order of operations • To formulate and solve problems involving algebraic expression • To develop skills and capacities of computational thinking , namely , decomposition , pattern recognition, data representation and algorithms to solve problems where such techniques of computational thinking are effective. <p><u>SDG Goals</u> SDG 4 – Quality Education</p>	<p>Creating a matchsticks pattern</p> <p><u>COMPETENCIES:</u> Conceptual understanding, procedural fluency, logical & analytical reasoning, algebraic thinking, mathematical communication</p> <p>Verification of vertically opposite angles <u>COMPETENCIES:</u></p>

	GEOMETRY	<p>Chapter 5: Parallel and Intersecting Lines (part 1) Across the Line, Perpendicular Lines, Between Lines, Parallel and Perpendicular, Lines in Paper Folding, Transversals, Corresponding Angles Drawing Parallel Lines, Alternate Angles</p> <p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> • To define parallel and intersecting lines • To recognize different types of angles formed by intersecting lines • To understand the relationships between angles formed by parallel lines and a transversal • To draw parallel and intersecting lines • To develop skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation and algorithms to solve problems where such techniques of computational thinking are effective. <p><u>SDG Goals</u> SDG 11 – Sustainable Cities & Communities</p>	<p>Conceptual understanding, geometrical reasoning, mathematical communication, analytical thinking</p>
SEP. 12		REVISION FOR MID TERM EXAMINATION		

			<ul style="list-style-type: none"> • To Solve problems involving the application of fractions. • To develop skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation and algorithms to solve problems where such techniques of computational thinking are effective. <p><u>SDG Goals</u> SDG 2 – Zero Hunger SDG 10 – Reduced Inequalities</p>	
	GEOMETRY	Chapter 6: Constructions and Tilings (part 2) Geometric constructions, construction of perpendicular bisector & angle bisector, construction of parallel lines, construction of angles (60° , 30° , 15°), tiling the plane	<p><u>SDG Goals</u></p> SDG 9 – Infrastructure Development	<p><u>COMPETENCIES:</u></p> Conceptual understanding, geometrical reasoning, measurement & construction skills, mathematical communication
			<ul style="list-style-type: none"> • To Develop skills in practical geometry • To Explore patterns and tiling using polygons. • To Understand properties of lines, angles, and shapes. • To develop skills and capacities of computational thinking , namely , decomposition , pattern recognition, data representation and algorithms to solve problems where such techniques of computational thinking are effective. 	

		Computational Thinking Questions	SDG Goals SDG 7 – Affordable & Clean Energy SDG 4- Quality Education	
DEC. 30	NUMBER SYSTEM	Chapter 3: Finding Common Ground (part 2) Prime factorisation, finding HCF & LCM using prime factorisation, properties involving both HCF & LCM Computational Thinking Questions	<ul style="list-style-type: none"> To Understand and determine common factors and multiples. To find the Highest Common Factor (HCF) and Least Common Multiple (LCM). To Apply HCF and LCM to solve real-world problems. To develop skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation and algorithms to solve problems where such techniques of computational thinking are effective. 	Finding the LCM of two numbers COMPETENCIES: Conceptual understanding, procedural fluency, mathematical reasoning, number sense
	ALGEBRA	Chapter 7: Finding the Unknown (part 2) Find the unknown, solving equations systematically, generating equations from word problems and solving Computational Thinking Questions	SDG Goals SDG 4: Quality Education SDG17- Partnerships for the goals <ul style="list-style-type: none"> To Introduce variables and create algebraic equations. To Formulate simple linear equations from word problems. To Solve equations by finding the value of the unknown variable 	Solving a simple linear equation COMPETENCIES: Conceptual understanding, procedural fluency, logical reasoning, algebraic thinking

			<ul style="list-style-type: none"> To develop skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation and algorithms to solve problems where such techniques of computational thinking are effective. <p><u>SDG Goals</u> SDG 5 – Gender Equality SDG 16 – Peace, Justice & Strong Institutions</p>	
JAN. 24	DATA HANDLING	<p>Chapter 5: Connecting the dots (part 2) Mean, Median, Mode, visualising data using bar graph and double bar graph</p> <p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> To Introduce concepts of central tendency: Mean, Median, and Mode. To Collect, organize, and represent data using tables and graphs. To Interpret data to derive meaningful conclusions. To develop skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation and algorithms to solve problems where such techniques of computational thinking are effective. <p><u>SDG Goals</u> SDG 5 – Gender Equality SDG 16 – Peace, Justice & Strong Institutions</p>	<p>Representing the given data using double bar graph</p> <p><u>COMPETENCIES:</u> Analytical & critical thinking, accuracy, problem solving, communication skills</p>

FEB. 28	GEOMETRY	<p>Chapter 1: Geometric Twins (part 2)</p> <p>Meaning of congruence, conventions to express congruence, criterion for congruence of triangles</p> <p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> • To Understand the concept of congruence in plane figures (shapes, lines, angles). • To Identify congruence in triangles using SSS, SAS, ASA, and RHS rules. • To recognize that congruent figures have the same shape and size. • To develop skills and capacities of computational thinking, namely , decomposition , pattern recognition ,data representation and algorithms to solve problems where such techniques of computational thinking are effective. <p><u>SDG Goals</u> SDG 9 – Infrastructure Development SDG 11 – Sustainable Cities & Communities</p>	<p>Explaining the SSS, SAS, ASA, RHS criterion for congruency of two triangles.</p> <p><u>COMPETENCIES:</u> Application of congruency, conceptual understanding geometrical reasoning, mathematical communication,</p>
MAR.		ANNUAL EXAMINATION		

Competencies developed: These chapters aim to develop conceptual understanding, mathematical reasoning, procedural fluency, visualization skills and application of mathematical concepts.

Syllabus

Periodic Test 1 -- Large Numbers Around Us, Arithmetic Expressions, Operations with Integers

Mid Term Examination -- Large Numbers Around Us, Arithmetic Expressions, Operations with Integers, A Peek Beyond the Point,
Another Peek Beyond the Point, Expressions using Letter-Numbers, Parallel and Intersecting Lines

Periodic Test 2 -- Number Play, Working with Fractions, A Tale of Three Intersecting Lines

Annual Examination – Number play, Working with Fractions, A Tale of Three Intersecting Lines, Finding Common Ground,
Finding the Unknown, Connecting the dots, Geometric Twins, Expressions using Letter-Numbers, Parallel
and Intersecting Lines

SCIENCE

Month	Period	Units	Contents	Learning Objectives	Suggested Activities /Art Integrated Activities
Apr	22	Ch 1 The Ever-Evolving World of Science Ch- 2 Exploring Substances: Acidic, Basic, and Neutral	<ul style="list-style-type: none"> • Scientific Explorations • Understanding of the environment • Scientific method <p>SDG 4 – Quality Education</p> <ul style="list-style-type: none"> • Litmus as an indicator • Red rose as an indicator • Turmeric as an indicator • Neutralisation • Neutralisation in Daily Life <p>SDG 6 – Clean Water & Sanitation</p>	<p>Students will be able to explore their environment and will develop Scientific aptitude.</p> <p>Students will be able to identify acids & bases using different properties & indicators & apply the concept of neutralization in day to day life</p>	<p>PF-1 To prepare an attractive greeting card using natural indicators.</p> <p>(Creativity & Innovation Competency)</p>
May	17	Ch- 9 Life Processes	<ul style="list-style-type: none"> • Digestion in Humans • Digestion in grass- 	The students will be able understand about the steps of	PF- 2 To calculate breathing rate during different activities

		in Animals	<p>eating animals, Digestion in birds</p> <ul style="list-style-type: none"> • Respiration in Humans • Mechanism of breathing • Respiration in other organisms <p>SDG 3 – Good Health & Well-Being</p>	<p>nutrition in general and will be able to know about digestive system in humans, ruminants and birds</p> <p>Students will be able to understand the steps of respiration in humans and some other organisms</p>	<p>(walking, Jogging, sitting, etc.) and record the observations in an observation table. (Critical Thinking & Problem Solving)</p> <p>NCERT Activity 9.1,9.3</p>
July	21	<p>Ch-3 Electricity: Circuits and their Components</p> <p>Ch-7 Heat Transfer in Nature</p>	<ul style="list-style-type: none"> • Torch Light • Simple electric Circuit • LED Lamps • Circuit diagram • Symbols of electric components • Circuit Diagrams <p>SDG 7 – Affordable & Clean Energy</p> <ul style="list-style-type: none"> • Hot and Cold Objects • Transfer of heat-conduction, convection and 	<p>Students will be able to recognize various electrical components & will be able to draw circuit diagrams using electric symbols.</p> <p>The students will be able to distinguish between hot and cold objects, and understand the different modes of heat transfer,</p>	<p>MA-1 Create a page titled- “What Conducts “ and paste small samples or drawings of items like rubber, safety pins, etc. Label each as insulator or conductor.</p> <p>(Understanding & Application of Scientific Concepts)</p> <p>NCERT- Activity 3.6,3.7</p> <p>MA-2 Demonstration- To learn about different modes of heat transfer.</p>

			SDG 2 – Zero Hunger SDG 15 – Life on Land	stomata in exchange of gases.	
Sep.	10	Syllabus covered till September	REVISION FOR MID-TERM	Students will be able to clear their doubts and revise the syllabus	MID TERM EXAMINATION
Oct	20	Ch- 4 The World of Metals and Non-metals	<ul style="list-style-type: none"> • Properties of Materials • Effect of Air and Water on Metals • Substances that behave differently from metals in Air and Water • Importance of non-metals SDG 9 – Industry, Innovation & Infrastructure	Students will be able to know about metals and non-metals, property of metals and their reaction with air and moisture. Students will also understand the importance of non-metals in daily life.	PF- 4 To Investigate through hands on activity and Compare the Conduction of Heat in Metals and Non-Metals (Inquiry & Investigation) NCERT Activity 4.1,4.4
Nov	19	Ch 5 -Changes Around Us: Physical and Chemical	<ul style="list-style-type: none"> • Physical change • chemical change • Rusting of iron • Combustion • Weathering • Desirable and undesirable change 	The students will be able to explain the difference between physical & chemical changes & give examples from daily life.	PF- 5 – “The Same Change Different Label” Activity (Desirable and Undesirable Change). (Creativity & Innovation)

		Ch- 8 Measurement of Time and Motion	<p>SDG 12 – Responsible Consumption & Production</p> <ul style="list-style-type: none"> • Time • Ancient Methods used to measure time • Simple Pendulum • Speed • Measuring speed 	Students will be able to compare the time measuring device of ancient and modern time and will be able to calculate time period of simple pendulum	<p>Measuring speed by hopping on one leg (by dividing students into groups and arranging the speed of group members in increasing order and record the observations.</p> <p>(Knowledge Construction, collaboration)</p>
Dec	23	Ch- 8 Measurement of Time and Motion Ch- 6 Adolescence: A Stage of Growth and Change	<ul style="list-style-type: none"> • Motion, relationship between speed, time and distance • Uniform and Non-uniform Motion <p>SDG 9 – Innovation & Infrastructure</p> <ul style="list-style-type: none"> • The Teenage Years • Changes during adolescence • Reproductive Capability 	<p>Students will be able to distinguish between slow and fast motion. They will be able to convert units of speed and time, and calculate speed and distance.</p> <p>Students will know about various changes taking place in their body during adolescence. They will be able to know about importance of good mental and physical health</p>	<p>PF-6 Poster on “Say no to drugs” (Critical Thinking & Problem Solving)</p> <p>NCERT- Activity – 6.1,6.2</p>

			<ul style="list-style-type: none"> • Emotional and Behavioral Changes • Meeting nutritional needs • Personal hygiene • Harmful substances <p>SDG 3 – Good Health & Well-Being SDG 5 – Gender Equality</p>		
Jan	16	Ch-11 Light: Shadows and Reflections	<ul style="list-style-type: none"> • Sources of Light • Rectilinear Propagation of light • Reflection of light, shadow • Pinhole camera, periscope, Kaleidoscope, Image formed by plane mirror <p>SDG 7 – Clean Energy</p>	Students will be able to identify various mirrors and lenses, distinguish between them & list their uses. They will be able to understand reflection & rectilinear propagation of light.	<p>MA-3 Group Activity - To make a model (using best out of waste) of</p> <p>Group 1- Pinhole camera Group 2 -Kaleidoscope Group 3 –Periscope</p> <p>(Creativity, Collaboration and Communication)</p> <p>NCERT- Activity-11.3,11.4,11.7</p>
Feb	22	Ch 12 Earth, Moon, and the Sun	<ul style="list-style-type: none"> • Rotation of the Earth • Revolution of the Earth 	Students will understand the phenomenon of day and night and changing seasons through the concept of movement of	MA-4 “The Shadow Play” Model. To demonstrate the position of celestial bodies during solar and lunar eclipses

			<ul style="list-style-type: none"> Eclipses SDG 13 – Climate Action	Earth.	using simple household objects. (Observation & Interpretation) NCERT Activity-12.2 ,12.4
MARCH- ANNUAL EXAMINATION					

Lab. Activities

- To test the presence of acids and bases using various natural indicators
- To test the electrical conductivity of different materials.
- To study the physical properties of metals and non-metals.
- To study the chemical change occurring when an iron nail is dipped in copper sulphate solution.
- To determine the estimated full height of a boy or a girl based on a girl based on their present height and age.
- To demonstrate conduction of heat in solids.
- To study the motion of a simple pendulum and calculate its time period.
- To demonstrate that the air we exhale contains carbon dioxide.
- To show transportation in plants.
- To demonstrate that light travels in a straight line.

Syllabus

Periodic Test- 1

Ch- 2 Exploring Substances: Acidic, Basic, and Neutral

Ch- 9 Life Processes in Animals

Mid Term Examination

Ch -2 Exploring Substances: Acidic, Basic, and Neutral

Ch-3 Electricity: Circuits and their Components

Ch-7 Heat Transfer in Nature

Ch- 9 Life Processes in Animals

Ch.-10 Life processes in Plants

Periodic Test- 2

Ch- 4 The World of Metals and Non-metals

Ch 5 -Changes Around Us: Physical and Chemical

Annual Examination

Ch- 4 The World of Metals and Non-metals

Ch 5 -Changes Around Us: Physical and Chemical

Ch- 6 Adolescence: A Stage of Growth and Change

Ch- 8 Measurement of Time and Motion

Ch- 9 Life Processes in Animals

Ch-11 Light: Shadows and Reflections

Ch 12 Earth, Moon, and the Sun

NOTE- Internal Assessment includes:

- 1) Periodic Test (PT-1 & PT-2)
- 2) Portfolio (PF) (Also includes timely submission of CW/HW)
- 3) Multiple Assessment (MA)
- 4) Subject Enrichment Activities (Includes Holiday Homework and all Lab Activities)

SOCIAL SCIENCE

MONTH & PERIODS	UNITS/TOPICS	CONTENT	LEARNING OBJECTIVES	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
April (22)	CH-1 Geographical Diversity of India (Part-1) SDG13-Climate Action SDG15-Life on Land SDG6-Clean Water	1. The Himalayas 2. The cold desert of India 3. The Gangetic Plains 4. The Great Indian Desert or Thar Desert 5. The Aravalli Hills 6. The Peninsular Plateau 7. India 's Amazing coastlines 8. The Hills of the Northeast	To identify the major physical divisions of India-mountains, plains, plateau, desert, coastal areas and islands.	Prepare a poster on Unity in Diversity and also write slogan (A4 Sheet) Competency -Critical Thinking Students will be able to differentiate between diversity and discrimination Map work and timeline making

	<p>Ch-4 New Beginnings: Cities and States(Part-1)</p> <p>SDG11-Sustainable Cities and Communities</p> <p>SDG16-Peace, Justice and Strong Institutions</p> <p>Map Booster -Pg no-4,6</p>	<ol style="list-style-type: none"> 1. Janapadas and Mahajanapadas 2. Early Democratic Traditions 3. More Innovations 4. The Varna -jati system 5. Developments Elsewhere in India 	<p>To understand kingdoms and Mahajanapadas, recognize importance of rules and governance</p>	<p>Competencies -Spatial understanding and Critical thinking</p> <p>Students will be able to arrange events in chronological order</p>
<p>May (17)</p>	<p>Ch-9 From the Rulers to the Ruled: Types of Governments (Part -1)</p> <p>SDG16- Peace, Justice and Strong Institutions</p> <p>SDG 5-Gender Equality</p> <p>(This chapter is activity based)</p>	<ol style="list-style-type: none"> 1 What is Government? What are its functions? 2 What makes Government Different? 3 Democratic Governments around the world 4 Other Forms of Government 5 Why democracy matters 	<p>To enable students to understand the importance of the idea of equality and dignity in democracy.</p>	<ol style="list-style-type: none"> 1 Prepare a project on types of government. 2 Speech on- Democratic government is better than other forms of government. <p>Competencies -Research and Evidence</p> <p>Synthesis and Critical Thinking</p> <p>Students will be able to identify different types of government.</p>

	<p>Ch-10 The Constitution of India- An Introduction(Part1)</p> <p>SDG 5 -Gender Equality</p> <p>SDG 10 -Reduced Inequalities</p> <p>SDG 4 – Quality Education</p> <p>Map Booster-Pg-8,10</p>	<p>1 What is constitution? Why do we need constitution?</p> <p>3 What shaped and influenced the Indian constitution?</p> <p>4 Key features of the constitution of India</p> <p>5 The constitution is a living document</p> <p>6 Understanding the Preamble: The Guiding Values of the Constitution of India</p>	<p>To understand the principles of constitution, recognizing fundamental rights and duties.</p>	<p>1. Write down the Preamble of the Indian Constitution on A4 Sheet.</p> <p>2 Do crossword activity on Pg. -228</p> <p>Competencies - Analytical and Critical Thinking</p> <p>Students will be able to read and write the Preamble correctly.</p> <p>1 Crop Map Activity</p> <p>2 Sustainable Farming</p>
<p>July (21)</p>	<p>Ch-1 The Story of Indian Farming (Part-2)</p> <p>SDG1-No Poverty</p> <p>SDG2-Zero Hunger</p> <p>SDG13-Climate Action</p>	<p>1 India’s Agricultural Landscape</p> <p>2 Echoes from the past</p> <p>3 Climate, season and crops</p> <p>4 Soil, the foundation of cultivation</p> <p>5 Water : Rain Fed Vs irrigated agriculture</p>	<p>To enable students to understand what farming is and why it is important for our daily</p>	<p>Poster Making (save water in farming, Organic Farming, Protect Soil)</p> <p>Competencies -Spatial Understanding and Critical Thinking</p> <p>Students will be able to understand the concept of</p>

	<p>Ch-3 Empires and the Kingdoms - 6th to 10th centuries(Part-1)</p> <p>SDG11 -Sustainable Cities and Communities</p> <p>SDG16- Peace, Justice and Institutions</p> <p>SDG4-Quality Education</p> <p>Map Booster Pg-16,36</p>	<p>6 Traditional wisdom and modern innovations</p> <p>7 Role of the government and challenges</p> <p>1 The Great king of Kings</p> <p>2 A Tripartite struggle for Kannauj</p> <p>3 Kashmir taking stock</p> <p>4 The Deccan and Beyond</p> <p>5 Other development</p> <p>6 Foreign Invasions</p>	<p>To identify important dynasties such as Pallavas, Chalukyas and Rashtrakutas</p>	<p>Sustainable farming and why it is important for future.</p> <p>Map Activity</p> <p>Competency -Spatial understanding</p> <p>Students will be able to understand how different empires expanded and ruled their territories.</p>
<p>August (22)</p>	<p>Ch-2 India and Her Neighbours (Part-2)</p> <p>SDG16 -Peace, Justice & Strong Institutions</p> <p>SDG17 -Partnerships for the Goals</p>	<p>1 Framing the neighborhood</p> <p>2 India and Her land based neighbors</p> <p>3 India's Maritime neighbors</p>	<p>To identify and name India's neighboring countries.</p>	<p>Think and Write on A4 Sheet</p> <p>"Why is it important for India to maintain friendly relations with neighboring countries?"</p> <p>Competency - Critical Thinking</p>

				<p>Competencies -</p> <p>Critical Thinking and Research & Evidence Synthesis</p> <p>Students will be able to explain the main functions of RBI and understand how RBI controls money supply and inflation</p>
September (10)	REVISION MIDTERM EXAMINATION			
October (20)	<p>Ch-7 The Gupta Era: An Age of Tireless Creativity (Part-1)</p> <p>SDG 4- Quality Education</p> <p>SDG 11 Sustainable Cities and Communities</p>	<ol style="list-style-type: none"> 1 A New Power Emerges 2 A Traveler's Account of Indian Society in the Gupta Age 3 Glimpses of the Gupta Empire 4 New Ideas and Wonder: The Classical Age 5 The Decline of the Guptas 	<p>To understand the Gupta Empire's rise ,its Golden Age</p> <p>Achievements, and its eventual decline.</p>	<p>Map Activity</p> <p>Competencies -Spatial Understanding</p> <p>Students will be able to locate the Gupta Empire and identify important cities of the empire</p>

	<p>Ch-6 The state, The Government and You (Part-2)</p> <p>SDG 16 -Peace, Justice and Strong Institutions</p> <p>SDG 4 -Quality Education</p> <p>Map Booster Pg-42,44,46</p>	<ol style="list-style-type: none"> 1 What is State? 2 What is a government? 3 Democracy and Republic 4 India a Republic that protects the Rights of all 5 Why is the protection of rights important 6 The government and you 7 Judiciary the watchdog 8 Tiers of government 	<p>Students will be able to understand the meaning of state and government and recognize the importance of laws and public services</p>	<p>Role Play -How Government Works</p> <p>Competencies -Critical Thinking and Ethical and Democratic Values.</p> <p>Students understand how government decisions are made and how citizens are connected to the state</p>
<p>November (19)</p>	<p>Ch-3 Climates of India(Part-1)</p> <p>SDG13 Climate Action</p> <p>SDG15 Life on Land</p>	<ol style="list-style-type: none"> 1 Weather, Seasons and the Climate 2 Types of Climates in India 3 Factors Determining the Climate 4 The Monsoons 5 Climates and Disasters 6 Climate Change 	<p>To define and explain basic climatic terms like monsoon, latitude, altitude and pressure.</p>	<p>Identify a natural disaster (e.g- cyclone ,flood, landslide, or forest fire) Write a short report that includes the causes and impacts .Suggest actions that individuals, communities and the government can take to reduce the impact.</p> <p>Competencies -</p>

	<p>Ch-12 Understanding Markets (Part-1)</p> <p>SDG8 -Decent Work and Economic Growth</p> <p>SDG1 -No Poverty</p> <p>Map Booster-Pg50,52,54</p>	<ol style="list-style-type: none"> 1 What is Market? 2 Prices and Markets 3 Markets Around Us 4 Wholesale and Retail Markets 5 The Role of Markets in People’s lives 6 Government ‘s role in the Market 	<p>To understand the concept of market, recognize different types of markets, and how markets connect producers and consumers.</p>	<p>Analytical and Critical Thinking</p> <p>Students will be able to understand the need for climate change.</p> <p>Debate on the topic-“In the future, all shopping will be done online”.</p> <p>Competencies -Analytical and Critical Thinking.</p> <p>Students will be able to analyze how markets affect people’s livelihood.</p>
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<p>January (16)</p>	<p>Ch-4 Turning Tides -11th and 12th centuries (Part-2)</p> <p>SDG4 -Quality Life</p> <p>SDG 16-Peace, Justice, Strong Institutions</p> <p>Map Booster Pg-62,64</p>	<ol style="list-style-type: none"> 1 The Ghaznavid Invasion 2 Eastern India 3 Further South 4 Back to the North 5 Governance, Trade and cultural life 6 Taking stock 	<p>To Analyze the decline of old dynastic and the rise of new ones</p>	<p>Conducting oral test for annual exam</p> <p>Competencies - Conceptual and critical thinking</p> <p>Students will be able to recall important facts</p>
<p>February (22)</p>	<p>Ch-8 Banks and the Magic of Finance</p> <p>SDG1-No Poverty</p> <p>SDG8-Decent Work and Economic Growth</p> <p>Map Boster Pg-66, 68</p>	<ol style="list-style-type: none"> 1 Introduction 2 What are banks and what do they do? 3 Offer loans or credit 4 Other financial Institutions 5 Payment modes and systems 6 Stock Market 	<p>Students will be able to understand the meaning and functions of a bank</p>	<p>Poster Making-“Save Money for a Secure Future “</p> <p>Competencies - Decision making and analytical thinking</p> <p>Students will be able to understand how savings help in future financial security.</p>
<p>March</p>	<p>ANNUAL EXAMINATION REVISION</p>			

Pre mid Term Examination Syllabus

CH-4 New Beginnings: Cities and States, CH-1 Geographical Diversity of India

Mid Term Examination Syllabus-

Ch-10 The Constitution of India- An Introduction, Ch-1 The Story of Indian Farming, Ch-3 Empires and Kingdoms -6th to 12th centuries, Ch-2 India and Her Neighbours, Ch-2 Understanding the Weather, Ch-11 From Barter to Money

Post Mid Term examination Syllabus

Ch-7 The Gupta Era: Age of Tireless Creativity, Ch-6 The State, the Government and You

Annual Examination Syllabus

Ch-3 Climates of India, Ch-8 How the land becomes Sacred (Part-1), Ch-12 Understanding Markets, Ch-8 Banks and the Magic of Finance (Part-2), Ch-1 The Story of Indian Farming, Ch-3 Empires and Kingdoms -6th to 10th

General Competencies-

- * **Conceptual Understanding:** Understanding key concepts and themes of History, Geography, and Political Science and relating them to real -life situations.
- * **Critical Thinking and Analysis:** Interpreting historical events, social issues, maps, and data to draw meaningful conclusions.
- * **Problem Solving and Application:** Applying knowledge of Social Science concepts to understand contemporary social and environmental issues.
- * **Communication Skills:** Expressing ideas effectively through discussions, presentations, debates, and written work.
- * **Collaborative and Experiential Learning:** Participating in Projects, group discussions, role Plays, and activities to enhance understanding and teamwork.
- * **Research and Interpretation Skills:** Collecting information from various sources, analyzing evidence, and understanding multiple perspectives on socio-political issues.

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 SDG 4- Quality Education	<ul style="list-style-type: none"> • Brief history Human-Machine Interaction • Components of Human-Machine Interaction • Stages of Human-Machine Interaction • Types of Human-Machine Interaction 	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. COMPETENCY: Critical thinking, Digital and Information Literacy
May 6 Periods	Ch 8. Types of AI → AI Domains & Applications	<ul style="list-style-type: none"> • Weak AI • Strong AI • Super AI • Predictive Techniques 	Students will learn about different types of AI.	AI is everywhere. What according to you will happen if AI suddenly becomes smarter COMPETENCY: Critical thinking, Media

	<p>(CT & AI)</p> <p>➔</p> <p>SDG 4- Quality Education</p>	<ul style="list-style-type: none"> • Small Data Set • NLP, CV & Data Science 		<p>literacy, Creativity and Accountability</p>
<p>July 8 Periods</p>	<p>Ch 10. Fields Where Robots are used</p> <p>➔ AI In Industries (CT & AI)</p> <p>SDG 9 – Industry, Innovation and Infrastructure</p>	<ul style="list-style-type: none"> • Security and Surveillance • Manufacturing • Military • Customer Service • Cooking, Healthcare and Space Exploration • Entertainment, Agriculture and Underwater Research 	<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>COMPETENCY: Information literacy, Digital literacy, Logical thinking and Reasoning</p>
<p>August 8 Periods</p>	<p>Ch 3. Advanced Features of Excel 2016</p>	<ul style="list-style-type: none"> • Form in Excel • Using form in Excel • Filtering Data • Conditional formatting • Using Data Validation • Using Subtotal Command 	<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>➔ Number Play (CT)</p> <p>SDG 4- Quality Education</p>	<ul style="list-style-type: none"> • Solving Puzzles • Decomposition • Logic & Pattern Recognition. 		<p>COMPETENCY: Mathematical skills, Analytical skills, Critical thinking</p>
September 4 Periods	<p>Ch 9. Smart Living</p> <p>SDG 8 – Decent Work and Economic Growth</p>	<ul style="list-style-type: none"> • Concept of Smart Living • Future of AI 	<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>COMPETENCY: Creativity, Media literacy, Data literacy and Computational skills</p>
October 8 Periods	<p>Ch 6. More on Python</p> <p>SDG 9 – Industry, Innovation and Infrastructure</p>	<ul style="list-style-type: none"> • Data Types • Comments in Python • Operators • If Statement • If.... else Statement • Nested if Statement • If.... elif.....else ladder 	<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"> • Write on program to find sum, difference, product and quotient of 3 numbers and print their result. • Write a program to print your personal details.

				COMPETENCY: Mathematical skills, Analytical skills, Critical thinking and logical thinking
November 8 Periods	<p>Ch 1. App Development</p> <p>→ Data Visualization & Analysis (CT & AI)</p> <p>SDG 9 – Industry, Innovation and Infrastructure</p>	<ul style="list-style-type: none"> • What is an App? • Defining the Android and iOS • Types of Mobile Apps • Categories of Apps • Developing an App • Collecting and organizing data • Data Visualization & Interpretation of data 	Students will learn about app development process and difference between operating system like iOS and Android.	<p>Make a presentation on topic “ App Development” showcasing different types of Apps, Mobile Apps and developing procedure.</p> <p>COMPETENCY: Critical thinking, Creativity, Presentation skills and technology skills</p>
December 8 Periods	<p>Ch 2. Krita- Image Editing</p> <p>SDG 8 – Decent Work and Economic Growth</p>	<ul style="list-style-type: none"> • Starting krita • Components of Krita • Creating a new file • Opening an image for editing • Understanding Krita tools 	Students will learn about krita application, where they learn to edit images using different features of krita app.	<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"> 1) Brightness 2) Contrast 3) Shadow

				<p>4) Cropping irrelevant part of the images.</p> <p>COMPETENCY: Creativity, Media literacy, Information Literacy and Technology literacy</p>
<p>January 4 Periods</p>	<p>Ch 5. More on MakeCode Arcade</p> <p>→ Working With Fractions (CT)</p> <p>SDG 9 – Industry, Innovation and Infrastructure</p>	<ul style="list-style-type: none"> • What are variables • Using Math Blocks • Using Logic Blocks • Representation of Fraction Through Images/ Numerical Based Approach 	<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"> • Total marks > 70, then display grade A • Total marks > 49 and Total marks ≤ 70, then display grade B • Total marks ≤ 49, then display grade C <p>COMPETENCY: Mathematical Skills, Analytical skills, Critical thinking and Reasoning</p>

<p>February 8 Periods</p>	<p>Ch 4. Algorithmic Intelligence</p> <p>→ Ethics and AI Bias Awareness (CT & AI)</p> <p>SDG 4- Quality Education</p>	<ul style="list-style-type: none"> • Information Processing • Conditions in a Program • Responsible and Fair Use of AI. • Digital Citizenship 	<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>COMPETENCY: Information literacy, Digital literacy, Logical thinking, Critical thinking</p>
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General Knowledge

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

Name of the month	Content
April	<p>L-1 Power of Observation SDG 4 – Quality Education</p> <p>L-2 Man’s Best Friend SDG 15 – Life on Land</p> <p>L-3 21st Century India Quiz SDG 9 – Industry, Innovation & Infrastructure</p> <p>L- 4 Pilgrimages SDG 11 – Sustainable Cities & Communities</p> <p>L-5 Martial Arts and Combat Sports Awards in Entertainment SDG 3 – Good Health & Well-being</p> <p>L-6 Fighting the Odds SDG 10 – Reduced Inequalities</p>
May	<p>L-7 Celebrities Who Care SDG 17 – Partnerships for the Goals</p> <p>L-8 21st Century Leaders SDG 16 – Peace, Justice & Strong Institutions</p> <p>L-9 The Indian Epics SDG 4 – Quality Education</p> <p>L-10 English Words from India SDG 4 – Quality Education</p> <p>L-11 Migratory Birds SDG 15 – Life on Land</p> <p>L-12 Protecting Our Wild Life SDG 15 – Life on Land</p> <p>L -13 Awards in India SDG 16 – Strong Institutions</p>
July	<p>L-14 Logic And Quick Maths SDG 4 – Quality Education</p> <p>L-15 Sobriquets SDG 4 – Quality Education</p> <p>L-16 In Recent Years SDG 4 – Quality Education</p> <p>L-17 Business And Industry SDG 8 – Economic Growth</p>

August	<p>L -18 Our Earth is in Trouble SDG 13 – Climate Action</p> <p>L -14 Big Sea Creatures SDG 14 – Life Below Water</p> <p>L -15 Gifted Creatures SDG 15 – Life on Land</p> <p>L-16 Odd One Out SDG 4 – Quality Education</p> <p>L -17 Indian Literature SDG 4 – Quality Education</p> <p>L -18 Homonyms and Homophones SDG 4 – Quality Education</p> <p>L-19 Criss Cross puzzle SDG 4 – Quality Education</p>
September	<p>L-20 Connections SDG 4 – Quality Education</p> <p>L 21 The Cyber World SDG 9 – Innovation</p>
October	<p>L-22 Consumer is King SDG 12 – Responsible Consumption</p> <p>L-23 Juggle The Letters SDG 4 – Quality Education</p> <p>L-24 People of Science SDG 9 – Innovation</p> <p>L-25 Inventors and their Inventions SDG 9 – Industry & Innovation</p> <p>L-26 Nobel Prizes SDG 16 – Peace & Justice</p> <p>L-27 Tragedies and Disasters SDG 11 – Sustainable Cities</p>
November	<p>L-28 Heroes from History SDG 16 – Peace & Justice</p> <p>L-29 Union Territories SDG 11 – Sustainable Communities</p> <p>L-30 Space Today SDG 9 – Innovation</p> <p>L-31 Today’s Medical Concerns SDG 3 – Good Health</p> <p>L-32 A new Age Quiz SDG 4 – Quality Education</p>
December	<p>L-33 Digital Media and Entertainment SDG 9 – Innovation</p> <p>L-34 The Paralympic Games SDG 10 – Reduced Inequalities</p> <p>L-35 Today’s Concerns SDG 16 – Peace & Justice</p> <p>L-36 Save energy, Go Green SDG 7 – Affordable & Clean Energy</p> <p>L-37 Abbreviations Today SDG 4 – Quality Education</p> <p>L-38 Building Vocabulary SDG 4 – Quality Education</p>

January	L-39 Music Maetros SDG 11 – Cultural Heritage L-40 World Landmarks Sustainable Cities & Heritage L-41 Modern-day Masterpieces Cultural Heritage L-42 Modern Science Marvels SDG 9 – Innovation
February	L-43 Women Achievers SDG 5 – Gender Equality L-44 India’s Young Sports Stars SDG 10 – Reduced Inequalities L-45 Around India SDG 11 – Sustainable Communities L-46 21st -Century India Sports Quiz SDG 3 – Health & Well-being

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.

VALUE EDUCATION/ HAPPINESS CURRICULUM

Month/Periods	Content	Suggested Activities (with reference to Happiness Curriculum)
April(4)	L-1 Develop Your Personality	Household Chores :My Feelings
May (3)	L-2 Always Stay Positive	Understanding Self Belief
July (4)	L-3 No Confrontation	Meaning of Friendship
August (4)	L-4 Learn From Everywhere	Participation of a sensible man In a society
September(2)	L-5 Road – Blocks are Temporary	How Shall I Get Recognition
October (3)	L-6 Gain More in Your Future	Let’s Understand Happiness
November (4)	L-7 Learn From Mahatma Gandhi	The Unlimited Potential to Think and Understand
December(4)	L-8 Patience – A Wise Strategy	Complimentary in Nature and Utility
January (3)	L-9 Control Your Anger	Faith in Relationship
February (4)	L-10 Make Combined Effort	Uniqueness in Us

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. Human figure in moving posture	*Students will get the knowledge of colours * Students will learn human drawing in moving posture
May	4	1 Players Drawing 2 Facial Expressions	*Students will learn how to draw players drg and facial expressions
July	4	1 colouring in hibicus flower 2 Mahatma Gandhi Portrait	*Students will learn how to colour in flower and shading in Portrait
August	4	1 Landscape 2 Animal and bird Drawing 3 Poster making Activity	*Students will learn how to do pencil shading
September	-----	-----Half yearly Exam-----	
October	4	1. Nature Drawing 2. Composition	Students will learn how to colour in landscape and Composition

November	4	<ul style="list-style-type: none"> 1 Freehand design 2 Perspective drawing 	Students will learn how to Drawing and colour free hand design. Student will get the knowledge of one or two point perspective
December	4	<ul style="list-style-type: none"> 1 Shading in bird 2 Card making activity 	Students will learn how to do pencil shade in bird.
January	4	<ul style="list-style-type: none"> 1 Story board 	Students will learn how to color in story board
February	4	<ul style="list-style-type: none"> 1 Festival drawing (Holi) 	Students will learn how to draw festival drawing
March.....			
Annual Exam			

MUSIC

Month	Periods	Content
April - May	9	Sargam-5 Ekgun and Dugun with harmonium, prayer song (Sare Jaha Ke Malik) Baisakhi song, Mother's Day song Patriotic 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 and 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	11	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 :

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 Scale: Sargam and tune Sargam practice dogun & chargun 1 Prayer Song and 1 Patriotic song
July & Aug	8	Different Strings Exercise 1 Folk tune, 1 Patriotic Song & 1 Prayer Song
Sep & Oct	8	Different Strings Exercise 2 Prayer Songs and 1 shloka
Nov.- Dec - Jan	11	Different Strings Exercise, 1 Prayer Song ,1 Patriotic Song, National Song and 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 folk tune.

TABLA

Month	Period	Content
April and May	7	Teen tal 16 matra vilambit Madhya leh Beginner bbol of table dha dhin dhin dha Beginner 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.