Sunbeam School

Estd. 1972

Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

BOOK LIST for Class – VI (2026–27)

Parents are free to buy books from any shop of their choice in the city.

Please ensure that you buy the New Editions only.

SUBJECTS	NAME OF THE BOOKS	PUBLISHERS
English	**Textbook** Poorvi – Textbook of English for Grade 6 (Online soft copy of the NCERT book will be accessed by the students and teachers.)	*NCERT*
	Supplementary Books a. 21st Century English for Grade-6 (Literature Reader) b. 21st Century English for Grade-6 (Coursebook) c. Climb with Cornerstone (Revised & upgraded) – 6 d. Collins Cobuild Learner's Illustrated Dictionary e. My Reading Log f. Learner's Comate	Burlington English Burlington English Pearson Longman Collins Eternal Publication Eternal Publication
Hindi	**Textbook** Malhar – Textbook of Hindi for Class 6 (Online soft copy of the NCERT book will be accessed by the students and teachers.)	*NCERT*
	Supplementary Books a. Nav Madhushree Hindi Paathmala Text-cum-Task 6 b. Vyakaran Sambodh - 6 (Part 1 and 2) c. Bal Ram Katha (Purak Pustika) d. Learner's Comate	*Madhuban* *Madhuban* *Rachna Sagar Pvt. Ltd.* *Eternal Publication*
Maths	**Text Book** a. Ganita Prakash Textbook of Mathematics for Grade 6	*NCERT*
	Supplementary Books a. Mathematics for class 6 (R.S. Aggarwal) b. Learner's Comate	*Bharti Bhawan* *Eternal Publication*
Social Science	**Text Book** a. Exploring Society: India and Beyond Social Science Textbook for Grade 6	*NCERT*
	Supplementary Books a. The Orient Blackswan School Atlas b. Learner's Comates separate for History, Civics and Geography	*Orient BlackSwan* *Eternal Publication*
	Ref. Books : *Landmark Integrated Social Sciences - VI*	*Oxford*

Science	**Text Book** Curiosity – Textbook of Science for Grade 6 (Online soft copy of the NCERT book will be accessed by the students and teachers.)	*NCERT*
	Supplementary Books a. Prachi Science – 6 Part 1 & 2 (strictly in compliance with latest NCERT content) b. My Inquiry Journal – Curriculum Integrated Hands – on Science (Grade 6) c. Learner's Comates combined for Physics, Chemistry and Biology (Term I & II)	*Prachi* *Tinker Village (XPLRN Pvt. Ltd.)* *Eternal Publication*
	***Ref. Book* –** Awareness Science for Sixth Class (Lakhmir Singh & Manjit Kaur)	*S. Chand*
G.K.	Revised Quizcraft – Put the facts together 6 (Alligned with NCF)	*Blueprint Edu.*
	My Confidence Diary for Seniors (Classes VI-X) (Revised Edition)	*Marina Pub.*
Life Skills	My Cinema Book - 6	*Edumedia India Pvt. Ltd.*
Computer Science	Code Buddies - 6 Empowering NexGen with AI Robotics and Coding	*KIPS Learning Pvt. Ltd.*
Sanskrit (only for students who have opted for Sanskrit)	**Text Book** Deepkam Text book of Sanskrit for Grade 6 (Online soft copy of the NCERT book will be accessed by the students and teachers.)	*NCERT*
	Supplementary Books a. Suprabhatam – Sanskrit Pathmala – 6 (App 24x7) b. Learner's Comate	*Cordova Pub. Pvt. Ltd.* *Eternal Pub.*
French (only for students who have opted for French)	a. Flambeau - Méthode de français 2 (NEP 2020) **(CORE SCHOOLS)**	*Unisec Pub.*
	b. Larousse (Dictionary in French) (**CORE SCHOOLS)**	*Goyal Publishers & Distributers P. Ltd.*
Drawing	Art Exploration Grade - 6 (for Bgn, Sct, Ing & Knowledge Partners) (for Anp, Lht, Snt & Vrn - only for students who have opted for drawing)	S. Chand School
Reading for Pleasure	Charlie and the Chocolate Factory (Half Yearly and Annuals)	*Puffin*
Song Book	Swaranjali – Songs for Sunbeams	*Eternal Pub.*
Logical Reasoning & Olympiads	**Enrichment Booklet**	*Eternal Pub.*
Personal Growth & Self Awareness	My Dream Journal Classes 6 to 8	Headword
Vocational Education	Kaushal Bodh – Vocational Education Activity Book for Grade 6	NCERT

Please note: Parents are requested to download the online soft copy of the NCERT books from the official website https://ncert.nic.in . These books will be downloaded, discussed and done in the respective classes

Reference Book Note

Dear Parents

The books suggested in the Reference section of the booklist are purely recommendations and are not at all compulsory to buy. In keeping with parental requests for additional study/practice materials, we have suggested the same.

Picking them up is purely on parental discretion. School will not ask for the same during the classes at any point.

STATIONERY LIST

English	2 Single Lined notebook (1 for Literature & 1 for Language)		60 pages
Hindi	Single Lined notebook (1 for Literature, 1 for Language & 1 for Bal Ram Katha)		60 pages
Maths	Single Lined Register (3 for CW & 1 for HW)		100 pages
	Revisional Notebook	1	60 pages
	Practical File	1	60 pages
Physics	Single Lined notebook	1	60 pages
Chemistry	Single Lined notebook	1	60 pages
Biology	Single Lined notebook	1	60 pages
Science Practical	Bound Practical Register	1	60 pages
History	Single Lined notebook	1	60 pages
Civics	Single Lined notebook	1	60 pages
Geography	Single Lined notebook **(for Anp, Lht, Snt, Vrn & Knowledge Partners) /** Interleaf notebook **(for Bgn, Sct, Ing)**	1	60 pages
Computer Science	Single Lined notebook	1	60 pages
Sanskrit	Single Lined notebook	1	40 pages
ATL	Bound Practical Register	1	
Stationery	Gel Pen (Blue), White board marker (any colour)	1	
Drawing	Drawing notebook	1	(for Bgn, Sct, Ing & Knowledge Partners) (for Anp, Lht, Snt & Vrn only for students who have opted for drawing)
	Camlin Cake Colours (18 shades)	1 set	
	Round Brush (No.2, 4 , 6 & 8)	1 each	
	Camlin Brush Pen (A set of 6) **(for Anp, Lht, Snt, Vrn & Knowledge Partners)**	1 set	
	Palette	1	
	Shading Pencil (2B, 4B & 6B)	1 each	
	Fevicol (25 gm) Tube Pack	1	
KPL Learning Kit	**Slate Map** (India Physical and India Political) (9.5 inches x 8 inches) **Slate Map** (World Political and World Physical) (9.5 inches x 8 inches)		
Geometry Box + File (for Filing Unit Test Papers & Open Door Assessments)		1	

Please Note :

1. Stainless Steel Rulers are **not allowed** in school. Only Plastic Rulers are to be used.
2. We discourage covering notebooks to **save paper**. If needed, all notebooks should be covered only with used paper as we are an eco-conscious school and realize the importance of recycling. Plastic covers are strictly prohibited.
3. The text books should be covered only with used paper or bound so that they don't tear during the session.
4. All text books and notebooks should be properly labelled with name, class and section.
5. All notebooks should be of **big size**. Small notebooks will not be accepted in school for correction.
6. Parents are requested to buy the books at the earliest before the stock is sold.
7. Reference books mentioned (if any) are **optional** to buy.
8. Since we believe that the child should carry a few books to school so as to avoid burden on the young shoulders, please see that the child brings books according to the time table.

The Sunbeam School

VISION

Ongoing consolidation, growth and collaboration within and across institutions that are instrumental in holistic growth of students, in a conducive environment, that promotes excellence and the students further move on to refine the social fabric.

Estd. 1972 Sunbeam Group of Educational Institutions

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A WORD TO THE PARENTS

Dear Parents

Welcome to an amazing year of learning!

We extend our heartfelt gratitude to you for giving us the opportunity to educate your child. We are thankful for the trust and faith shown by you in Sunbeam Group of Educational Institutions.

We will leave no stone unturned in our mission to develop a positive brain compatible environment. We will work together as a team to encourage and motivate all students to reach their fullest potential.

At Sunbeam, we strive to use various teaching and learning strategies for which we have structured our syllabus accordingly.

The Precept includes a detailed month wise description of the content to be formally taught in various scholastic subjects during the year. It will also enable you to examine closely the non-scholastic areas that have been given due importance in the Precept. You will also find a comprehensive list of website references, assessment pattern, test schedules, list of suggested reading, project work and Holiday homework.

In the given PRECEPT, we have made an attempt to synchronise learning with children's inherent talents and aptitude so that learning becomes easy and enjoyable for the children. The precept is designed keeping in mind the individual differences existing in children owing largely to the Multiple Intelligence found in them. We aim at developing aesthetic sense, cultivating life skills and providing lifelong guidelines. The theories of Blooms Taxonomy, Multiple Intelligence along with Collaborative learning find a dominant place in this Precept.

We work towards the holistic growth of our students. We also work to protect the self-esteem of each individual and to make every member of the 'Sunbeam Family' feel special. Our staff and students become lifelong learners and responsible citizens striving to reach new heights in order to make the world a better place to live in.

To increase the degree of educational success, it is important that teachers, parents and administrators communicate openly and frequently concerning the progress of students.

Your words of encouragement, a hug when the day has been rough, your interest in your children's work and your presence in the school are vital !

Parents count! Come to school, meet us, talk to us, join the PTM and volunteer your time and energy for the benefit of your child. Your involvement will show your children that you value their education.

Let's work together!

Educationally yours,

Sunbeam Group of Educational Institutions.

Salient Features of Sunbeam
(Value additions to the Sunbeam Precept)

In addition to the core curriculum, Sunbeam Schools add further dimension to the precept with a set of age appropriate innovative and immersive set of programs for enhancing academic, cultural and co-scholastic progress.

Art Integrated Learning (AIL)	Classes I - XII
Art integrated Learning (AIL) has become an integral part of the learning process. Hence Art Integrated Learning (AIL) is being introduced in all the subjects to give students an opportunity to study deeply about the 'Uniqueness in Indian work culture and present it through different art forms like dance, music, skit, role play, theatre etc. It also helps to imbibe the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art integrated approach will strengthen the linkages between education and culture.	

Artificial Intelligence (AI)	Nursery to Class XII
The school is redefining education by transitioning from traditional teaching methods to a dynamic, new-age learning ecosystem powered by Artificial Intelligence (AI). It recognizes that education today must extend beyond textbooks and rote learning to prepare learners for a rapidly evolving, technology-driven world. By integrating AI into everyday classroom practices, the teaching–learning process has become more personalized, interactive, and data-driven. Instruction is no longer one-size-fits-all. AI-enabled tools support educators in identifying learning patterns, monitoring progress, and addressing learning gaps through targeted interventions and meaningful feedback. AI platforms facilitate adaptive assessments, real-time analytics, and immersive instructional strategies. Complex concepts are enriched through simulations, visualizations, and technology-supported experiential learning methodologies. Beyond implementation, the school also emphasizes responsible and ethical engagement with AI, fostering awareness of issues such as bias, privacy, accountability, and digital responsibility. The school is shaping a future-ready learning environment aligned with global standards.	

Clicker	Classes III - X
Our classrooms are equipped with clickers that function as powerful real-time formative assessment tools, redefining how learning is measured and supported. As part of our innovative pedagogy, clickers are an integral component of the teaching–learning process, seamlessly embedding into everyday classroom instruction. Through Clicker teachers can immediately analyze comprehension levels, identify misconceptions, and address learning gaps within the teaching timeframe itself. Clickers enable continuous, competency-based evaluation and data-informed instructional decisions. Real-time analytics and immediate feedback strengthen conceptual clarity, build confidence, and ensure that progress remains measurable, timely, and meaningful for every learner.	

Chetna	Nursery - Classes XII
Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometimes on their own, or by seeking help from the right person at the right time.	

Digital Health and Wellness Curriculum for new age citizens	Classes I - XII
Using technology responsibly and being physically, socially & emotionally healthy amidst technology centred world is important. Students need to know how to use and how much to use the gadgets available to avoid the harmful effects of the same. Hence, the Digital Health and Wellness Curriculum is designed to inculcate awareness among students.	

Dream Journal	Classes III -XII
The Dream Journal is a structured and transformative life-skills and reflective learning journal designed to promote personal growth and self-awareness. It has been thoughtfully developed to nurture self-awareness, critical thinking, goal setting, emotional intelligence, and holistic development through guided classroom engagement. The journal encourages students to think deeply, express their ideas with clarity, set realistic goals, and take ownership of their personal and academic journeys. It provides a safe and purposeful space for students to explore their aspirations, values, strengths, and challenges, thereby fostering confidence and independent thinking. The Dream Journal empowers students to become mindful, responsible, and purpose-driven individuals—prepared not only for academic success but also for lifelong learning.	

Entrepreneurship and Financial Literacy	Nursery – Class X
As our core philosophy, it's important for Sunbeam students to take what they learn in class and apply it to their daily and future lives. Hence several opportunities are provided in the Precept to expose students to areas such as entrepreneurship, innovation, problem-solving, and critical thinking. Entrepreneurship syllabus teaches students about money, investing, business strategies, loans, and creating budgets. At the same time, students can learn critical life skills such as problem-solving, brainstorming ideas, taking risks, facing failure, and getting up again, setting goals, working together, and feeling comfortable to work individually. Also, with the many unknowns in the future job market, the activities will ensure students think about opportunities they can build for themselves for the future.	

My Enquiry Journal Hands On Science	Classes VI-VIII

An innovative component of the Science curriculum for Classes VI–VIII is *Experiential Learning: My Enquiry Journal Hands-On Science* in association with Tinker Village. This structured, inquiry-based component is designed to develop scientific temperament through observation, hypothesis formation, analysis, application, and self-reflection.

The journal moves students beyond memorization toward competency-based, real-world learning. Through guided inquiry tasks, they observe, ask investigable questions, form hypotheses, conduct hands-on activities, analyze results, and draw logical conclusions.

This experiential approach enables students not only to learn scientific concepts but to apply and evaluate them in practical contexts, strengthening scientific aptitude, curiosity, confidence, and independent thinking.

Graphic Novel	Classes I - XII

Graphic novels have proven to be a powerful and effective educational tool, combining visual elements with textual content to enhance comprehension and foster a love for reading. The unique format of Graphic Novels engages students in a way that traditional textbooks often struggle to achieve. Sunbeam has Integrated Graphic Novels into its curriculum for dynamic and enjoyable learning environment.

It fosters creativity and allows students to express themselves through visual narratives. It is also a gateway to reading for reluctant readers, making literature more accessible and enjoyable.

It is uploaded in the IFP/Digi boards for the students and it is available in the DIKSHA portal of CBSE.

HPC Integrated with AIL	Classes VI – VIII

The Holistic Progress Card (HPC) is a CBSE-recommended assessment approach that focuses on students' overall development by evaluating academic performance along with skills and competencies. It promotes reflection, growth, and holistic learning.

In alignment with this approach, the school integrates some Art-Integrated Learning (AIL) activities with structured Self, Peer and Teacher Assessment practices. Through this approach students reflect on their learning, give constructive feedback to peers, and receive teacher guidance through clear rubrics, fostering ownership of learning and continuous improvement.

Through HPC, students develop critical thinking skills, self-awareness, confidence, respectful communication, and the ability to collaborate effectively.

Information for Internet Usage	Nursery – Class XII

Parents to take note that we will continue to use blended form of learning so all links, updates, texts, research materials will be provided by the school in the G Suite (Google Classroom). It will take between 30-40 minutes of internet time for your ward to go through and benefit.

Please be conscious about the net usage beyond the mentioned allotted time since beyond that your ward may be using the internet for non-productive/addictive things, not in the best of his/her interest, intelligently/emotionally.

JODO GYAN	Nursery – Class VIII
The words "jodo" which means "to connect" and "gyan" which means "knowledge." The goal of the Jodo Gyan activities is to help students for better understand and connecting with math concepts. It has innovative activities to develop the understanding of Maths concept. Jodo Gyan is an integral part of Math curriculum.	

Khan Academy	Nursery – Class X
Khan Academy is an online educational resource for Math & Science. The impact of Khan Academy on students has been significant and far-reaching. Khan Academy has made it possible for students to learn at their own pace. Self-paced learning model allows students to progress through material as quickly or as slowly as they need, which can be especially beneficial for students who may be struggling with a particular concept. Khan Academy has had a significant impact on students by improving access to education, providing self-paced learning opportunities, and offering a personalized learning experience. These benefits help students develop a love for learning and lay the foundation for good academic and to take charge of their own learning.	

Open Door	Classes III - X
We, at Sunbeam, believe that the child learns by thinking as they are natural thinkers. They are curious and ask many questions. Keeping this in mind, we introduce **'Open Door Assessment'** a series of thought-provoking assessments which test critical thinking and application skills followed by immediate feedback. It is a competency based assessment that will encourage your ward to become deep thinkers. This assessment will give your ward an insight of his concepts of **Mathematics and Science**. Each student will be given an individual feedback and the process of assessment not only will involve learning, but also **Relearning** where difficult concepts will be revisited.	

Pronunciation Lab	KG II - Class VIII
Correct Pronunciation is very important for speaking a language correctly and making English sound clear and distinct. To make students aware of the correct pronunciation of difficult words, silent letter etc. Links of recording (Audio / Video) of **Pronunciation Lab** of all the chapters will be shared in Google Classroom (G-Suite) in Science & Social Science.	

Parivartan	Classes V – XI
Parivartan curriculum is specially designed for girls (class V upwards) and boys (class VI upwards) to make them aware of hygiene and biological changes which happens in adolescence.	

Prayag Sangeet Samiti (Optional) | Classes III - XII

Prayag Sangeet Samiti provides a unique method of learning. It's emphasizes on creating an environment to nurture and encourage creativity. It awards diploma and certificate programs in Vocal Music, Instrumental Music as well as Classical Dance. It is an integral part of our curriculum enhancing the child's creativity in the field of music and dance. The major aim of this program is to upgrade and enhance the various streams of performing art.

Quality Circle Time (QCT) | Nursery - Class XII

Quality Circle Time (QCT) is a creative way of allowing students to talk on a wide range of issues in a safe inclusive environment. It helps them to develop self-esteem and ultimately improves academics. In this way in the school, we create non-threatening, collaborative and participatory learning environment.
Four QCT sessions are held in a term for the students.

Reading for Pleasure | Classes I- IX

Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers. There is no substitute for books in the life of a child, and the greatest skill a child can ever acquire is a passion for reading.
Reading for Pleasure (RFP) books have been incorporated into the syllabus to inculcate a love for reading and to develop a regular reading habit. These books are meant to be read independently by the child for the sheer joy of reading, and not merely for examinations or marks. Children need to enjoy the experience, and if, in the process, they fall in love with reading, the larger purpose of including RFP in the syllabus is fulfilled.
In school, we do not follow the traditional method of assessing RFP. Instead, it is evaluated through group presentations or gamification activities to engage students in the joy of reading.
Please take note of the following:

- Reading is fun. Children who read often and widely become better readers. Reading exercises the brain and improves concentration.
- Reading teaches children about the world around them, thereby building confidence and enhancing their ability to engage in social conversations.
- Reading improves vocabulary and language skills and develops a child's imagination.
- Reading helps children develop empathy.
- Children who read consistently tend to achieve greater success in life. Reading also strengthens language skills, thereby improving understanding and comprehension across all subjects.

"He that loves reading has everything within his reach." — William Godwin

Portfolio and E-Portfolio | Nursery to Class XII

A portfolio is a useful collection of purposely chosen work depicting a selection of performances that are collected over time and represents the learner's effort, progress, growth and accomplishment in key areas. Keeping this in mind, CBSE has introduced portfolio as an integral part of curriculum where students create their own digital portfolio for checking their own progress. Sunbeam encourage students to build a strong portfolio in order to help them in seeking admission/internship in the future.

Sustainable Development Goals	Nursery – Class XII

Sunbeam Schools understand the critical role that schools and students must play in addressing critical global challenges and achieving the Sustainable Development Goals by 2030. We understand our responsibility to equip our students with the knowledge to understand the global challenges facing the world and the skills to overcome them.

SDGs cannot be taught in isolation, hence we have integrated the thoughts and concepts of SDGs across subjects and chapters starting from class 1.

All the chapters will have a question(s)/activity(ies) based on SDG which will make students think, introspect, and relate his learnings or actions to the goals .

The idea behind SDG immersion in the Precept is to :

- Support and Promote the global principles of SDGs.
- Provide educational opportunities to our students to acquire the knowledge and skills needed to engage with the SDGs.
- Transform the Sunbeam learning environment into dynamic hubs of student leadership for the SDGs.
- Be a part of the Global Movement to achieve SDGs by year 2030.

Day-to-day practices to achieve Sustainability	Nursery - Class XII

In our journey towards a safer and more sustainable planet, both schools and families play crucial roles. By integrating simple day-to-day practices, we can collectively contribute to the Sustainable Development Goals (SDGs) and foster a sustainable school community. By adopting these simple practices, we can create a ripple effect that leads to a more sustainable and healthier planet for future generations. Together, we can make a significant difference.

Here are some practical steps:

Water Conservation: 1. Turn off taps while brushing teeth, shaving or soaping hands. 2. Take shorter showers (5-10 minutes). 3. Fix leaky faucets, taps, and pipes promptly. 4. Use water-efficient appliances. 5. Supply water in glasses instead of bottles.	**Energy Efficiency:** 1. Switch off lights, fans, ACs etc. and electronics when not in use. 2. Use LED bulbs. 3. Adjust thermostat settings to save energy. 4. Unplug chargers and devices on standby. 5. Regulate the AC temperature to 25º Celsius
Waste Reduction: 1. Carry reusable bags for shopping. 2. Refuse single-use plastics (straws, cutlery, etc.). 3. Segregate waste into wet and dry wastes for disposing them 4. Compost food waste. 5. Recycle paper, plastic, glass, and metal.	**Food Sustainability:** 1. Plan meals to reduce food waste. 2. Buy local, seasonal produce. 3. Use reusable containers for takeout. 4. Avoid single-use water bottles/paper glasses etc.
Transportation: 1. Use public transport for long trips 2. Practice walking or bi-cycling for short trips. 3. Carpool or share rides. 4. Maintain vehicle efficiency (regular tune-ups, proper tire pressure etc.). 5. Consider electric or hybrid vehicles.	**Home and Garden:** 1. Use eco-friendly cleaning products. 2. Plant trees, herbs, or vegetables. 3. Reduce paper usage, go for digital documents, bills). 4. Repurpose or up-cycle old items. 5. Use reusable materials for wiping hands/face etc.
Lifestyle Changes: 1. Avoid fast fashion, animal-based textiles and impulse buying 2. Reduce air travel or offset carbon emissions. 3. Support renewable energy projects. 4. Choose organic & sustainable products as far as possible. 5. Boycott products that endanger wildlife.	**Daily Habits:** 1. Bring reusable coffee cups or water bottles. 2. Avoid using disposable utensils. 3. Use rags instead of paper towels/tissues. 4. Drive less, Drive green. 5. Use resources wisely to minimize carbon footprint.

SUNBEAM KI TRAFFIC PAATHSHALA TRAFFIC SAFETY AWARENESS DRIVE	Nursery – class VIII

Traffic rules and safety signs help to mitigate the risk and reduce the possibilities of accidents happening on road. To make children aware regarding traffic safety a ppt/video will be shown and discussed with the students during 'My City Week' in the 2nd Term.

Sui-Dhaga	Classes VI - VIII

In our school, we have implemented Sui-Dhaga, a sewing activity designed to cultivate '*Shitsuke'*, the Japanese concept of discipline, while refining a child's ability to focus on intricate details. The repetitive stitching process demands sustained attention, allowing children to practice mindfulness, develop patience, and complete tasks with precision.

As they concentrate on threading needles, creating uniform stitches, and following patterns, their attention span improves significantly. This, in turn, enhances cognitive development, strengthens neural pathways associated with sustained focus, and fosters problem-solving skills.

Sanskrit Shlok	Nursery – Class X

Children's intellects are sharpened through chanting of the Sanskrit shlok. It helps brain to stay sharp and focused. Recitation increases systematic breathing and supplies additional oxygen to the brain to stay active and flexible by learning new languages through shlokas.

tGELF	Classes VI - IX

The Global Education & Leadership Foundation (tGELF) is a programme whose vision is to nurture young ethical leaders that will be future agents of change.

tGELF has a unique value based curriculum for our students. In an effort to further cultivate values in our students, the school has introduced the tGELF curriculum Skilling & Knowhow Initiative for Lifelong Leadership Development (SKILLD) programme.

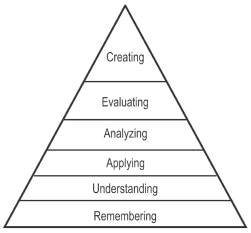
Using Bloom's Taxonomy to Enhance Learning — Nursery - Class XII

Bloom's taxonomy is a series of cognitive skills and learning objectives arranged in a hierarchical model. Originally, Bloom's taxonomy was designed as a way of gauging competence by placing students' knowledge on one of 6 levels which are often represented visually in the form of a pyramid.

Each step of the pyramid from bottom to top represents a move from a lower order thinking skill (LOTS)to a higher order one (HOTS); from straightforward concrete cognition to a more abstract, conceptual understanding.

This taxonomy of educational objectives gets its name from its creator, Benjamin Bloom. Bloom was an American educational psychologist who is best remembered for his significant contributions to the theory of mastery learning.

All our teachers are well versed in transcending from LOTS to HOTS while transacting curriculum through activities and questioning. Our assessment papers also have a good balance of HOTS and LOTS questions. At the same time our students from class IV upwards are trained to understand Bloom's Taxonomy and are encouraged to make questions catering to different levels of the taxonomy across subjects thus developing Questioning abilities and developing various competencies that comes with traversing the various levels of the pyramid.



Veer Gatha – Gallantry Award Winners Stories of Param Vir Chakra Awardees	Classes V - IX

To honour the acts of bravery and sacrifice of the officers / personnel of the Armed Forces, the life stories of these brave-hearts (Veer Gatha) will be narrated and discussed, with the students during **'Reading Mahotsava' First Term** and **'Indian Army Day- Second Term.**
Students will be motivated through story narration in an interesting way followed by the Quiz (Asynchronous mode) to make children learn and understand about the Gallantry Award winners. Stories to be narrated through different techniques with voice modulation, facial expressions, gestures, props, puppets etc. as per the level of the students along with the photographs of respective gallantry award winners to identify the awardees.

Virtual Escape Room	Nursery – Class VIII

To make blended form of learning more interesting and engaging and to bring the element of gamification. We are including Virtual Escape Room as an Individual Assessment Tool in Asynchronous mode. Escape rooms are innovative learning tools that bridge the physical & digital learning environment. The purpose of this experience is are
1) To encourage students for solving puzzles, enhancing coding skills, develop critical thinking by finding clues to complete an objective.
2) Helpful for revising the concepts of every chapter.
Links of Escape Room in **English, Maths, Science and Social Science** will be shared on the G suite (Google Classroom) at the end of every chapter. Please help your ward in case he/she faces any problem in solving the levels (questions) or child may directly seek the assistance from the teacher in school.

History Expedition (For Core schools)

To foster empathy and understanding of diverse cultures and historical contexts, class 6 students will be taken for the history expedition in the 2nd term.

Sunbeam and the National Education Policy (NEP) 2020

Dear Parents,

Greetings at the start of the academic new session.

The National Education Policy promises to revolutionize Indian Education but at Sunbeam ,what gives us immense pleasure is that it reiterates our commitment to holistic child development, something which Sunbeam has always believed in and has incorporated ways and means to provide the same down the years. The NEP validates our progressive vision.

A quick look to connect provisions of the NEP to what Sunbeam has already been doing.

- Sunbeam Schools are Innovative education centers with good infrastructure support and well-equipped classrooms and laboratories.
- Sunbeam had incorporated technology in education from many years back. Today we are extremely well equipped for a blended learning environment offering the best of the online and offline worlds to our students.
- While everyone is talking about ECCE, Sunbeam always has had a very strong ECCE precept which is well researched and dynamic, incorporating best practices of Kindergarten from across the world, focusing on Foundational Literacy and Numeracy and communication skill building helping young learners build a strong mind set during growing years.
- The Sunbeam Precept provides opportunities for holistic learning to students along with enriching their minds with 21st century skills like analytical & critical thinking power and experiential learning experiences. Sunbeam has never believed in rigid learning separation between various fields like arts & science, curricular & extra-curricular activities. Everything that a student does is counted! The vision is to ensure students become all-rounders rather than acquiring just the academic knowledge.
- Our delivery system comprises of multiple modes of learning: Formal & Informal
- We have Experienced faculty members and a well-designed & formalized Teachers Training and development plan.
- All our schools have Trained counselors (both Behavioral and Career)
- The Sunbeam precept has in it, life-enrichment courses for overall development of individuals. We also have Skill Development Courses with internship opportunities for students.
- In class XI students at Sunbeam have choice-based options so that students can choose subjects of their interest and pursue the same.
- Across classes we track student progress based on learning levels .Assessments at Sunbeam plays a key role in helping teachers scrutinize & evaluate the skills & knowledge of students. Our assessments are competency-based assessment that evaluates-

● Analytical power	● Critical thinking	● Decision-making
● Creativity	● Conceptual clarity	

Sunbeam is committed toward nation building by shaping up youngsters to the requirements of tomorrow. We are happy other schools too now will follow the path that we have been treading so far.

A. Burman

Amrita Burman
Director

Weight of Bags

Dear Parents,
We are happy that the NEP 2020 talks at length about lighter school bags.
As a school, Sunbeam has always been conscious of the weight of the bag that a child carries every day to school. We have designed our time table in such a way that we kind of adhere to the NCERT stipulated bag weight as mentioned below. Keeping this in mind some books are split into two parts as Book-A/Book-B for the convenience of students. Please ensure that your ward carries either one of the books (as per the time table) and not both parts in order to not add to the burden of his/her bag.
Body weight and weight of school bag
The suggestive table for class-wise range for ratio for school bag as 10 per cent of the body weight is given below.
Class wise range of average body weight of children–

S.No.	Class	Average Body Weight Range (in Kg)	Bag Weight Range (Recommended)
1	KG Section	10-16	No bag
2	Class I	16-22	1.6-2.2
3	Class II	16-22	1.6-2.2
4	Class III	17-25	1.7-2.5
5	Class IV	17-25	1.7-2.5
6	Class V	17-25	1.7-2.5
7	Class VI	20-30	2-3
8	Class VII	20-30	2-3
9	Class VIII	25-40	2.5-4
10	Class IX	25-45	2.5-4.5
11	Class X	25-45	2.5-4.5
12	Class XI	35-50	3.5-5
13	Class XII	35-50	3.5-5

Please pack your ward's bag as per the time table given. If even after that, you feel the bag is still heavy, please do get in touch with us. Your feedback is solicited to help us lessen the weight of the bag and keep children happy and healthy.

Regards
Sunbeam School

Understanding children

No two kids are alike, especially when it comes to hitting developmental benchmarks. But it helps the Parents and Teachers to have a rough idea of the skills the child needs to develop at this stage. Developmental milestones at these age of 10/12 years revolve around physiological changes, the need for independence and a desire to be accepted by peers. Children at this age are full of ideas and they like to explain their ideas. They enjoy working, cooperating and become engrossed in the activity at hand.

As it is often said, "a real genius is not one who knows all the answers, it is one who has the curiosity to find every answer". Students possess the same curiosity and enthusiasm. They relate more to the subject matter and the teacher. They look for explanations of facts, how things work and why things happen as they do.

There are remarkable changes in their social and emotional life, at this stage they develop a better sense of responsibility and are helpful and caring. In addition to this, their ability to deal with multiple variables emerges. They become better at making decisions and solving problems.

The kids are increasingly independent from family and have a growing interest in their friends. They are generally truthful and dependable. The Precept is designed in such a way so as to build confidence, fluency in subjects, improvise on oratory skills, enhance curiosity and to boost up their self-esteem so that they become stronger individuals capable of taking up challenges of class.

Learning includes.....

ENGLISH

The children are the most versatile and enthusiastic of all age groups. Students at this age start building language. They start using it as a tool of expressing views and thoughts. They are able to form their own opinion, present their point of view and actively participate in discussions with others. Our precept tries to strike a perfect balance so as to develop the four main pillars of language namely :

a) **Listening and Speaking Skills-** We believe that a good speaker needs to be a good listener too. Therefore for developing listening and speaking skills, students are engaged effectively in a range of collaborative discussions with diverse partners thus helping to build and express on their ideas. Multiple activities have been incorporated to develop their listening and speaking skills. – Listening Skill Development Assignments, Group discussions Role Plays, Story Telling, Volunteer Teaching, Debates, Speeches, Elocutions and Poem Recitation. Listen and Speak Activity at the end of every chapter in the New Broadway Course Book. Language Quiz is organized as a part of CCA to develop Linguistic Skills amongst children.

b) **Reading Skill-** A book is a gift you can open again and again and our precept presents this gift to every child. Under the umbrella of having the perfect reading habit, we keep a watch on bringing out the correct pronunciation, voice modulation, pauses etc. In order to develop the reading skills amongst our students we have : Chapters meant only for reading*, Reading Mahotsav, Reading for Pleasure book, Reading Logs, Comprehension Passage and Poems in Learner's Comate.*

c) **Writing Skill-** Writing is an art and the one who encompasses it, is no less than an artist. In Class, students develop their own writing style where their understanding of grammatical function is clearly visible. They will be learning to write Paragraph, Story Review, Picture Composition, Formal and Informal Letters. They will learn to analyze characters, plots and settings as well as able to recognize the author's purpose for writing the story. Project Work, Creative Writing, Genius At Work, Comprehension Passages and Poems in Learner's Comate, Question Bank, Vocabulary Building through New Words, Frame Sentences, Fundamental Grammar Concepts with aids like grammar games and grammar corners.

HINDI

बच्चों के भाषा ज्ञान की नींव इसी आयु में पड़ती है। आधुनिक युग के चंचल और जिज्ञासु बच्चों के व्यवहार की विविधता को ध्यान में रखते हुए हमने अपने पाठ्यक्रम में रोचक एवं मूल्यपरक कहानियाँ, कविताएँ, नाटक, जीवनी, गिनती एवं भाषा एवं व्याकरण को शामिल किया है, जिससे बच्चों में निम्नलिखित कौशलों का विकास किया जा सके।

पठन कौशल – छात्रों में पठन कौशल विकसित करने के लिए कक्षा में पाठ का आदर्श वाचन कराते समय शुद्ध उच्चारण एवं विराम चिह्नों का विशेष ध्यान रखा जाता है। पाठ्यक्रम में कबीर एवं रहीम के दोहों को शामिल कर उनका लयात्मक वाचन कराया जाता है।

लेखन कौशल एवं विश्लेषणात्मक कौशल – छात्रों में लेखन कौशल विकसित करने के लिए उनके पाठ्यक्रम में अनुच्छेद लेखन, स्वलेखन, पत्र लेखन, वाक्य प्रयोग, रचनात्मक अभिव्यक्ति, सुलेख प्रतियोगिता को शामिल किया गया है, जिसके अन्तर्गत छात्र विभिन्न विषयों पर कक्षा में चर्चा करने के उपरान्त स्वयं लिखते हैं। पाठ के अन्त में प्रश्नकोश का निर्माण कराया जाता है जिससे छात्रों में विश्लेषणात्मक कौशल का विकास होता है।

श्रवण एवं वाक् कौशल – छात्रों में श्रवण वाक् एवं तार्किक कौशल के विकास के लिए वाद-विवाद के विभिन्न विषयों को पाठ्यक्रम में शामिल किया गया है। साथ ही रचनात्मक अभिव्यक्ति में 'चर्चा करो' के माध्यम से छात्रों को अपना विचार प्रस्तुत करने का अवसर प्रदान किया जाता है।

चिंतन क्रियात्मक एवं खोज कौशल – पाठ्यक्रम में (HOTS) प्रश्नों, परियोजना कार्यों, क्रियात्मक गतिविधियों एवं मनोरंजक गतिविधियों को शामिल कर छात्रों में चिंतन, क्रियात्मक एवं खोज कौशल का विकास किया जाता है।

अभिनय, दृश्य एवं गणितीय कौशल – डी.जी. कन्टेन्ट द्वारा व्याकरण एवं साहित्य के पाठों एवं अभ्यासों को दिखा कर उनके दृश्य कौशल को विकसित किया जाता है। पाठ्यक्रम में एकांकी को शामिल कर तथा छात्रों को कक्षा में उस एकांकी के अभिनय का अवसर प्रदान कर उनके अभिनय कौशल को विकसित किया जाता है। हिन्दी में गिनती को शामिल कर छात्रों में भाषा कौशल के साथ-साथ गणितीय कौशल का भी विकास किया जाता है।

नैतिक मूल्यों का विकास – छात्रों में नैतिक मूल्यों के विकास के लिए पाठ्यक्रम में मूल्यपरक पाठों का समावेश किया जाता है। प्रत्येक पाठ की समाप्ति पर उससे संबंधित जीवन कौशलों पर चर्चा की जाती है। उन्हें उन कौशलों पर अपने विचार व्यक्त करने की स्वतंत्रता दी जाती है तथा मूल्यपरक प्रश्नों को लर्नर्स कोमेट में भी शामिल किया गया है।

MATHS

Maths has been an integral part of our teaching and learning process since the beginning. The curriculum which we follow aims to make a child a logical thinker. The central idea behind this approach is to help the child to apply it in the real world. All the topics which are covered in the curriculum focuses to bring out some of the vital skills namely Problem Solving, Understanding, Applying Logical, Visual and above all analysing in the following ways –

Mathematical and Logical Skills – These skills are being developed from the base level, dealing with the basic mathematical operations (Addition, Subtraction, Multiplication and Division), Implementation of these operations are further dealt in Fractions and Decimals.

Visual and Spatial Skills - Recognization of different shapes, Concept of symmetrical objects and identification of fractions with the help of different shapes and figures. Students also learn the interpretation of graphs.

Measurement and Estimation – The child starts learning from concepts of different Measuring Units, Conversion of Units, Perimeter and Area. Time based conversions and problems too are covered in the curriculum. All these concepts are poured into practical usage through Maths Walk and Maths Lab Activities.

Critical Thinking – Word Problems Assignments and More Challenging Questions.

SCIENCE

Science is simply the word we use to describe a method of organizing our curiosity. Every child has a lot of curiosity and the Science curriculum which we follow tries to answer a curious mind. A child comes across many knows and hows which at this age are answered in the best possible way as we make students do hands on Science and explore the world outside. Under the outline of our curriculum, we trigger some thought provoking topics namely food, digestion, teeth and microbes, photosynthesis, reproduction in animals, force-work and energy, planets and the solar system.

All these topics give a fruitful outcome as a child learns predicting, inferring, classifying, communicating and observing changes, logical thinking and analysing.

We focus not just on the facts given in the book, we even touch the cause and effects through number of HOTS questions, Science Lab Activities, Demonstrations and Project Based Learning. All with an agenda to make learning happen beyond

SOCIAL SCIENCE

Knowing about the world is always fun and interesting. The curriculum of Social Science has been planned to bring a child closer to the history and its happenings, geographical location and position and same major events that defined human existence. Skills like researching, understanding, debating, critical and logical thinking, collecting and comparing information and social skills are put in the front while teaching our topics.

The children learn about India in detail, they get a glimpse of Landforms and climatic features of their country as well.

To make the teaching and learning more life-like, we have incorporated activities like Gallery Walk, Project Based Learning, Map Making, Diagram Making, Group Discussion and in order to give a critical touch to our students understanding, discussion of HOTS questions are also done on regular intervals. Students are also motivated to create their own question bank for each chapter. We also try to give the right values to our students with the help of Value Based Questions.

ICT (COMPUTERS)

Living in the world of technology, we understand the importance and essence of focussing on a well planned Computer precept. The students are well versed about Internet Hygiene with an objective to make the child smart enough to handle computer independently.

The children are introduced to the features of Input and output devices, Windows 7, MS Word and Ms Power Point. Students also learn types of memory and storage. Projects and quizzes are also done and discussed at the end of every chapter. This boostsheir creativity and application.

YOU CAN HELP YOUR CHILD LEARN BETTER

As a parent, you are your child's first and the most important teacher. When parents and families are involved in their children's school, the children do better and have better feelings about going to school. There are many ways in which parents can support their children learning at home throughout the year.

DEVELOP BONDING WITH YOUR CHILD

- Show interest in what happens at school and talk about what your child is learning.
- Be your child's friend and make a conscious effort to become a part of his/her world.
- As a parent, you need to know what he/she thinks and feels about the experiences he/she is going through in school.
- Give children a chance to make simple choices.
- Encourage your child to learn from his mistakes and to keep trying even if he finds something difficult.
- Praise your child for his/her effort and progress which will boost his/her confidence and self-esteem.

SPEND QUALITY TIME

- Keep a relationship with your child that is open, respectable and positive. This will make them comfortable to share their views and feelings with you.
- It's also important for you to show your child that you're interested in what he/she has to say which motivates him/her to learn.
- It also stimulates language development.

GET INFORMED AND BE AN ADVOCATE FOR YOUR CHILD

- Provide them a supportive environment at home.
- Take them on educational trips which include traveling on a family trip, going on a picnic and so on. Get the most out of these trips by asking them to write a brief essay or report of what they've seen once you get back home.
- Encourage your child to read English newspaper. Create an English speaking environment at home.
- Encourage active learning like playing sports, spending time with friends, participating in school play or visiting a bookstore.
- Monitor your child's television, video game and Internet use. You can make television time beneficial by watching cartoons /educational channels together as a family. News is also a good programme to watch with them, as this teaches them about the issues and conflicts happening today.

- Encourage your child to be responsible and work independently. Teach your child how to break down overall tasks into smaller manageable chunks.
- Read bed time stories to them. Teach your child to love reading. We ask our parents to encourage their kids to read every day at home; spending just 20 minutes a day. Reading can have a huge impact on your child's reading ability and comprehension skills. Reading is the foundation in all subject areas, students who read perform well in school.
- Establish a regular eating and bedtime routine.
- Develop study habits. At this stage, you should set a routine of reading, writing or doing any learning activity at a particular time during the day.
- Make sure that your child gets homework done. Help your child prepare for assessments.

TRUST THE TEACHING

We are continuously learning from eminent educators, adopting innovative researches and practices from around the globe so that the school can provide the best learning environments. We are there for you all the time. The goal of school as a miniature society is the same as yours- to nurture the genius in your child.

GET INVOLVED WITH YOUR CHILD'S SCHOOL

- Demonstrate a positive attitude about education to your children.
- Attend Parent-Teacher Meeting and keep in touch with your child's teacher to ascertain which areas your child might need additional help from you.
- Learn what the school offers. Read the notice/information the school sends home. Remember to keep track of events throughout the school year.
- Volunteer at your child's school. There are many ways you can contribute. You can volunteer in your child's class, in the school library or in any other school events.
- There may be an ambiguity at times about your child's learning or behavior, ask the teacher or Principal about it and seek their advice.
- As a parent, it's important to take a close interest in your child's school, read the newsletters, keep checking the school website for any updated information and make efficient use of the Sunbeam App.

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NOTEBOOK MAINTENANCE

Notebooks are an integral part of a student's academics. Important notes, questions/answers are written in the notebooks which help students to revise their lessons as and when required and also show the attitude of the child towards his/her studies and work. Here are some essential points in maintenance of notebooks :

1. It is not necessary to cover the notebook as it wastes paper. Let's save paper.
2. The child must write his/her name on the cover page as well as on the first page of the notebook.
3. Index should be maintained. Fresh index must be made on the next page for 2nd term.
4. The date and CW/HW must be written on top of the page where the child starts his/her work.
5. In the Hindi notebook, HW/CW and date must be mentioned in Hindi.
6. Heading / chapter's name should be written on top.
7. Draw a line after each answer.
8. Write the question number properly.
9. Avoid tearing pages from the notebook.
10. Rough work column should be drawn towards the right hand side in the Maths notebook.
11. In the interleaf /drawing notebook, the top margin and the margin towards the left hand side must be drawn on the blank page before starting the work.
12. A flap must be made before starting the 2nd term separating the work of both the terms.
13. Neatness should be maintained.
14. Write answers in legible and neat handwriting. Neat and tidy notebooks is a pleasure to check and see.
15. Folding top corners of notebooks must be avoided. Bookmarks can be used.
16. Eating and drinking around notebooks should be avoided so there is no stain on them.

- ENJOY LEARNING -

WEBSITES FOR REFERENCE

English	Hindi	Sanskrit	Science
•www.englishgrammar.org •www.mygreatlearning.com •www.studyrankers.com •www.kidsworldfun.com •www.vocabulary.com	•www.khanacademy.org/teacher/khanmigo-tools •www.hindikiduniya.com essay •www.laghukatha.com •www.hindigrammar.in •www.pustak.org	•www.gosanskrit.com •www.kosha.sanskrit.today •www.learnsanskrit.org •www.sanskritschool.in • www sa.m.wiktionary.org	•www.khanacademy.org •www.educatorstechnology.com •www.scibd.com •www.topperslearning.com •www.chemnetbase.com •www.learner.org •www.chemguide.co.uk •www.ck12.org
Maths	**S.St.**	**Computer**	
•www.khanacademy.com •www. C K 12 Foundation.com •www.Splashlearn.com •www.brilliant.org •www.mathsway.com	•www.mycbseguide.com •www.mapsofindia.com •www.studyrankers.com •www.khanacademy.org	•www.computerhope.com •www.w3schoosl.com •www.ecomputernotes.com •www.slideshare.net •www.python.org	
G.K.	**Drawing**	**Games**	**For All Subjects**
•www.gktoday.in •www.factmonster.com •www.quizmoz.com •www.quizax.com	•www.colorhunt.com •www.autodraw.com •www.drawasaurus.org	•www.funbrain.com •www.foxsports.com •www.sikids.com •www.funbrain.com	•www.courseera.com •www.Alison.com •www.meritnation.com •www.sololearn.com

FREE EDUCATIONAL APPS

English	**BBC Learning:** listening and speaking skill **TED Ed:** Short educational videos library, with subtitles. **Kindle app:** For book reading **DeepL:** Used for translation **Hindu :** For comprehensive reading skill development. **Grammarly:** for grammar correction **Quizlet:** For Vocabulary and exam preparation.
Hindi & Sanskrit	**Swayam:** online learning platform from classes 9 – till college **Sanskrit Primer:** For pronunciation guide and word and sentence **Hindi Number - 123** -Helps to read, remember, pronounce and write Hindi number.
Math	**Best Vedic Math:** Fast maths using ancient Indian teachings called Veda. **Desmos:** Specifically used in graphing calculator, in statistics, algebra, Calculus. **Mathway:** Compute problems in Statistics, Pre-Algebra, Pre-calculus, Calculus, Finite Math, Linear Algebra, Trigonometry, Chemistry, Algebra and Basic Math. **Wolfram Alpha**: Allows users to find the answers to problems for various subjects-maths, physics and music.
Social Science	**Learnflix:** has 28000 videos, quizzes, revision notes, assessments, sample papers e – books from renowned authors. **History :** To get historical information ranging from great speeches to facts about this day in history-documentaryprograms and historical fiction series of History Channel. **Britannica:** Explore the world's rainforests and the unique animals, plants, and people which inhabit them in a fun and engaging way. A variety of games like Memory Match, Jigsaw Puzzles, and the Magic Square etc are also available.
Science	**Go Conqr** : App allows student and teachers to create discover and share learning resources. **Khan academy** : Offers videos, exercises, tests, in science, aligned with CBSE. **Live Science AR :** Covers scientific breakthroughs, research ventures and odd facts from around the world in an online newsmagazine format and website features groundbreaking developments in science, space and technology. **Science News Daily**: For breaking scientific news and the latest scientific discoveries.
Drawing	**Draw Easy** :designed to help users learn drawing or tracing **Quora :** A place to gain and share knowledge. It's a platform to ask questions and connect with people who contribute Unique insights and quality answers.
G.K.	**Logo Quiz 2025**- trivia game where you guess the brand names of thousands of logos from popular companies, featuring multiple levels, helpful hints, and daily rewards to test and improve your brand knowledge. **Evernote:** For taking notes, photos and record videos to remember all sorts of things with additional features such as collaboration on projects and note-sharing. **Quizizz:** Daily quiz fun games. **Jagran Josh Current Affairs & GK App:** for updated current affairs in English and Hindi
Educational Apps To Make Learning Easy	**Udemy:** Delivers engaging and Personalised learning **EdX :** Huge online course provider. Website offers 3,500 High Quality courses for learners around the world. **Dropbox:** An online storage system for storing assignments, essay, photos, videos in a secure and protected location. Instapaper-Saves web pages as text which makes them extremely easy to read even on your mobile phone. **WikiWand:** Wikipedia articles available for several popular web browsers as a free browser extension or mobile app. **Crash Course:** Video Series App encompasses all videos from Crash Course Team arranged as playlists. Subjects are: World History, Biology, Literature, Ecology, Chemistry, Psychology and Educational YouTube channel. **DIKSHA App** : National platform for school education offers teachers, students and parents engaging learning materials relevant to the prescribed school curriculum (NCERT).

EXAMINATION PATTERN (Anp, Ing, Lht, Snt, Vrn & Knowledge Partners)

Subject	I Term									II Term								
	(Best one will be considered) A (10)				Notebook + Subject Enrichment Act. (B) (10)	Total (20) (A+B)	Half Yearly Exam (C)	Grand Total (A+B+C)	Duration (Hr.)	(Best one will be considered) A (10)				Notebook + Subject Enrichment Act. (B) (10)	Total (20) (A+B)	Annual Exam (C)	Grand Total (A+B+C)	Duration (Hr.)
	PT-1	Weightage	PT-2	Weightage						PT-3	Weightage	PT-4	Weightage					
English	30	10%	30	10%	5+5	20	80	100	3	30	10%	30	10%	5+5	20	80	100	3
Hindi	30	10%	30	10%	5+5	20	80	100		30	10%	30	10%	5+5	20	80	100	
Maths	30	10%	30	10%	5+5	20	80	100		30	10%	30	10%	5+5	20	80	100	
Science	30	10%	30	10%	5+5	20	80	100		30	10%	30	10%	5+5	20	80	100	
Social Science	30	10%	30	10%	5+5	20	80	100		30	10%	30	10%	5+5	20	80	100	
G.K.	20	–	–	–	–	20(A)	80	100	1	20	–	–	–	–	20(A)	80	100	1
Comp. Sci. (Th+Pr.)	20	–	–	–	–	20(A)	50 (Th) 30 (Pr.)	100	1+1	20	–	–	–	–	20(A)	50 (Th) 30 (Pr.)	100	1+1
Sanskrit/ French	20	–	–	–	–	20(A)	60 (Th)+ 20(Viva)	100	2	20	–	–	–	–	20(A)	60 (Th)+ 20 (Viva)	100	2

Note

1. H.Y. exam will be conducted at the end of the 1st term and Annual exam at the end of the 2nd term.
2. There will be Unit Tests of English, Hindi, Maths, Science & Social Science (2 per term) and Unit tests of G.K., Computer, Sanskrit & French (1 per term) will be conducted
3. Best one of the two unit test (per term) will be taken as final marks to be entered in the report for 20% internal assessment (only for main subjects).
4. Both the unit test marks will be reflected in the report card.

There will be two projects.

(i) Grades will be awarded for the projects.

(ii) These projects will be evaluated by respective subject teachers.

1. Is an Interdisciplinary project which involves combining of five major subjects- English, Hindi, Maths, Science and Social Science into one activity. It is about integrating and connecting a topic to various subjects so as to make the concepts clear[1](in I Term).
2. Class Project (2nd Term)

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1. Students will be graded on 8 point grading scale.
2. Half Yearly & Annual Examination will be out of 80 marks in which students need to secure 40%. Student has to secure 40% marks out of overall 20 marks earmarked for internal assessment in each subject.
3. Unit test of English, Hindi, Maths, Science (10 marks each for Phy, Chem & Bio) and Soc Sci. (10 marks each for History, Civics and Geography) Comp Sci., Sanskrit/French and G.K. will be of 20 marks each
4. ***Internal Assessment comprises of Periodic Tests (30 Marks), Notebook Maintenance (5 Marks) and Subject Enrichment Activities (5 Marks) out of which student need to secure 40%.**
5. Listening Skills Development (VI & VII) and Assessment of Speaking & Listening (VIII) English and Hindi will be conducted twice in a year.
6. The Co-scholastic areas i.e. Work Education, Visual & Performing Art Education and Health & Physical Education will also be graded on a three point grade scale.
7. **Grades will be given for discipline which will include attendance, sincerity, behaviour, values, tidiness, respectfulness and for rules and regulations.**
8. Reading for Pleasure exam will be taken in both the terms and marks will be allotted.
9. In English, Hindi, Maths, Science & Social Science there will be 5 marks out of 80 which will be based on values in the question paper.
10. There will be no separate section for VBQ. It will be merged in the complete paper.
11. Marks will be deducted for spelling mistakes in Science & Social Science.
12. **Subject Enrichment Activities as part of internal assessment will comprise of Listening Skills Development (LSD) for classes VI & VII in English & Hindi and Assessment of Speaking & Listening (ASL) for class VIII in English & Hindi & Practical activities (Maths & Science) which will be conducted throughout the year**
13. **Subject enrichment activity as Map Work in Social Science will be a part of the half yearly and annual exam question paper so the paper will be for 80+5 (map work).**

General Instructions

1. **75% attendance is necessary for students to appear in their Half Yearly as well as Annual Exam as per CBSE rules.**
2. Medical certificate & prescription from a qualified registered doctor is to be submitted on prolonged illness on the first day of re-joining/within a week in case the child for some medical reasons does not attend the classes on the first 3 days of session beginning.
3. Maintenance of practical / project / activity record is compulsory for all students.
4. **40% marks in each subject is necessary in Exam as well as internal assessment.**
5. English conversation, discipline, uniform, regularity, maintenance of note-books, involvement in co-curricular activities, punctuality etc. will be taken into consideration for **Grades**.

EXAMINATION PATTERN (BGN & SCT)

Sl. No.	Subjects	Term I					Term II				
		Internal Assessment			Half - yearly (80)	Grand Total	Internal Assessment			Annual (80)	Grand Total
		UT 1	Weightage %	Note Book + Subject Skill			UT 2	Weightage %	Note Book + Subject Skill		
1	English	30	10	5+5	80	100	30	10	5+5	80	100
2	Hindi	30	10	5+5	80	100	30	10	5+5	80	100
3	French/ Sanskrit	30	10	5+5	80	100	30	10	5+5	80	100
4	Maths	30	10	5+5	80	100	30	10	5+5	80	100
5	Science	30	10	5+5	80	100	30	10	5+5	80	100
6	Soc. Science	30	10	5+5	80	100	30	10	5+5	80	100
7	Gen. Know.	20	-	-	80	100	20	-	-	80	100
8	Computer	20	-	30	50	100	20	-	30	50	100

Note -

1. Internal Assessment includes Unit Test +Note Book + Subject Skills.
2. Unit Test will be of 30 marks which will be reduced to 10. Note Book & Subject skills are of 5 marks each. Subject Skills in English & Hindi will have LSD, Maths & Science will have practicals and Soc. Science will have MAP/Project.
3. Subject skill in French/Sanskrit will have orals.
4. Computer will have practical & viva.
5. Grades will be awarded for Interdisciplinary Projects which involves combining of 5 major subjects into one activity. It is about integrating and connecting a topic to various subjects so as to make the concept clear.
6. Reading for pleasure will be taken in both the term and Grades will be awarded on 5 point scale.
7. The Co-scholastic areas include Work Education, Art Education, Physical & Health Education, students will awarded grade on five point scale.
8. Students will be awarded five point grade in Discipline (Attendance, Sincerity, Behaviour & Values).
9. The students have to secure minimum 40% marks in Grand total of each subject.

General Instruction:-

1. Minimum 75% attendance is necessary for a child to appear in their Annual Examination
2. Medical certificate from a qualified registered doctor is to be submitted on prolonged illness on the first day of re-joining/ within a week.
3. Maintenance of practical record is compulsory for all students.

HALF YEARLY
Art Integrated Multidisciplinary Individual Project

Topic : SDG 7 - Affordable and Clean Energy
SDG 14- Life below Water

General Guidelines :

1. A single file to be made for all subjects
2. The first page of the report file will have the following description :
   Name
   Class/Sec.
   Roll No.
   Session

The 5 points grading scale	
Grade	**Grade Point**
A	4.1 - 5.0
B	3.1 - 4.0
C	2.1 - 3.0
D	1.1 - 2.0
E	0 - 1.0
The qualifying grade is D	

Subject	Page No.	Maximum Marks	Marks Obtained	Teacher's Sign
English		8		
Hindi		8		
Maths		8		
Science/Ev.S.		8		
Social Studies/ Disaster Management		8		
Viva		10		
Total		50		
Average	Marks Obtained ÷10			
Overall Grade				

3. The second page will have acknowledgment, the list of websites, book referred etc.
4. Arrange the A4 size sheets of respective subjects in the order given in the file.
5. Grades will appear in the report card
6. **Topics** for AIMDIP :

Subject	Specific Guidelines	Art Forms
English	**Life below water (SDG 14) -** Imagine yourself and your friend as marine animals and create a comic strip keeping in mind the human interventions in the water bodies.	Creative Writing
Hindi	**Affordable and Clean Energy (SDG 07) -** वर्तमान युग में सौर-ऊर्जा का महत्व एवं उपयोग सचित्र वर्णन करिए।	Creative Writing

<table>
<tr><th>Subject</th><th colspan="2">Specific Guidelines</th><th>Art Forms</th></tr>
<tr><td rowspan="12">Maths</td><td colspan="2">Affordable and Clean Energy (SDG 07) -
Here is the list of few gadgets and their electricity consumption per day.</td><td rowspan="12">Data Collection & Interpretation</td></tr>
<tr><td>Electronic</td><td>Unit / Day</td></tr>
<tr><td>Fan</td><td>1 unit/day</td></tr>
<tr><td>LED Bulb</td><td>0.25 unit per day</td></tr>
<tr><td>Refrigerator</td><td>1.5 unit per day</td></tr>
<tr><td>TV</td><td>1.0 unit per day</td></tr>
<tr><td>AC</td><td>2 unit per day</td></tr>
<tr><td>Fixed Charges</td><td>150 per month</td></tr>
<tr><td>Service Charges</td><td>5% of the total amount of the bill including fixed charges</td></tr>
<tr><td>Rate</td><td>₹ 5.50 per unit</td></tr>
<tr><td colspan="2">On the basis of the given chart, prepare an electricity bill of previous month for the number of fans, LED bulbs and other gadgets that are used in your home.</td></tr>
<tr><td colspan="2">Organize a family meeting and set up a goal to bring down the electricity bill. List all the activities that will be done to achieve the goal.</td></tr>
<tr><td>Science /Ev.S.</td><td colspan="2">Affordable and Clean Energy (SDG 07) -
Find and make a list of the electronic devices based on the "Alternative sources of Energy" that can be installed at home to reduce the carbon footprint and electricity bill.</td><td>Data Collection & Interpretation</td></tr>
<tr><td rowspan="4">Social Science / Disaster Management</td><td colspan="2">Life below water (SDG 14) -</td><td rowspan="4">Art & Craft and Creative Writing</td></tr>
<tr><td>Roll No. 1 to 15</td><td>Show the causes of sea / ocean / river water pollution through graphic organizer.</td></tr>
<tr><td>Roll No. 16 to 30</td><td>Create an advertisement to spread awareness to protect marine life.</td></tr>
<tr><td>Roll No. 31 onwards</td><td>Design a poster /Create a poem or a story on "Save life below water"</td></tr>
</table>

7.CRITERIA FOR VIVA OF Interdisciplinary Individual Project

Roll No.	Name of the Students	Questions assessing global comprehension (2 M)	Questions assessing innovative thinking (3 M)	Questions assessing interdisciplinary knowledge (3 M)	File Presentation (2 M)	Total Marks (10 M)	Teachers Name, Sign & Date

ANNUALS

Art Integrated Class Project – Group Work

Topic : History Expedition (For Core schools)

1. Experiential learning has become a integral part of learning process. Class project is an opportunity to do research, conduct surveys and give presentations thereby inculcating the spirit of team building and confidence.
2. The class project (History Expedition) will be assessed and graded.
3. Grades will appear in the report card

CRITERIA FOR Assessment (Class Project – Group Work)

Roll No.	Name of the Students	Research work (10 M)	Team Effort (10 M)	Participation / Involvement (10 M)	Creativity (10 M)	Presentation (10 M)	Total Marks (50)

Total	50	
Average	Marks obtained ÷ 10	
Overall Grade		

The 5 points grading scale	
Grade	**Grade Point**
A	4.1 - 5.0
B	3.1 - 4.0
C	2.1 - 3.0
D	1.1 - 2.0
E	0 - 1.0
The qualifying grade is D.	

Art Integrated Class Project – Only for Associate Schools

21st Century English - Course book - Grade 6

Chapter – 7 - Sports

Art integrated learning is a creative approach through which students demonstrate their understanding of a concept through various art forms. When art is integrated with education it helps the child apply art based enquiry investigation and exploration critical thinking and creativity for a deep or understanding of the concepts or topics. Hence Art Integrated Project (AIP) is being introduced to give students an opportunity to study deeply about the 'Sports of **Arunachal Pradesh & Uttar Pradesh.**

Note: This chapter will not be assessed in the Unit Test or Half Yearly Exam. Instead children will be given grades for this project. These grades will be reflected in their Report Card.

List of Suggested Activities for Art Integrated Class Project



ANP, ING, LHT, SNT, VRN & KNOWLEDGE PARTNERS

For the convenience of the guardians and students, we are providing a detailed schedule of the Unit Test to be held. Weekly notices regarding Unit Test will not be given. Parents will be notified in case there is a change of the date or syllabus of Unit Test.

Unit Test Schedule (Half Yearly) 2026-27

Date	Day	Subjects	Syllabus
25.04.2026	Saturday	Hindi	न्यायमूर्ति हरिपंत, संज्ञा, सर्वनाम, विलोम, गिनती, महीनों के नाम, अनुच्छेद लेखन, अपठित गद्यांश
02.05.2026	Saturday	English	A Retrieved Reformation, Kinds of Sentences, Subject and Predicate, Formation of Interrogatives, Adjectives, Figures of Speech, Type-I, Informal Email Writing, Comprehension Passage
09.05.2026	Saturday	Maths	Pattern in Mathematics and Number Play
16.05.2026	Saturday	History	Introduction - Why Social Science ?
		Civics	Unity in Diversity or many in the one
		Geog.	Locating Places on the Earth (till 7 to 11), Additional Topic - Know Your Country India, General Information (9 points)
27.06.2026	Saturday	Comp.	Pixel Perfection with Krita, Digital De-Addiction
04.07.2026	Saturday	Physics	Exploring Magnets
		Chem.	Knowledge of Apparatus+ Materials Around Us
		Biology	The Wonderful World of Science, Mindful Eating (till Pg. 53)
10.07.2026	Friday	GK	Pg. 9,10,11,12,13,14,15,17,18,19,20,21,22,23,24,25, Important Dates of Calendar, Current Affairs
18.07.2026	Saturday	Sanskrit	सः कः अस्ति? (प्रथमपुरुषः), तत् त्वम् असि (मध्यमपुरुषः), अहम् आत्मा अस्मि (उत्तमपुरुषः), शब्दरूप, पक्षियों के नाम, अपठित गद्यांश
		French	Toujours les obligations, Une visite inoubliable, Dans le monde des enfants
25.07.2026	Saturday	Hindi	फूल और काँटा, जगमग घर को देखने का सुख, अयोध्या में राम, जंगल से जनकपुर, मुहावरे, विशेषण, वचन, पत्र लेखन तथा अपठित पद्यांश
01.08.2026	Saturday	English	Beginning Life as a Printer, The Painted Ceiling (Poem), Degrees of Comparison, Order of Adjectives, Articles, Verbs, Modals and Auxiliaries, Simple Tense : Present, Past & Future, Article Writing, Travelogue Writing, Type-2, Comprehension Poem
07.08.2026	Friday	Maths	Prime Time, The Other Side of Zero, Simplification and (BODMAS) Additional Topic
14.08.2026	Friday	History	Timeline and Sources of History
		Civics	Family and Community
		Geog.	Locating Places on the Earth (12 to 25)
22.08.2026	Saturday	Physics	Measurement of Length & Motion
		Chem.	Journey Through States of Water
		Biology	Mindful Eating (from Pg. 53-59)

(UNIT TEST SCHEDULE)
BGN & SCT
(Term-I)

DATE	Day	Subjects	Topics
13.07.26	**Mon**	**G.K.**	Pg. 9 to 15, 17, 18, 19, 20, 21 to 29 Calendar Dates, Current Affairs
14.07.26	**Tue**	**Comp**	Digital De-Addiction Ch. 1 - Pixel Perfection with Krita
15.07.26	**Wed**	**History**	Introduction- Why Social Science? Ch. 4 - Timeline and Sources of History (Pg. 59 to 65)
		Civics	Ch. 8- Unity in Diversity or Many in the One
		Geography	Ch. 1- Locating Places on the Earth (from Pg. 7 to 11) Additional Topic- Know Your Country, General Information 9 Points)
16.07.26	**Thu**	**Physics**	Ch. 4 : Exploring Magnets
		Chem	Additional Topics- Knowledge of Apparatus, Ch. 6: Materials Around Us
		Bio	Ch. 1- The Wonderful World of Science
17.07.26	**Fri**	**Maths**	Ch. 1: Patterns in Mathematics Ch. 3: Number Play, Ch. 5: Prime Time Additional Topic - HCF and LCM by division method.
18.07.26	**Sat**	**Hindi**	न्यायमूर्ति हरिपंत, फूल और काँटा, संज्ञा, सर्वनाम, विलोम, मुहावरे, गिनती, महीनों के नाम, अयोध्या में राम, जंगल से जनकपुर, पत्र लेखन, अनुच्छेद लेखन, अपठित गद्यांश
20.07.26	**Mon**	**English**	Ch.1- A Retrieved Reformation, Ch.2- Beginning life as a Printer, Kinds of Sentences, Subject and Predicate, Formation of Interrogatives, Adjectives, Figures of Speech, Informal Email, Type 1, Article Writing, Degrees of Adjectives, Order of Adjectives.
21.07.26	**Tue**	**French**	Leçon-1 - Toujours les obligations Leçon-2 - Une visite inoubliable Leçon-3 - Dans le monde des enfants
		Sans	सः कः अस्ति? (प्रथम पुरुषः), तत् त्वम् असि (मध्यम पुरुषः) अहम् आत्मा अस्मि (उत्तम पुरुषः), शब्द रूप, पक्षियों के नाम, अपठित गद्यांश

ANP, ING, LHT, SNT, VRN & KNOWLEDGE PARTNERS

Unit Test Schedule (Annuals) 2026-27			
Date	**Day**	**Subjects**	**Syllabus**
31.10.2026	***Saturday***	***Hindi***	दोहे, दंडक वन में बिताए दस वर्ष, स्वर्ण मृग, क्रिया, पर्यायवाची अनुच्छेद–लेखन, अपठित गद्यांश
04.11.2026	***Wed.***	***English***	Idgah, Active & Passive Voice, Subject-Verb Agreement, Adverbs, Book Review, Essay Writing, Comprehension Passage
21.11.2026	***Saturday***	***Maths***	Fractions and Additional Topic : Decimals
25.11.2026	***Wed.***	***History***	The Beginning of Indian Civilization
		Civics	Grassroots Democracy Part-3
		Geog.	Ocean and Continents, States and Capital (14 to 28)
28.11.2026	***Saturday***	***Physics***	Temperature & Its Measurement
		Chem.	Methods of Separation in Everyday Life
		Biology	Diversity in the Living World
02.12.2026	***Wed.***	***Comp.***	Hello Python, See What AI Sees, Net Hygiene
05.12.2026	***Saturday***	***GK***	Pg. 44,45,46,47,49,50,51,52,53,54,55,56,57,58,59,60,61, Important Dates of Calendar, Current Affairs
11.12.2026	***Friday***	***Hindi***	चमत्कार, उन मुश्किलों में मुस्कराना धर्म है, सीता की खोज में राम, राम से सुग्रीव की भेंट, लंका में हनुमान की लीला, काल, अनेक शब्दों के लिए एक शब्द, पत्र–लेखन, अपठित पद्यांश
19.12.2026	***Saturday***	***Sanskrit***	स्वभावेन परोपकारी भवेत् (करण कारकम् – तृतीया विभक्तिः), विद्या ज्ञानाय धनं च दानाय (सम्प्रदान कारकम् – चतुर्थी विभक्तिः), परिश्रमात् विना सफलता न भवति (अपादान कारकम् – पंचमी विभक्तिः), शब्दरूप, फलों के नाम, धातुरूप, अपठित गद्यांश।
		French	L'invitation du palais , La Soirée au palais , Un tour de France
23.12.2026	***Wed.***	***English***	Our Encounter with a Snow Leopard, The Merchant of Venice (Play), Position and Comparison of Adverbs, Conjunctions, Prepositions, Transformation of Sentences, Formal Letter, Message Writing, Type-4 & 5, Idioms, Comprehension Poem
16.01.2027	***Saturday***	***Maths***	(Additional Topic) : Percentage, Perimeter and Area & Playing with Construction
23.01.2027	***Saturday***	***History***	India's Cultural Root
		Civics	The Value of Work, Economic Activity Around Us
		Geog.	Landforms and Life
27.01.2027	***Wed.***	***Physics***	Beyond Earth
		Chem.	Nature's Treasure
		Biology	Living Creatures : Exploring Their Characteristics

(UNIT TEST SCHEDULE)
BGN & SCT
(Term-II)

DATE	Day	Subjects	Topics
16.12.26	**Wed**	**G.K.**	Pg. 44 to 47, 49 to 61 Calendar Dates, Current Affairs
17.12.26	**Thu**	**Comp**	Net Hygiene Ch. 6 - Hello Python Ch. 7 - See What AI Sees
18.12.26	**Frid**	**History**	Ch. 6 - The Beginning of Indian Civilization
		Civics	Ch. 12Grassroots Democracy Part-3, Ch. 13 -The Value of Work
		Geography	Ch. 2- Ocean and Continents, States and Capital (14 to 28)
19.12.26	**Sat**	**Physics**	Ch. 7: Temperature & Its Measurement
		Chem	Ch. 9: Methods of Separation in Everyday Life
		Bio	Ch. 2: Diversity in the Living World
21.12.26	**Mon**	**Maths**	Ch. 7: Fractions Additional Topic- Decimal, Percentage
22.12.26	**Tue**	**Hindi**	दोहे, चमत्कार, क्रिया, पर्यायवाची, काल, अनेक शब्दों के लिए एक शब्द, कारक, दंडक वन में बिताए दस वर्ष, स्वर्ण मृग, सीता की खोज में राम, पत्र लेखन, अनुच्छेद लेखन, अपठित गद्यांश
23.12.26	**Wed**	**English**	Ch.4- Idgah, Ch.5- Our Encounter with a Snow Leopard Active & Passive Voice, Subject-Verb Agreement, Type-4 & 5, Comprehension Passage, Essay Writing, Book Review
24.12.26	**Thu**	**French**	Leçon-4 - C'est l'heure d'aller àl' école Leçon-5 - Un bon pique-nique
		Sans	स्वभावेन परोपकारी भवेत् (करण कारकम् तृतीया विभक्ति), विद्या ज्ञानाय धनं च दानाय (सम्प्रदान कारकम् चतुर्थी विभक्ति), परिश्रमात् बिना सफलता न भवति (अपादान कारकम् पंचमी विभक्ति), शब्द रूप, फलों के नाम, धातु रूप, अपठित गद्यांश

DETAILS OF LEARNER'S COMATE

ENGLISH : - 1 Comate (Term I & Term II) It contains - • Grammar, Language & Literature Assignments • 'British vs American' Assignment • 'Make Your Question' Assignment	Subjected for Assessment
• 'Chetna' Assignments • Kaushal Bodh Project • SDG Reflection Sheet • Career Awareness Assignment	Not Subjected for Assessment
• Model Question Papers : Computer, French & GK	For Practice
HINDI : - 1 Comate (Term I & Term II) It contains - • 'Grammar, Language & Literature' Assignments • Hindi Counting 1 to 100 • Name of the Months • Music Assignment	Subjected for Assessment
MATHS : - 1 Comate (Term I & Term II) It contains - • Chapter Specific Assignments • 'Make Your Question' Assignment	Subjected for Assessment
SCIENCE (Physics, Chemistry, Biology) : 2 Comates (Term I & Term II) It contains - • Revisional Chapter Specific Assignments • 'Make Your Question' Assignment • Practicals (By Mr. Abhinav Singhal)	Subjected for Assessment
• ATL Assignments (BGN, LHT, SCT, VRN) • 'Robotics' Assignments (Only for ANP, ING & SNT)	Not Subjected for Assessment
SOCIAL SCIENCE : - 3 Comates (Term I & Term II) It contains - **History :** • Chapter Specific Assignments • 'Make Your Question' Assignment	Subjected for Assessment
• Maps for practice • 'Bhagwad Geeta' Assignment • 'Sikh Guru & Their Teachings' Assignment • 'Know More About Banaras' Assignment	Not Subjected for Assessment
Civics : • Chapter Specific Assignments • 'Make Your Question' Assignment	Subjected for Assessment
• 'Entrepreneurship & Financial Literacy' Assignment (Civics) • 'The Constitution of India' and tGELF Assignment	Not Subjected for Assessment
Geography : • Chapter Specific Assignments • 'Make Your Question' Assignment • Maps for practice • Information of 'Know Your Country'	Subjected for Assessment
SANSKRIT : - 1 Comate (Term I & Term II) It contains - • Grammar & Language Assignments	Subjected for Assessment

Note :
Questions on SDGs given in the Learner's Comate (**English, Hindi, Maths, Science & Social Studies**) are subjected to discussion & corrections. (Not subjected to Assessment)

Details of Enrichment Booklet

Enrichment Booklet is a combined practice booklet which comprises of

i) Maths Enrichment Sheets

ii) Cyber assignments

iii) Asset assignments

iv) Logical Reasoning assignments

v) Global assignment

- There will be only 1 booklet for both the terms.
- Maths Enrichment Sheets are to be done chapter wise along with the respective chapters.
- Asset Enrichment sheets will include questions of English, Maths, Science and Social Science.

General instructions :

1. The Enrichment sheets given in Booklet is for practice and not subjected to corrections.
2. Maths Enrichment sheets is for additional practice for students.
3. Asset Enrichment sheets is for additional practice for students.
4. Cyber Olympiad Practice Sheets will be discussed and done in the class for practice.
5. Logical Reasoning Enrichment Sheets will be done as Holiday Home Work in Summer Vacation.
6. Enrichment booklet is to be brought by students in the next session (2026-27) for the discussion of Global Assignment which will be included now in the Enrichment Booklet.

ENGLISH

Books

1. 21st Century English Literature Reader-6	Burlington
2. 21st Century English Course Book-6 Second Edition	Burlington
3. Climb with Cornerstone (Revised and upgraded)-8 (Subject to Correction)	Pearson Longman
4. Collins Cobuild Learner's Illustrated Dictionary	Collins
5. My Reading Log	Eternal Publication
6. Learner's Comate	Eternal Publication

Note books to be maintained

English - 1- Language Notebook (subjected to correction)
1 - Literature Notebook (subjected to correction)
Learner's Comate (subjected to correction)

Introduction:

1. ***21st Century English Literature Reader*** aims to introduce young learners to the beautiful world of literature. It helps inculcate a love for reading, while honing their comprehension skills and instilling an appreciation for the various literary devices that inform the reading text. The gradual gradation of themes, stories, characters and contexts exposes the learners to the various aspects of literary discourse.
2. ***21st Century English Coursebook*** is an English book where lessons are thematically linked to facilitate integrated skills development and feature a wide variety of interesting texts, carefully selected from both Indian and world literature. Vocabulary sections are graded to ensure accessibility and provide a range of drills and practice activities. Listening and Speaking sections build learner fluency in real-world situations with a focus on effective communication. Writing syllabus includes a variety of formats and features scaffolding language and pre-writing support to help ensure success. The course also contains Stretch Your Mind and Growth Mindset sections, which promote English as a life skill and encourage learners to collaborate, carry out research, think critically, and stretch their cognitive abilities.
3. ***Climb with Cornerstone*** is designed to help learners climb up the ladder of language understanding and application. Apart from including a wide range of contextualised exercises and activities that focus on individual practice and encourage collaborative learning. The application of language rules in day-to-day contexts is facilitated.

General instructions :

1. Some exercises of Cornerstone are to be done in the book itself and some will be done in the language notebook. Corrections will be done as per the instructions given in the precept.
2. From the 21st Century English Course Book, global questions connected to the chapters taught may come in the exam.
3. Revisional assignments are provided in the English Learner's Comate.
4. Figures of Speech will be done as per the syllabus.
5. Question Bank to be made per chapter of 21st Century English Literature Reader in the notebook.
6. All Exercises of 21st Century English Literature Reader and 21st Century English Course Book will be discussed by the English teachers in the classroom itself.
7. All the questions and the exercises given at the end of the chapter will be done by the students themselves after the discussion in the class.

8. Teacher will play the audios for prose and poems for all the prescribed chapters.
9. The exercise listening, speaking and writing of Burlington (Coursebook) will be done to enhance the listening and speaking abilities.
10. **AIL**-Art integrated Learning to be done in the Second Term.(only for Associate Schools)
11. Questions on **SDGs** given in the Learner's Comate are subjected to discussion (not subjected for assessment).
12. Make Your Question Assignment will be practice after each chapter of English Literature in Learner's Comate. Parents must give their child further practice at home. Questioning skills will be assessed in the Unit Test and Examination.
13. Word List American vs British given in the Learner's Comate is for the students to understand that both spelling are correct and acceptable.
14. E-content will be shown for all the topics through IFP in the class.
15. Topic wise **Asynchronous tasks** in various modes (audio/video/texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back at home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.
16. **Virtual Escape Room -** Links of Escape Room will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.
17. **Pronunciation Plus:** The digital pronunciation practice materials feature an integrated pronunciation element - the Burlington Speech Trainer. It listens to learners practicing vocabulary, identifies pronunciation errors, and provides each learner with a personalised pronunciation programme. Speech trainer is available anytime, anywhere, and on any device.
18. For better understanding and additional practice students must download the online resources of Burlington through the given link of the app. https://app.burlingtonenglish.com.

Steps to Access the Online Resources.

- Log on to https://app.burlingtonenglish.com.
- Enter the coupon code.
- Follow the onscreen instructions to access the online resources.

19. **Holiday Homework-** Task from 21st Century English Course book will be assigned in Summer as Holiday Homework and a task from Climb with Cornerstone will be assigned in Winter as Holiday Homework.
20. **Burlington English Grammar:** An Eclectic Approach is a supplementary resource book designed to provide comprehensive grammar instruction based on the Eclectic Approach to language acquisition. This book emphasizes practical application and functional use. We encourage students to engage with the exercises, which will reinforce their grammar skills and build confidence. Please note that this resource is for practice and reinforcement purposes only, and is not subjected for corrections, unit test or examination.

Reading for Pleasure (RFP)

"Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers."

At our school, we strongly believe that there is no substitute for books in a child's life. One of the most valuable skills a child can develop is a genuine passion for reading. To nurture this habit, **Reading for Pleasure (RFP)** has been incorporated into the school curriculum.

RFP books are meant to be read **independently by students for the sheer joy of reading,** and not merely for examinations or marks. The objective is to help students enjoy reading and gradually develop a lifelong love for books.

Classroom discussions related to RFP books are conducted not to teach the text, but to stimulate thinking, encourage reflection, and promote meaningful discussion and deliberation.

Exam Details for First Term & Second Term

First Term Exam Details – Group Presentation

For the First Term, the RFP assessment will be conducted through a Group Presentation to encourage collaborative learning, creativity, and deeper engagement with the text.

Group Details

- Students will be divided into groups of 8–10 members.
- Each group will be allotted a topic in advance.
- Based on the allotted topic, group members will plan, prepare, and present collaboratively.

Presentation Formats (Any One)

Dramatization, Skit, Character Presentation (connecting one character with others from the book), Story Retelling, Book Review, Group Discussion, Mock Interview, Panel Discussion, Talk Show or any Creative Interpretation (any innovative format aligned with the book).

Marks Distribution

Component	Marks
Understanding of Characters & Central Theme	5
Critical Thinking & Interpretation	5
Content Organization & Presentation Clarity	5
Communication & Expression	5
Collaboration & Teamwork	5
Creativity & Originality	5
Total	30

Note:

- Assessment will focus on understanding of the text, individual contribution within the group, and overall presentation quality.
- Group presentation rubric will be shared with students along with the half yearly report card.

Second Term Assessment – Offline & Online
Mode: Offline- Pen-and-paper assessment (20 Marks) • Conducted during school hours Mode: Online- Escape Room (Google Form) (10 Marks) • Assessment through gamification using puzzles and challenges. • Assessment will be conducted in the evening on the day of RFP exams.
Marks Distribution

Classes	Marks
Offline	20
Online	10
Total	30

The RFP assessment will be conducted in both Offline and Online modes, and all students must appear for both assessments on the same day.

Note to Parents

We request parents to encourage and motivate their children to explore the world of books, beginning with Reading for

Pleasure. Your support in helping them become independent readers will play a vital role in their academic and personal growth. “He that loves reading has everything within his reach.”

William Godwin

To be memorized

The following table must be memorised by the students. Questions based on the concept will be asked in Unit Tests as well as HY and Annual Examination.

Simple Present	Simple Past	Past Participle
blow	blew	blown
choose	chose	chosen
cut	cut	cut
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
fit	fit, fitted	fit, fitted
fly	flew	flown
forget	forgot	forgotten
give	gave	given
go	went	gone
hurt	hurt	hurt
know	knew	known
leave	left	left
sell	sold	sold
sing	sang	sung
shine	shone	shone
show	showed	shown
dig	dug	dug
feed	fed	fed
wake	woke	woken
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
catch	caught	caught
fall	fell	fallen
hear	heard	heard
tell	told	told
win	won	won
come	came	come

CONTENT

Phoneme Chart (English Vowel)			
Vowel Phonemes			
1	/ɪ/	pit	sit, hit, nil, bin, sin
2	/e/	pet	met, set, net, let, get
3	/æ/	pat	hat, bat, mat, chat, sat
4	/ɒ/	pot	cot, log, jog, not, hot
5	/ʌ/	luck	duck, hut, thud, rug, suck
6	/ʊ/	good	hood, should, wood, foot
7	/ə/	ago	adore, alas, aghast, amazed
8	/i:/	meat	beat, seat, treat, feed, sleep
9	/ɑ:/	car	star, war, park, bar
10	/ɔ:/	door	pour, score, bore, go, tore, lobe
11	/ɜ:/	girl	pearl, skirt, dirt, thirst, flirt
12	/u:/	too	cool, boon, stool, school, tooth, spoon, croon
13	/eɪ/	day	pray, play, sleigh, say, whey
14	/ɑɪ/	sky	why, shy, sky, ply, try, high
15	/ɔɪ/	boy	joy, coy, troy, destroy
16	/ɪə/	beer	clear, steer, tear, rear, jeer, dear
17	/eə/	bear	hair, flare, gear, swear, dare
18	/ʊə/	tour	poor, sure
19	/əʊ/	go	slow, flow, brow, so, pro, know
20	/aʊ/	cow	couch, trout, plough, drawn, sprout, crown, brown
Note : Refer to the above chart while reading the dictionary			

1ST TERM

21st Century English – Literature Reader

S.No.	Name of the Chapter	No. of iBLD
1.	Ch. 1 A Retrieved Reformation	01
2.	Ch. 2 Beginning Life as a Printer	01
3.	Ch. 3 The Remarkable Rocket	01
4.	The Painted Ceiling (Poem) (Pg. 42)	01

21st Century English – Course Book

S.No.	Name of the Chapter	No. of iBLD
1.	Celebrations (Theme) : Ch. 1– Happy Birthday!	01
2.	Adventures (Theme) : Ch. 3– The Plateau of the Lost World	01
3.	Body and Mind (Theme) : Ch. 4– Balancing Act	01
4.	The Arrow and the Song (Poem)	01

Climb with Cornerstone (Revised & Upgraded) Grammar Book, 21st Century English Coursebook & Learner's Comate

S.No.	Name of the Unit
1.	Figures of Speech
2.	Ch-1 Kinds of Sentences
3.	Ch-2 Subject and Predicate
4.	Ch-3 Formation of Interrogatives
5.	Ch-8 Adjectives
6.	Ch-9 Degree of Comparison
7.	Ch-10 Order of Adjectives
8.	Ch-11 Articles
9.	Ch-12 Verbs, Modals & Auxiliaries
10.	Ch- 13 Simple Tense: Present, Past & Future
11.	Ch-14 Continuous Tense : Present, Past & Future
12.	Ch-15 Perfect Tense: Present & Past
13.	Ch-16 Future Perfect Tense
14.	Ch-17 Verbs : Transitive and Intransitive
15.	Informal E-mail Writing
16.	Article Writing
17.	A Travelogue
18.	Invitation Writing
19.	A Biography
20.	Paragraph Writing
21.	Proverbs (LC)

Month	Content
April 24 days	**21st Century English - Literature Reader -6** **Ch-1 A Retrieved Reformation** No. of i-BLD-1 **Starter-**About the Story, About the Author & Story Brief (C.W. pg.5) **Warm up –** to be done as an opener (C.W. pg. 6) **Reading and Explanation -** to be done in the class (pg. 6 to 14) **Word Power –** to be discussed (C.W. pg. 14 & 15) **Vocabulary-** Ex. A & B to be done in the **Burlington App** (H.W. pg. 15 & 16) **Literary Analysis – Genre:** Q. 1 & 2 to be done in the **Burlington App** (H.W. pg. 16) and Q. 3 to be discussed in the class and has to be done in the notebook (H.W. pg. 16) **Plot:** Q. 1 to be done in the **Burlington App** (H.W. pg. 17) and Q. 2 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 17) **Setting:** Q. 1 & 2 to be done in the **Burlington App** (H.W. pg. 17), Q. 3, 4 & 5 to be discussed in the class and has to be done in the notebook (H.W. pg. 17 & 18) **Character:** Q. 1 to be done in the **Burlington App** (H.W. pg. 18), Q. 2, 3 & 4 to be discussed in the class and to be done as homework in the notebook (H.W. pg. 18) **Conflict:** Q. 1 & 2 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 19) **Symbol:** to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 19) **Pronunciation Plus -** recorded video of the pronunciation of difficult words will be practiced and shared. **21st Century English - Literature Reader -6** No. of i-BLD-1 **Ch-2 Beginning Life as a Printer** **Starter :** About the Text, About the Author & Text Brief (pg. 20) **Warm up:** to be done as an opener (C.W. pg. 21) **Reading and Explanation** : to be done in the class (pg. 21 - 26) **Word Power:** to be discussed (C.W. pg. 26 & 27) **Vocabulary:** Ex. A & B to be done in the **Burlington App** (H.W. pg. 27) **Literary Analysis: Genre:** Q. 1 to be done in the **Burlington App**(H.W. pg. 28), Q. 2 & 3 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 28) **Setting:** Q. 1, 2 & 3 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 28)

Month	Content
	Characters: Q.1 to be done in the **Burlington App**(H.W. pg. 28), Q. 2 & 3 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 28) **Plot:** to be done in the **Burlington App**(H.W. pg. 29) **Consequence:** Ex.1, 2 & 3 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 29) **Pronunciation Plus -** recorded video of the pronunciation of difficult words will be practiced and shared.
	21st Century English Coursebook **Celebrations (Theme) - Ch. 1 Happy Birthday!** **Growth Mindset -** to be done as an opener (C.W. pg. 9) **Vocabulary-1:** to be discussed (C.W. pg. 10) **Reading and Explanation** to be done in the class (Pg. 10 - 13) **Comprehension:** Ex. A & B to be done in the **Burlington App** (H.W. Pg. 14), Ex. C, D & E to be discussed (C.W. pg. 14, 15) **Vocabulary-2**: Ex. A, B, C & D to be done in the **Burlington App** (H.W. pg. 15, 16) **Vocabulary-3:** Ex. A, B & C to be discussed in the class and has to be done in the **Burlington App** (H.W. pg. 18)
	LSD-1- Festivals **21st Century English Coursebook** **Listening:** Ex. A, B & C to be done in the **Burlington App** (H.W. pg. 19) **Speaking :** Ex. A, B, C, D & E to be discussed (C.W. pg. 20)
	Assignment No. 1 (To be done in Learner's Comate) **Comprehension Passage** **Figures of Speech** – Alliteration, Hyperbole, Metaphor, Simile, Personification & Imagery **(to be taught in the class and assignment to be done in Learner's Comate.)** **Note :** * The 'Figures of Speech' will be revised throughout the year. The teacher will connect these to Literature – Prose & Poetry and Grammar Concepts. * Questions on Figures of Speech in Test/Exams will be based from the Figures of Speech included in the syllabus only. **Integrated Grammar Exercise** Type-1: (to be done in Learner's Comate)

Month	Content
	Climb with Cornerstone **Ch-1 Kinds of Sentences** Ex. A,B,C & D (to be done in book & subjected to correction) Ex. E (to be done in notebook & subjected to correction) **Ch-2 Subject & Predicate** Ex. A & B (to be done in notebook & subjected to correction) Ex. C (to be done in book & subjected to correction) **Ch-3 Formation of Interrogatives** Ex.A (to be done in notebook & subjected to correction) Ex. B (to be done in notebook & subjected to correction) **Ch- 8 Adjectives** Ex. A,B,C & D (to be done in the book & subjected to mass correction) Ex. E & F (to be done in the book & subjected to correction)
	Reading Skill **Pandit Ravi Shankar -** (pg.no. 71 & 72 of Cornerstone) to be practiced in the book and not subjected to correction.
	Writing Skill- **1. Informal Email Writing (21st Century English Coursebook)** Format & points to remember to be discussed from pg. 21 & 22 **Your Task :-** **I-** to be done in the Language notebook (H.W. pg. 22) **2. Article Writing (21st Century English Coursebook)** Format & points to remember to be discussed from pg. 33 & 34 **Your Task :-** **H-** to be done in the Language notebook (H.W. pg. 34)
May 19 days	**21st Century English -Course Book** No. of IBLD-1 **Adventures (Theme) Ch. 3 The Plateau of the Lost World** **Growth Mindset** - to be done as an opener (C.W. Pg. 35) **Vocabulary-1:** to be done in the **Burlington App** (H.W. pg. 36) **Reading and Explanation** to be done in the class (pg. 36 to 39) **Comprehension:** Ex. A to be done in the **Burlington App** (H.W. pg 40) Ex. B, C & D to be discussed (C.W. pg. 40)

Month	Content
	Vocabulary-2: Ex. A, B, C & D to be done in the **Burlington App** (H.W. pg. 41) **Vocabulary-3:** Ex. A, B, C & D to be discussed and done in the **Burlington App** (H.W. Pg. 43, 44)
	Climb with Cornerstone **No. of i-BLD-1** **Ch-9 Degrees of Comparison** Ex A, D, E, F. (to be done in the book & subjected to mass correction) Ex. B, C (to be done in the notebook & subjected to correction) **Ch-10 Order of Adjectives** Ex A & B (to be done in the book & subjected to correction) Ex. C & D (to be done in the notebook & subjected to correction)
	Writing Skill- **1. A Travelogue (21st Century English Coursebook)** Format & points to remember to be discussed from pg. 47 & 48 **Your Task :-** **G-** to be done in the Language notebook (H.W. pg. 48)
	Reading for Pleasure Read the book "**Wise and Otherwise-Sudha Murty**" for Reading for Pleasure Examination to be held in July.
	Summer Holiday Homework **to be discussed and given as Summer Holiday Homework** **Enrichment Activities-1** (Pg. 49) **21st Century English Coursebook** Students will be divided into groups and be alloted a specific topic. They have to prepare a quizlet of 20 QA as a group. The most creative and innovative team will be awarded the most.

Month	Content
June + July 04+27=31 days	**21st Century English - Literature Reader -6** No. of i-BLD-1 **The Painted Ceiling (Poem) (Pg 42)** **Starter :** About the Poet & About the Poem (C.W. pg. 42) **Recitation and Explanation** : to be done in the class (pg. 43 & 44) **Word Power :** to be discussed (C.W. pg no.44.) **Understanding the poem :** Ex. A to be done in the **Burlington App** (H.W. pg. 45), Ex. B to be discussed in the class and has to be done in the notebook (H.W. pg. 45) **Think & Answer :** Ex. C - Q. 1 & 2 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 46) **Appreciation:** Figures of Speech to be discussed and Q. 1 & 2 to be done in the notebook (H.W. pg. 46) **Pronunciation Plus -** recorded video of the pronunciation of difficult words will be practiced and shared. **21st Century English -Course Book** No. of i-BLD-1 **Body & Mind (Theme) Ch. 4 Balancing Act** **Criticial Thinking** to be done as an opener (C.W. pg. 52) **Reading and Explanation** to be done in the class (pg. 53 & 54) **Vocabulary-1:** to be discussed and done in the **Burlington App** (H.W. pg. 53) **Comprehension:** Ex. A & B to be done in the **Burlington App** (H.W. pg. 55), Ex. C, D & E to be discussed (C.W. pg. 55 & 56) **Vocabulary-2:** Ex. A, B & C to be done in the **Burlington App** (H.W. pg. 56) **Vocabulary-3:** Ex. A, B, C & D to be discussed in the class and has to be done in the **Burlington App** (H.W. pg 58 & 59)

Month	Content
	LSD-2 Keeping Fit **21st Century English Coursebook** **Listening:** Ex. A & B to be done in the **Burlington App** (H.W. pg. 60) **Speaking :** Ex. A, B1, B2, C1, C2, D & E to be discussed (C.W. pg. 60, 61)
	Climb with Cornerstone **Ch-11 Articles** Ex. A & B (to be done in the book & subjected to mass correction) Ex. C & D (to be done in the book & subjected to correction) **Ch-12 Verbs, Modals and Auxiliaries** Ex. A, B & F (to be done in the book & subjected to mass correction) Ex. C (to be done in the notebook) Ex. D, E (to be done in the book & subjected to correction) **Ch-13 Simple Tense: Present, Past & Future** Ex. A, B, C, D, E & F (to be done in the book & subjected to correction) **Ch-14 Continuous Tense – Present, Past & Future** Ex. A (to be done in the book & subjected to correction) Ex. B & C (to be done in the notebook & subjected to correction)
	Writing Skill : **1. Invitation Writing (21st Century English Coursebook)** Format & points to remember to be discussed from pg. 62 & 63 **Your Task :-** **F-** to be done in the Language Notebook (H.W. pg. 63) **2. A Biography (21st Century English Coursebook)** Format & points to remember to be discussed from (pg.74 & 75) **Your Task:-** **E-** to be done in the Language Notebook (H.W. pg. 76)
	Assignment No. 2 (To be done in Learner's Comate) **Discursive passage** **Integrated Grammar Exercise** Type-2 (to be done in the Learner's Comate)

Month	Content
August **25 days**	**21st Century English - Literature Reader-6** No. of i-BLD-1 **Ch-3 The Remarkable Rocket** **Starter -** About the Story, About the Author and Story Brief (pg. 30) **Warm up –** to be done as an opener (C.W. pg. 31) **Reading and Explanation** to be done in the class (pg. 31 - 38) **Word Power –** to be discussed (C.W. pg. 38 & 39) **Vocabulary:** Ex. A & B to be done in the **Burlington App**. (H.W. pg. 39) **Literary Analysis: Genre:** Q. 1 & 2 to be done in the **Burlington App** (H.W. pg. 40) Q. 3 to be discussed and done in the notebook (H.W. pg. 40) **Plot:** Q. 1 & 3 to be done in the **Burlington App** (H.W. pg. 40) Q. 2 to be discussed and done in the notebook (H.W. pg. 40) **Characters:** Q.1 to be done in the **Burlington App** (H.W. pg. 41) , Q. 2 & 3 to be discussed in the class and has to be done in the notebook (H.W. pg. 41) **Figures of Speech** Q. 1 & 2 to be discussed and done in the notebook (H.W. 41) **Pronunciation Plus -** recorded video of the pronunciation of difficult words will be practiced and shared.
	21st Century English – Coursebook- 6 No. of i-BLD-1 **Ch. 5 The Arrow and the Song (Poem)** (pg. 77) **Recitation and Explanation** to be done in the class (pg. 77) **Understanding the poem :** Ex. A & B to be discussed (C.W. pg. 78) **Appreciation:** to be done in the **Burlington App** (H.W. pg. 78)
	LSD-3 -The Dead Sea **21st Century English Coursebook** **Listening :** Ex. A & B to be done in the **Burlington App**(H.W. pg. 45) **Speaking :** Ex. A, C & D to be discussed (C.W. pg 46), Ex B to be done in the **Burlington App** (H.W. pg. 46)

Month	Content
	Climb with Cornerstone **Ch-15 Perfect Tense – Present and Past** Ex.B & C (to be done in the book & subjected to correction) Ex. A (to be done in the notebook & subjected to correction) **Ch-16 Future Perfect Tense** Ex. A & B (to be done in the book & subjected to correction) **Ch-17 Verbs : Transitive and Intransitive** Ex. A, B & C (to be done in the book & subjected to correction)
	Writing Skill- **1. Paragraph Writing** – Write a descriptive paragraph (100-150 words) on the topic 'The Person I Admire the Most' (Ex. D-3. Pg. no. 40 of **Cornerstone**)
	Assignment No. 3 (To be done in Learner's Comate) **Reading Skill –** Literary Passage (poem) **Proverbs – (to be done in Learner's Comate)** 1. A stitch in time saves nine. 2. To count one's chickens before they are hatched. 3. It is no use crying over spilt milk. 4. He who digs a hole for another may fall in himself. **Note:** Meaning and usage of these proverbs through sentence making will be taught in the class and will be subjected to examination.
September **24 days**	**Integrated Grammar Exercise** Type-3 (to be done in Learner's Comate) **Concept Check - 1** Pg. no. 98-99 of Cornerstone (to be done in book & subjected to correction) **Revision + Half Yearly Examination**

2ND TERM

21st Century English – Literature Reader

S.No.	Name of the Chapter	No. of iBLD
1.	Ch-4 Idgah	01
2.	Ch-5 Our encounter with a Snow Leopard	01
3.	Ch-6 The Merchant of Venice	01
4.	Nightingale and the Glow worm (Poem)	01

21st Century English – Course Book

S.No.	Name of the Chapter	No. of iBLD
1.	Literature (Theme) Ch-5 People we Admire- Fighting all Odds	01
2.	Media (Theme) Ch-9 The Mystery of the Cyber Friend	01
3.	Teamwork (Theme) Ch-10 Haircut (Play)	01
4.	Stopping by Woods on a Snowy Evening (Poem)	01

Climb with Cornerstone (Revised & Upgraded) Grammar Book, 21st Century English Coursebook & Learner's Comate

S.No.	Name of the Unit
1.	Ch-18 - Active and Passive Voice
2.	Ch-19 - Subject-Verb Agreement
3.	Ch-20 -Adverbs
4.	Ch-21- Position and Comparison of Adverbs
5.	Ch-22- Prepositions
6.	Ch-23- Conjunctions
7.	Ch-24- Interjections
8.	Ch-25- Punctuation
9.	Ch-26- Transformation of Sentences
10.	Ch-27- Direct and Indirect Speech
11.	Ch-28- Phrases
12.	Ch-29- Types of Phrases
13.	A Book Review
14.	Essay Writing
15.	Formal Letter Writing
16.	Message Writing
17.	Descriptive Writing
18.	Notice Writing
19.	Idioms

(LC)

Month	Content
October **21 days**	**21st Century English - Literature Reader -6** **No. of i-BLD-1** **Ch-4 Idgah** **Starter-**About the Story, About the Author & Story Brief (C.W. pg. 47) **Warm up –** to be done as an opener (C.W. pg. 48) **Reading and Explanation** to be done in the class (pg. 48 - 54) **Word Power –** to be discussed in the class (C.W. pg. 54) **Vocabulary:** Q. A and B to be done in the **Burlington App** (H.W. pg. 55) **Literary Analysis-Genre:** to be done in the book (C.W. pg. 55) **Characters:** Q.1, 3 & 4 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 56), Q2 to be done in **Burlington App** (H.W. pg. 56) **Plot:** to be done in the **Burlington App** (H.W. pg. 56) **Setting:** Q. 1 & 2 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 56) **Purpose** – to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 56) **Pronunciation Plus** - recorded video of the pronunciation of difficult words will be practiced and shared. **21st Century English – Course Book** **No. of i-BLD-1** **Literature (Theme) Ch. 5 People We Admire - Fighting all Odds** **Critical Thinking:** to be done as an opener (C.W. pg. 64) **Vocabulary-1:** Ex A & B to be done in the **Burlington App** (H.W. pg. 65) **Reading and Explanation** to be done in the class (pg. 65,66) **Comprehension:** Ex. A & B to be done in the **Burlington App** (H.W. pg. 67) Ex. C, D & E to be discussed (C.W. pg. 67) **Vocabulary-2:** Ex. A, B & C to be done in the **Burlington App** (H.W. pg. 68) **Vocabulary-3 :** Ex. A, B, C, D & E to be discussed in the class and has to be done in the **Burlington App**(H.W. pg. 70, 71) **Assignment No. 1 (To be done in Learner's Comate)**

Month	Content
	ReadingSkill **Discursive Passage** (to be practised in Learner's Comate and not subjected to correction)
	Writing Skill- **1. Book Review (21st Century English Coursebook)** Format & points to remember to be discussed from pg. 91 & 92 **Your Task :-** **G -** to be done in the Language Notebook (H.W. pg. 92) **2. Essay Writing (21st Century English Coursebook)** Format & points to remember to be discussed from pg. 121 & 122 **Your Task :-** **G -** to be done in the Language Notebook (H.W. pg. 122)
	Climb with Cornerstone **Ch-18 Active and Passive Voice** Ex. A & B (to be done in the book & subjected to mass correction) Ex. C (to be done in the book & subjected to correction) **Ch-19 Subject – Verb Agreement** Ex. A & B (to be done in the book & subjected to correction) Ex. C (to be done in the notebook & subjected to correction) **Reading for Pleasure:** Read the book "**Wise and Otherwise- Sudha Murty** " for Reading for Pleasure examination to be held in November.
November **19 days**	**21st Century English - Literature Reader-6** No. of i-BLD-1 **Ch-5 Our Encounter with a Snow Leopard** **Starter -** Background, About the Author and Story Brief (C.W. pg. 57) **Warm up –** to be done as an opener (C.W. pg. 58) **Reading and Explanation** to be done in the class (pg. 58 - 64) **Word Power** – to be discussed (C.W. pg. 64) **Vocabulary:** Q. A and B to be done in the **Burlington App** (H.W. pg. 64 &65)

Month	Content
	Literary Analysis- Genre: Q. 1 to be done in the **Burlington App** (H.W. pg. 65) and Q. 2 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 65) **Characters:** Q.1, 2, 3 & 4 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 65) **Setting:** Ex. 1, 2 & 3 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 66) **Theme:** Q. 1 & 2 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 66) **Consequence:** Q. 1 & 2 to be discussed in the class and has to be done as homework in the notebook (C.W. pg. 66) **Pronunciation Plus -** recorded video of the pronunciation of difficult words will be practiced and shared.
	21st Century English – Course Book-6 No. of i-BLD-1 **Media (Theme) Ch - 9 The Mystery of the Cyber Friend** **Self Awareness-** to be done as an opener (C.W. pg. 126) **Vocabulary-1:** to be discussed and done in the **Burlington App** (H.W. pg. 127) **Reading and Explanation** to be done in the class (pg. 127 - 132) **Comprehension:** Ex. A & B to be done in the **Burlington App** (H.W. pg 133) Ex. C, D & E to be discussed (C.W. pg. 133) **Vocabulary-2:** Ex. A, B & C to be done in the **Burlington App** (H.W. pg. 134). **Vocabulary-3:** A, B1, B2, C, D & E to be discussed in the class and has to be done in the **Burlington App** (H.W pg. 136 & 137)
	LSD-1- Different Situations **Listening:** Ex. A & B to be done in the **Burlington App** (H.W. pg. 72) **Speaking:** Ex. A, B C & D to be discussed (C.W. pg. 73)
	Climb with Cornerstone **Ch-20 Adverbs** Ex. A, C & D (to be done in the book & subjected to mass correction) Ex. B (to be done in the notebook & subjected to correction)

Month	Content
	Ch-21 Position and Comparison of Adverbs Ex. A & B (to be done in the note book & subjected to correction) Ex. C (to be done in the book & subjected to correction) **Ch-23 Conjunctions** Ex. A (to be done in the notebook & subjected to correction) Ex. B, C & D (to be done in the book & subjected to correction)
	Reading Skill The Fog (Poem) to be done in Cornerstone book & subjected to correction (Pg. 152 & 153)
	Writing Skill – **1. Formal Letter (21st Century English Coursebook)** Format & points to remember to be discussed from pg. 106 & 107 Your Task : **F -** to be done in the Language Notebook (H.W. Pg. 107) **2. Message Writing (21st Century English Coursebook)** Format & points to remember to be discussed from pg. 140 & 141 **Your Task :-** **E** – to be done in the Language Notebook (H.W. pg. 141)
	Assignment No. 1 (To be done in Learner's Comate) **Integrated Grammar Exercise -** Type - 4 & 5 (to be done in the Learner's Comate)
December **25 days**	**21st Century English – Literature Reader-6** No. of i-BLD-1 **Ch. 6 The Merchant of Venice (Play)** **Starter-**About the Play, About the Playwright and Brief (C.W. pg. 67) **Warm up -** to be done as an opener (C.W. pg. 68) **Reading and Explanation** to be done in the class (pg. 68 - 75) **Word Power –** to be discussed (C.W. pg. 75 & 76) **Vocabulary:** Ex. A & C to be done in the **Burlington App** (H. W. pg 76), Ex. B to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 76) **Literary Analysis-Genre:** Q.1 & 2 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 77) **Setting:** Q.1-4 to be discussed in the class and has to be done as homework in the notebook (H.W. Pg. 77)

Month	Content
	Characters: Q.1-5 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 77) **Resolution :** to be discussed in the class and has to be done as homework in the notebook (C.W. pg. 77) **Pronunciation Plus -** recorded video of the pronunciation of difficult words will be practiced and shared.
	Art Integrated Learning (AIL Activity will be assessed as HPC) : **Ch-6 The Merchant of Venice (Play)** **21st Century English Literature Reader (pg. 67)** Doodle the characters of the play and discuss the salient traits. The doodle art will be displayed for getting a deeper insight of the play. **Or** Students will do a role play and create a cover page for the play
	21st Century English Coursebook -6 No. of IBLD-1 **Stopping by Woods on a Snowy Evening (Poem)** (pg. 158) **Recitation & Explanation -** to be done in the class (pg. 158) **Understanding the Poem -** Ex. A & B to be discussed (pg. 159) **Appreciation -** to be discussed and done in the **Burlington App** (H.W. pg 159)
	LSD-2 Different Situations **Listening:** Ex. A & B to be done in the **Burlington App** (H.W. pg. 138) **Speaking:** Ex. A, B, C & D to be discussed (C.W. pg. 139)
	Climb with Cornerstone **Ch-22 Prepositions** Ex. A, B & D (to be done in the book & subjected to mass correction) Ex. C & E (to be done in the book & subjected to correction) Ex. F (to be done in the notebook & subjected to correction) **Ch-26 Transformation of Sentences** Ex. B, D, E & G (to be done in the book & subjected to correction) Ex. A, C & F (to be done in the notebook & subjected to correction) **Ch-27 Direct and Indirect Speech** Ex. A & G (to be done in the book & subjected to mass correction) Ex. D (to be done in the book & subjected to correction)

Month	Content
	Ex. B, C, E & F (to be done in the notebook & subjected to correction) **Ch-28 Phrases** Ex. A, B & C (to be done in the book & subjected to correction) **Ch-29 Types of Phrases** Ex. A, C, E & F (to be done in the book & subjected to mass correction) Ex. B & D (to be done in the notebook & subjected to correction)
	Assignment No. 2 (To be done in Learner's Comate) **Writing Skill -** **Descriptive Writing -** Format and points to remember to be explained from Learner's Comate. You have read a story about a magical palace and another story about a magical rubber and a magical pencil. Have you been to a magic show or seen on TV. Describe the show in about 100-150 words. (to be done in Learner's Comate). **Idioms:** (to be done in the Learner's Comate) 1. As good as one's word 2. At the eleventh hour 3. An old head on young shoulders 4. To blow one's own trumpet 5. With one's tail between one's leg
	Integrated Grammar Exercise Type-6 (to be done in Learner's Comate)
	Winter Holiday Homework **to be discussed and given as Winter Holiday Homework** **Enrichment Activities-2** (pg. 123) **21st Century English Course book** Create a bucket list of things you want to achieve in your life. Arrange them in order from most important to least important. Circle top five goals or dreams. Create a goal setting chart or poster to achieve them. It must include your goals, reason, ways to achieve, timeline to achieve, obstacles you might face and how you will overcome them, etc.

Month	Content
January **21 days**	**<u>21st Century English - Literature Reader</u>** **The Nightingale and the Glow worm (poem) (pg no. 78)** **Starter-** About the Poet & About the Poem (C.W. pg. 78) **Recitation and Explanation** to be done in the class (pg. 79 & 80) **Word Power:** to be discussed (C.W. pg. 81) **Understanding the poem:** Ex. A to be done in the **Burlington App** (H.W. pg. 81 & 82), Ex. B - Q. 1, 2, 3, 4, 5 to be discussed in the class and has to be done as homework in the notebook (H.W. pg. 82), **Think and answer -** Ex. C - Q.1, 2, 3 to be discussed in the class and has to be done as homework in the notebook (H.W. Pg. 82) **Appreciation:** Figures of Speech to be discussed in the class **Answer the questions:** Q1, 2 & 3 to be discussed in the class and has to be done as homework in the notebook (H.W. Pg. 83) **Pronunciation Plus -** recorded video of the pronunciation of difficult words will be practiced and shared.
	<u>21st Century English-Course Book</u> **Teamwork (Theme) Ch. 8 Haircut (Play)** (Pg. 142) **Growth Mindset-** to be done as an opener (C.W. pg. 142) **Vocabulary-1:** to be discussed in the class (C.W. pg. 143) **Reading and Explanation** to be done in the class (pg. 143 - 147) **Comprehension:** Ex. A & B to be done in the **Burlington App** (H.W. pg 148), Ex. C, D & E to be discussed (C.W. pg. 148) **Vocabulary-2:** Ex. A, B & C to be done in the **Burlington App** (H.W. pg. 149) **Vocabulary-3:** Ex. A, B1, B2, C, D & E to be done in the **Burlington App** (H.W. pg. 151 & 152)
	LSD-3 - Choosing the Correct Picture **Listening :** Ex. A & B to be done in the **Burlington App** (H.W. pg. 153) **Speaking:** Ex. A, B, C & D to be discussed in the class (C.W. pg. 154)
	<u>Writing Skill -</u> **Notice Writing <u>(21st Century English Coursebook)</u>** Format & points to remember to be discussed from pg. 155 & 156 **Your Task :-** **E -** to be done in the Language Notebook (H.W. pg. 156)

Month	Content
	Climb with Cornerstone **Ch-24 Interjections** Ex. B (to be done in the book & subjected to mass correction) Ex. A (to be done in the book & subjected to correction) **Ch-25 Punctuation** Ex. A, B & C (to be done in the book & subjected to correction)
February + March **No. of days** **23+19=42 days**	**Assignment No. 3 (To be done in Learner's Comate)** 1. Discursive Passage 2. Literary Passage (Poem) **Integrated Grammar Exercise** Type 7 (to be done in Learner's Comate) Grammar syllabus of First Term: Tenses, Kinds of Sentences Adjectives, Articles, Verbs, Modals and Auxiliaries will be subjected for examination in the Annual term also. **Revision + Annual Examination**

SUGGESTED READING

This is a list of suggested reading for the children to enhance their reading skills, vocabulary and imagination. Parents are requested to encourage their children to read books of their level either from the list or any other book. The respective teachers will keep on recommending book on various topics from time to time as per the subject requirement.

1. The Chronicles of Narnia series by C.S. Lewis
2. Charlotte's Web by E B White
3. Coraline by Neil Gaiman
4. Arabian Nights
5. Adventure of Sherlock Holmes by Arthur Conan Doyle
6. Tales from Shakespeare (Charles + Mary Lamb)
7. Enid Blyton's Famous Five Series
8. Malgudi Days by R.K.Narayan
9. Harry Potter Series- J.K.Rowling
10. Hardy Boys Series
11. Nancy Drew Series

हिन्दी

पुस्तक : १) नव मधुश्री हिन्दी पाठमाला -६ मधुबन
२) बाल राम कथा रचना सागर
३) व्याकरण संबोध-६ (भाग-१ तथा २) मधुबन

ASYNCHRONOUS TASKS

विभिन्न प्रकार (आडियो/वीडियो/पाठ/ग्राफिक्स उपन्यास इत्यादि) में विषयवार अतुल्यकालिक कार्यों (Asynchronous tasks) को Google कक्षाओं में साझा किया जाएगा। छात्रों से अपेक्षा की जाती है कि वे उनके माध्यम से जाएँ और इसे गृह कार्य की तरह करें, जैसा कि सम्बन्धित शिक्षकों द्वारा विषय की अवधारणा/समझ को बढ़ाने के निर्देश दिए गए हैं। विस्तारित अतुल्यकालिक कार्य (Asynchronous tasks) शिक्षकों द्वारा कक्षाओं में लिया जाएगा, इसलिए उन्हें नियमित रूप से किया जाना महत्वपूर्ण है।

नोट-**१. व्याकरण संबोध की दो पुस्तकें हैं, भाग-'१' एवं भाग-'१'। दोनों ही पुस्तकें अर्द्धवार्षिक एवं वार्षिक दोनों सत्रों में पढ़ाई जाएँगी। छात्र पाठ्यक्रम में दिये गये पाठ के अनुसार ही पुस्तक विद्यालय लेकर आएँगे।**

२. छात्रों को हिन्दी की तीन कार्य पुस्तिका (नव मधुश्री, बाल राम कथा एवं संबोध) बनानी होंगी तथा नव मधुश्री एवं संबोध उत्तर-पुस्तिका जाँची जाएँगी।
३. हिन्दी नव मधुश्री (साहित्य) सभी पाठों के पाठ्य पुस्तक अभ्यास कार्य का जाँच कार्य छात्रों द्वारा पारस्परिक संशोधन द्वारा कक्षा में कराया जाएगा।
४. बाल राम कथा में सभी निर्धारित पाठों के पाठ्य पुस्तक अभ्यास कार्य का जाँच कार्य किया जाएगा तथा उत्तर पुस्तिका कार्य अवलोकन हेतु होगा।
५. व्याकरण संबोध में किए गए सभी अभ्यास कार्यों की जाँच की जाएगी तथा स्वमूल्यांकन अवलोकन हेतु होगा।
६. वार्षिक परीक्षा में अर्द्धवार्षिक परीक्षा से व्याकरण के संज्ञा, वचन, विलोम तथा मुहावरे पाठ भी पूछे जाएँगे।
७. पत्र-लेखन एवं अनुच्छेद-लेखन पाठ्यक्रम के अतिरिक्त ही पूछे जाएँगे।
८. हिन्दी नव मधुश्री के प्रत्येक पाठ के शुरुआत सतत् विकास कार्य समझाने से की जाएगी।
९. सभी पाठों के लेखक एवं कवि परिचय इकाई परीक्षा, अर्द्धवार्षिक तथा वार्षिक परीक्षा में पूछे जाएँगे।
१०. हिन्दी साहित्य के प्रत्येक पाठ का प्रश्न-कोश लिखा जाएगा।
११. नव मधुश्री पुस्तक तथा व्याकरण संबोध के ई-कन्टेंट कक्षा कार्य के रुप में दिखाए जाएँगे।
१२. विद्यार्थी Google play store से Mystudygear app डाउनलोड करेंगे तथा पुस्तक के मुख्य पृष्ठ पर दिए गए 360° Learning में दिए गए QR कोड को स्कैन करके पाठ्यक्रम से संबंधित पाठो को डाउनलोड करेगे तथा संबंधित पाठों का अवलोकन एवं मूल्यांकन गृहकार्य के रूप में करेंगे।
१३. Art Integrated Learning (AIL) वर्ष में एक बार कराया जाएगा। (अर्द्धवार्षिक)

अर्द्धवार्षिक पाठ्यक्रम

Sl. No.	Name of the Chapter	No. of iBLD
१	न्यायमूर्ति हरिपंत	१
२	फूल और काँटा (कविता)	१
३	जगमग घर को देखने का सुख	१
४	इतने ऊँचे उठो (कविता)	१

Month & No. of working days	CONTENT

Sl. No.	Name of the Chapter (व्याकरण)	व्याकरण संबोध
१	संज्ञा	भाग-१
२	सर्वनाम	भाग-१
३	विलोम	भाग-१
४	मुहावरे	भाग-२
५	गिनती	-
६	महीनों के नाम	-
७	विशेषण	भाग-१
८	वचन	भाग-१
९	लिंग	भाग-१
१०	पत्र-लेखन	भाग-२
११	अनुच्छेद-लेखन	भाग-२
१२	चित्र वर्णन	भाग-२

अप्रैल + मई
२४+१९
= ४३ दिन

नव मधुश्री हिन्दी पाठमाला -६

पाठ २-न्यायमूर्ति हरिपंत (कक्षा कार्य पृष्ठ संख्या १९-२३) वाचन कार्य तथा विचार-विमर्श

योग्यता आधारित कार्य- मौखिक तथा विचार-विमर्श कार्य (कक्षा-कार्य पृष्ठ संख्या २४)

- शब्दों की समझ तथा अन्य भाषा के शब्द
- २१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा-कार्य पृष्ठ संख्या २४)

(श्रव्य-दृश्य तथा विचार-विमर्श कार्य)

पाठ बोध और अभिव्यक्ति (कक्षा-कार्य पृष्ठ संख्या २५)

- मौखिक- विचार-विमर्श कार्य
- लिखित- लघु उत्तरीय तथा दीर्घ उत्तरीय प्रश्न (विचार-विमर्श)

(नव मधुश्री उत्तर-पुस्तिका कार्य) गृहकार्य

अर्थग्रहण संबंधी प्रश्न (कक्षा-कार्य पृष्ठ संख्या २५, २६)

- प्रश्न संख्या १ विचार-विमर्श तथा पुस्तक कार्य (छात्रों द्वारा पारस्परिक संशोधन)

प्रश्न संख्या २, ३ विचार-विमर्श कार्य

उच्च स्तरीय चिंतन क्षमता (कक्षा-कार्य पृष्ठ संख्या २६, २७)

- प्रश्न संख्या ४ तथा ५ विचार-विमर्श कार्य तथा पुस्तक-कार्य (छात्रों द्वारा पारस्परिक संशोधन)

Month & No. of working days	CONTENT
	व्यावहारिक तथा परिस्थितिजन्य भाषा (पृष्ठ संख्या २७) भाषायी घटक (कक्षा-कार्य पृष्ठ संख्या २७ से ३० तक) • प्रश्न संख्या १ से ५ तक पुस्तक-कार्य (छात्रों द्वारा पारस्परिक संशोधन) योग्यता आधारित गतिविधियाँ (कक्षा-कार्य पृष्ठ संख्या ३०) विचार-विमर्श कार्य ज्ञान-विस्तार • प्रश्न संख्या २ (क) ग्रीष्मावकाश कार्य के रुप में संबोध उत्तर-पुस्तिका कार्य (गृहकार्य) e-contant - Mystudygear App (पाठ-२) श्रव्य-दृश्य एवं Assessment (गृहकार्य)
	नव मधुश्री हिन्दी पाठमाला -६ • पाठ ५ : फूल और काँटा (कविता) (कक्षा कार्य पृष्ठ संख्या ५४ एवं ५५), वाचन कार्य तथा विचार विमर्श योग्यता आधारित कार्य : मौखिक तथा विचार विमर्श कार्य (कक्षा कार्य पृष्ठ ५६) • शब्दों की समझ • २१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा कार्य पृष्ठ ५६) (श्रव्य-दृश्य तथा विचार विमर्श कार्य) पाठ बोध और अभिव्यक्ति (कक्षा कार्य पृष्ठ संख्या ५६-५७) • मौखिक - विचार विमर्श • लिखित- लघु तथा दीर्घ उत्तरीय प्रश्न (नव मधुश्री उत्तर पुस्तिका कार्य) (कक्षा कार्य) अर्थग्रहण संबंधी प्रश्न - (पृष्ठ संख्या ५७- कक्षा कार्य) • प्रश्न संख्या १, २ एवं ३ विचार विमर्श एवं पुस्तक कार्य (छात्रों द्वारा पारस्परिक संशोधन) उच्च स्तरीय चिंतन क्षमता - (कक्षा कार्य- पृष्ठ संख्या ५८) • प्रश्न संख्या- १ (विचार विमर्श कार्य) व्यवहारिक तथा परिस्थितिजन्य भाषा - भाषा घटक (कक्षा कार्य - पृष्ठ संख्या ५८-५९) • प्रश्न संख्या- १ से ५ तक विचार विमर्श तथा पुस्तक कार्य (छात्रों द्वारा पारस्परिक संशोधन) योग्यता आधारित गतिविधि- (कक्षा कार्य पृष्ठ संख्या- ६०) ज्ञान विस्तार- प्रश्न संख्या १ अनुच्छेद लेखन के रूप में कराया जाएगा। (व्याकरण उत्तर पुस्तिका कार्य) e-content - My study gear app (पाठ-५) श्रव्य-दृश्य एवं Assessment (गृहकार्य)
	<u>बाल रामकथा</u> पाठ १- अयोध्या में राम (कक्षा-कार्य पृष्ठ संख्या ७ से ९) वाचन-कार्य तथा विचार-विमर्श

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	पाठ २- जंगल से जनकपुर (कक्षा-कार्य पृष्ठ संख्या १० से १५) वाचन-कार्य तथा विचार-विमर्श अभ्यास कार्य - प्रश्न संख्या १ से १० पुस्तक-कार्य (कक्षा-कार्य पृष्ठ सं. १६, १७) जाँच हेतु विस्तृत प्रश्नोत्तर - प्रश्न संख्या १ से ४ उत्तर पुस्तिका-कार्य (गृहकार्य पृष्ठ संख्या १७) (छात्रों द्वारा पारस्परिक संशोधन)
	<u>व्याकरण संबोध-६</u> पाठ ९- संज्ञा (कक्षा-कार्य पृष्ठ संख्या ८२-८८) (व्याकरण संबोध भाग-१) उत्तर-पुस्तिका कार्य - अवधारणा-चित्र (गृहकार्य) प्रश्न संख्या १ से ७, विचार-विमर्श तथा कक्षा-कार्य (पुस्तक-कार्य) स्वमूल्यांकन-पत्र (गृहकार्य पृष्ठ संख्या- ८८) (छात्रों द्वारा पारस्परिक संशोधन) पाठ १३- सर्वनाम (कक्षा-कार्य पृष्ठ संख्या ११२-११६) (व्याकरण संबोध भाग-१) उत्तर-पुस्तिका कार्य - अवधारणा-चित्र (गृहकार्य) प्रश्न संख्या १ से ३, विचार-विमर्श तथा कक्षा-कार्य (पुस्तक-कार्य) स्वमूल्यांकन-पत्र (गृहकार्य पृष्ठ संख्या- ११६) (छात्रों द्वारा पारस्परिक संशोधन) पाठ ५- विलोम शब्द (कक्षा-कार्य पृष्ठ संख्या ४२-४५) (व्याकरण संबोध भाग-१) उत्तर-पुस्तिका कार्य-उदाहरण सहित परिभाषा (गृहकार्य) प्रश्न संख्या १ से ३, विचार-विमर्श तथा कक्षा-कार्य (पुस्तक-कार्य) स्वमूल्यांकन-पत्र (गृहकार्य पृष्ठ संख्या-४५) (छात्रों द्वारा पारस्परिक संशोधन)
	अनुच्छेद-लेखन <u>नव मधुश्री हिन्दी पाठमाला -६</u> पाठ-५ (फूल और काँटा) योग्यता आधारित गतिविधियाँ (गृहकार्य पृष्ठ संख्या ६०) ज्ञान विस्तार : प्रश्न संख्या १. गुलाब को फूलों का राजा क्यों कहा जाता है? (अनुच्छेद लेखन के रूप में कराया जाएगा) पत्र-लेखन जन्मदिन पर उपहार प्राप्त करने पर मित्र को धन्यवाद देते हुए लिखिए। (विचार-विमर्श कार्य) (व्याकरण उत्तर-पुस्तिका कार्य) (गृहकार्य) एक से सौ तक अंकों एवं शब्दों में और हिन्दी महीनों के नाम का मौखिक तथा लिखित अभ्यास लर्नर्स कोमेट में कराया जाएगा। श्रवण कौशल मूल्यांकन **(LSD) १** Learner's Comate अपठित गद्यांश/पद्यांश व्याकरण प्रपत्र-१

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	AIL (Art Integrated Learning): Art Form - Literary Art & Creative Writing **Chapter** / **Activities** नव मधुश्री हिन्दी पाठमाला -६ पाठ- फूल और काँटा • योग्यता आधारित गतिविधियाँ (पृष्ठ संख्या ६०) • ज्ञान-विस्तार - चार्ट पेपर पर पाठ में दी गई कविता लिखिए। फिर कविता का मूल सन्देश देने वाली पंक्तियों को रेखांकित करके अपने शब्दों में लिखिए और उस पर आधारित चित्र बनाइए। ग्रीष्मावकाश गृहकार्य नव मधुश्री हिन्दी पाठमाला (पाठ-२ न्यायमूर्ति हरिपंत) योग्यता आधारित गतिविधियाँ (पृष्ठ संख्या ३१) ज्ञान-विस्तार - प्रश्न संख्या २ (क) ''भारतीय इतिहास/कथाओं से एक न्यायप्रिय व्यक्ति पर आधारित सचित्र परियोजना-कार्य'' पूरा कीजिए। (व्याकरण उत्तर-पुस्तिका कार्य) (गृहकार्य)
जून+जुलाई ०४+२७= ३१ दिन	नव मधुश्री हिन्दी पाठमाला -६ पाठ ७ : जगमग घर को देखने का सुख (कक्षा-कार्य पृष्ठ संख्या ८१-८३) वाचन-कार्य तथा विचार-विमर्श योग्यता आधारित कार्य मौखिक तथा विचार-विमर्श कार्य (कक्षा-कार्य पृष्ठ संख्या ८४) • शब्दों की समझ तथा अन्य भाषा के शब्द (विचार-विमर्श कार्य) • २१वीं शती की भाषायी और साहित्यिक सराहना (श्रव्य-दृश्य तथा विचार-विमर्श कार्य) पाठ बोध और अभिव्यक्ति (कक्षा-कार्य पृष्ठ संख्या ८५) • मौखिक- विचार-विमर्श तथा कक्षा-कार्य • लिखित- लघु उत्तरीय तथा दीर्घ उत्तरीय प्रश्न (पृष्ठ संख्या ८५ विचार-विमर्श) (नव मधुश्री उत्तर-पुस्तिका कार्य) गृहकार्य अर्थग्रहण संबंधी प्रश्न कक्षा-कार्य (पृष्ठ संख्या ८५, ८६) • प्रश्न संख्या १ विचार-विमर्श तथा पुस्तक-कार्य (छात्रों द्वारा पारस्परिक संशोधन) • प्रश्न संख्या २, ३ विचार-विमर्श कार्य उच्च स्तरीय चिंतन क्षमता (कक्षा-कार्य पृष्ठ संख्या ८६) • प्रश्न संख्या १ और २ विचार-विमर्श कार्य व्यावहारिक तथा परिस्थितिजन्य भाषा (कक्षा-कार्य पृष्ठ संख्या ८६, ८७) भाषायी घटक प्रश्न संख्या १ से ५ पुस्तक-कार्य (छात्रों द्वारा पारस्परिक संशोधन) योग्यता आधारित गतिविधियाँ (कक्षा-कार्य पृष्ठ संख्या ८६) विचार-विमर्श कार्य

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	ज्ञान-विस्तार- प्रश्न संख्या १ अनुच्छेद-लेखन के रूप में किया जाएगा। (व्याकरण उत्तर-पुस्तिका कार्य) (गृहकार्य) e-contant-Mystudygear App (पाठ-७) विचार-विमर्श कार्य श्रव्य-दृश्य एवं Assessment (गृहकार्य) नव मधुश्री हिन्दी पाठमाला -६ पाठ ६ (ख) : इतने ऊँचे उठो (कविता) कविता : इतने ऊँचे उठो (कक्षा कार्य पृष्ठ संख्या ७३ - ७४) वाचन कार्य तथा विचार विमर्श योग्यता आधारित कार्य : मौखिक तथा विचार विमर्श कार्य (कक्षा कार्य पृष्ठ ७५), • शब्दों की समझ • २१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा कार्य पृष्ठ ७५) (श्रव्य-दृश्य तथा विचार विमर्श कार्य) पाठ बोध और अभिव्यक्ति (कक्षा कार्य पृष्ठ संख्या ७५-७६) • मौखिक - विचार विमर्श कार्य • लिखित- लघु तथा दीर्घ उत्तरीय प्रश्न (नव मधुश्री उत्तर पुस्तिका कार्य-कक्षा कार्य) अर्थग्रहण संबंधी प्रश्न - (पृष्ठ संख्या ७६) प्रश्न संख्या १ विचार विमर्श एवं पुस्तक कार्य उच्च स्तरीय चिंतन क्षमता - (कक्षा कार्य पृष्ठ संख्या ७७) प्रश्न संख्या-१ मौखिक, विचार, विमर्श कार्य
	व्यवहारिक तथा परिस्थितिजन्य भाषा - (कक्षा कार्य पृष्ठ संख्या ७७-७८) भाषायी घटक : प्रश्न संख्या-१ से ५ तक, विचार विमर्श तथा (छात्रों द्वारा पारस्परिक संशोधन) पुस्तक कार्य e-content - Mystudygear app (पाठ-६ख) श्रव्य-दृश्य एवं Assessment (गृहकार्य) व्याकरण संबोध-६ पाठ-२१ मुहावरे (कक्षा-कार्य पृष्ठ संख्या १६०-१६३ तथा १६५-१६७) (व्याकरण संबोध भाग-२) उत्तर-पुस्तिका कार्य - उदाहरण सहित परिभाषा (गृहकार्य) प्रश्न संख्या १,२ विचार-विमर्श तथा कक्षा-कार्य (पुस्तक-कार्य) स्वमूल्यांकन-पत्र (गृहकार्य पृष्ठ संख्या १६७) छात्रों द्वारा पारस्परिक संशोधन)

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	गृहकार्य - Competency Based Activity - पृष्ठ संख्या - १६६ पाठ-१४ विशेषण (कक्षा-कार्य पृष्ठ संख्या ११७-१२२) विचार-विमर्श तथा कक्षा-कार्य (पुस्तक-कार्य) स्वमूल्यांकन-पत्र (गृहकार्य पृष्ठ संख्या १२३) (छात्रों द्वारा पारस्परिक संशोधन) उत्तर पुस्तिका कार्य- अवधारणा-चित्र (गृहकार्य) प्रश्न संख्या १ से ३ विचार-विमर्श तथा कक्षा-कार्य
	<u>बाल रामकथा</u> पाठ - ३ कैकेयी के दो वरदान (कक्षा-कार्य पृष्ठ संख्या १८ और १६) वाचन-कार्य तथा विचार-विमर्श कार्य
	<u>व्याकरण संबोध-६</u> पाठ-११ वचन (कक्षा-कार्य पृष्ठ संख्या ६६-१०२ (व्याकरण संबोध भाग-१) उत्तर-पुस्तिका कार्य (अवधारणा-चित्र, (गृहकार्य) प्रश्न संख्या १-६ विचार-विमर्श तथा (पुस्तक-कार्य)
	अनुच्छेद-लेखन - विचार-विमर्श कार्य रक्षा बंधन (व्याकरण उत्तर-पुस्तिका कार्य) गृहकार्य पत्र-लेखन विचार-विमर्श कार्य आपने अपनी गर्मी की छुट्टी कैसे बिताई? इस विषय में बताते हुए अपने मित्र को पत्र लिखिए। (व्याकरण उत्तर-पुस्तिका कार्य) गृहकार्य श्रवण कौशल मूल्यांकन **(LSD)** १ Learner's Comate अपठित गद्यांश / पद्यांश एवं व्याकरण प्रपत्र-१
अगस्त २५ दिन	<u>बाल रामकथा</u> पाठ-४ राम वनगमन (कक्षा-कार्य पृष्ठ संख्या २० से २३) वाचन-कार्य तथा विचार-विमर्श पाठ-५ भरत का चित्रकूट गमन (कक्षा-कार्य पृष्ठ संख्या २४ से २५) वाचन-कार्य तथा विचार-विमर्श अभ्यास कार्य (कक्षा-कार्य पृष्ठ संख्या २६ और २७) प्रश्न संख्या १ से १० कक्षा-कार्य तथा विचार-विमर्श (पृष्ठ संख्या २६ और २७) पुस्तक-कार्य विस्तृत प्रश्नोत्तर विचार-विमर्श तथा गृहकार्य (पृष्ठ संख्या २७ और २८) प्रश्न संख्या १ से ४ (गृहकार्य तथा उत्तर-पुस्तिका कार्य)

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	<u>व्याकरण संबोध-६</u> पाठ-१० लिंग (कक्षा-कार्य पृष्ठ संख्या ८६-६५) (व्याकरण संबोध भाग-१) उत्तर-पुस्तिका कार्य - अवधारणा-चित्र (गृहकार्य) प्रश्न संख्या १ से ६ विचार-विमर्श तथा कक्षा-कार्य (पुस्तक-कार्य) गृहकार्य Competency Based Activity - पृष्ठ संख्या ६५ पाठ-२६ चित्र वर्णन कक्षा-कार्य तथा विचार-विमर्श (पृष्ठ संख्या २००-२०२) (व्याकरण संबोध भाग-२) चित्र संख्या ४, गृहकार्य - बहुविध आकलन गतिविधि-पृष्ठ संख्या-२०२ श्रवण कौशल मूल्यांकन **(LSD)** ३ Learner's Comate - अपठित गद्यांश / पद्यांश एवं व्याकरण प्रपत्र - ३
सितम्बर २४ दिन	पुनरावृत्ति तथा अर्द्धवार्षिक परीक्षा

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	वार्षिक पाठ्यक्रम **Sl. No. / Name of the Chapter / No. of iBLD** १ दोहे १ २ चमत्कार १ ३ उन मुश्किलों में मुसकराना धर्म है (कविता) १ ४ जीवन की सीख १ **क्र० सं० / Name of the Chapter (व्याकरण) / व्याकरण संबोध** १. क्रिया भाग-१ २. पर्यायवाची भाग-१ ३. काल भाग-२ ४. अनेक शब्दों के लिए एक शब्द भाग-१ ५. कारक भाग-१ ६. अव्यय (क्रियाविशेषण) भाग-२ ७. पत्र - लेखन भाग-२ ८. अनुच्छेद-लेखन भाग-२ ९. स्लोगन - लेखन भाग-२
अक्टूबर २१ दिन	नव मधुश्री हिन्दी पाठमाला -६ पाठ ८ : दोहे दोहे (कक्षा कार्य पृष्ठ संख्या ९१-९२) वाचन कार्य तथा विचार विमर्श कार्य योग्यता आधारित कार्य : मौखिक तथा विचार विमर्श (कक्षा कार्य -पृष्ठ संख्या ९३), • शब्दों की समझ (विचार विमर्श) • २१वीं शती की भाषायी और साहित्यिक सराहना (श्रव्य-दृश्य तथा विचार विमर्श कार्य) पाठ बोध और अभिव्यक्ति (कक्षा कार्य पृष्ठ संख्या ९४) • मौखिक - विचार विमर्श तथा कक्षा कार्य • लिखित- लघु तथा दीर्घ उत्तरीय प्रश्न (नव मधुश्री उत्तर पुस्तिका कार्य-कक्षा कार्य) अर्थग्रहण संबंधी प्रश्न - (कक्षा कार्य पृष्ठ संख्या ९४) • प्रश्न संख्या १ और २ विचार विमर्श एवं पुस्तक कार्य (छात्रों द्वारा पारस्परिक संशोधन)

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	उच्च स्तरीय चिंतन क्षमता - (कक्षा कार्य पृष्ठ संख्या ६५) प्रश्न संख्या-१ विचार, विमर्श कार्य व्यवहारिक तथा परिस्थिति जन्य भाषा - (कक्षा कार्य पृष्ठ संख्या ६५-६६) भाषायी घटक : प्रश्न संख्या १ से ५ तक, विचार विमर्श तथा (छात्रों द्वारा पारस्परिक संशोधन) पुस्तक कार्य योग्यता आधारिक गतिविधियाँ- ज्ञान विस्तार- प्रश्न संख्या ४, अनुच्छेद लेखन के रूप में कराया जाएगा। (गृहकार्य पृष्ठ संख्या- ६६) e-contant - Mystudygear App (पाठ-८) श्रव्य-दृश्य एवं Assessment (गृहकार्य)
	बाल राम कथा पाठ ६- दंडक वन में बिताए दस वर्ष (कक्षा-कार्य पृष्ठ संख्या २६ से ३१) वाचन-कार्य तथा विचार-विमर्श पाठ ७- स्वर्ण मृग (कक्षा-कार्य पृष्ठ संख्या ३२, ३३) वाचन-कार्य तथा विचार-विमर्श
	व्याकरण संबोध ६ पाठ १५- क्रिया (कक्षा-कार्य पृष्ठ संख्या १२४-१२८) (व्याकरण संबोध भाग-१) उत्तर-पुस्तिका कार्य अवधारणा-चित्र (गृहकार्य) प्रश्न संख्या १-३ (पुस्तक-कार्य) स्वमूल्यांकन-पत्र (गृहकार्य पृष्ठ संख्या १२८) पाठ ५ (क) शब्द मंजूषा-पर्यायवाची (कक्षा-कार्य पृष्ठ संख्या ३८-४१) (व्याकरण संबोध भाग-१) उत्तर-पुस्तिका कार्य - उदाहरण सहित परिभाषा (गृहकार्य) प्रश्न संख्या १-३ (पुस्तक-कार्य) अनुच्छेद-लेखन
	योग्यता आधारिक गतिविधियाँ- ज्ञान विस्तार- प्रश्न संख्या ४. हम सब एक समान-हर संत का यही विचार, अनुच्छेद लेखन के रूप में कराया जाएगा। (गृहकार्य पृष्ठ संख्या- ६६) **श्रवण कौशल मूल्यांकन (LSD) १** Learner's Comate - अपठित गद्यांश/पद्यांश एवं व्याकरण प्रपत्र - १

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नवम्बर १६ दिन	नव मधुश्री हिन्दी पाठमाला -६ पाठ १०-चमत्कार (कक्षा-कार्य पृष्ठ संख्या १०७-१११) वाचन-कार्य तथा विचार-विमर्श योग्यता आधारित कार्य मौखिक (कक्षा-कार्य पृष्ठ संख्या ११२) • शब्दों की समझ तथा अन्य भाषा के शब्द (विचार-विमर्श कार्य) • २१वीं शती की भाषायी और साहित्यिक सराहना (श्रव्य-दृश्य तथा विचार-विमर्श कार्य) पाठ बोध और अभिव्यक्ति (कक्षा-कार्य पृष्ठ संख्या ११३) • मौखिक- विचार-विमर्श तथा कक्षा-कार्य • लिखित- लघु उत्तरीय तथा दीर्घ उत्तरीय प्रश्न (पृष्ठ संख्या ११३ विचार-विमर्श) (नव मधुश्री उत्तर-पुस्तिका कार्य) गृहकार्य अर्थग्रहण संबंधी प्रश्न (कक्षा-कार्य पृष्ठ संख्या ११३, ११४) • प्रश्न संख्या १ विचार-विमर्श तथा पुस्तक-कार्य • प्रश्न संख्या २ विचार-विमर्श कार्य (छात्रों द्वारा पारस्परिक संशोधन) उच्च स्तरीय चिंतन क्षमता (कक्षा-कार्य पृष्ठ संख्या ११४) • प्रश्न संख्या १ विचार-विमर्श व्यावहारिक तथा परिस्थितिजन्य भाषा (कक्षा-कार्य पृष्ठ संख्या ११४, ११५, ११६) भाषायी घटक • प्रश्न संख्या १ से ७ विचार-विमर्श तथा पुस्तक-कार्य (छात्रों द्वारा पारस्परिक संशोधन) योग्यता आधारित गतिविधियाँ (कक्षा-कार्य पृष्ठ संख्या ११६) ज्ञान-विस्तार • प्रश्न संख्या १ विचार-विमर्श तथा कक्षा प्रस्तुतीकरण-कार्य भाषा-खेल (पृष्ठ संख्या ११७) विद्यार्थी स्वय करेंगे। (कक्षा-कार्य) e-contant - Mystudygear App (पाठ-१०) श्रव्य-दृश्य एवं Assessment (गृहकार्य)
	<u>बाल राम कथा</u> पाठ ८- सीता की खोज में राम (कक्षा-कार्य पृष्ठ संख्या २० से २३) वाचन-कार्य तथा विचार-विमर्श अभ्यास कार्य (कक्षा-कार्य पृष्ठ संख्या ३६, ३७) प्रश्न संख्या १ से १० (विचार-विमर्श तथा पुस्तक-कार्य) विस्तृत प्रश्नोत्तर (पृष्ठ संख्या ३७) प्रश्न संख्या १ से ४ विचार-विमर्श कार्य (गृहकार्य तथा उत्तर-पुस्तिका कार्य)

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	व्याकरण संबोध-६ पाठ १६-काल (कक्षा-कार्य पृष्ठ संख्या १२६ से १३२) व्याकरण संबोध भाग १ उत्तर-पुस्तिका कार्य- अवधारणा-चित्र (गृहकार्य) प्रश्न संख्या १ से २, (विचार-विमर्श तथा पुस्तक-कार्य)
	स्वमूल्यांकन पत्र- (गृहकार्य पृष्ठ संख्या-१११) पाठ ५ (घ) शब्द मंजूषा-अनेक शब्दों के लिए एक शब्द (कक्षा-कार्य पृष्ठ संख्या ५०-५१) (व्याकरण संबोध भाग-१) उत्तर-पुस्तिका कार्य- उदाहरण सहित परिभाषा (गृहकार्य) प्रश्न संख्या १-३ (पुस्तक-कार्य)
	पत्र-लेखन - शुल्क के लिए पैसा मँगवाने हेतु पिता को पत्र लिखिए। व्याकरण उत्तर-पुस्तिका कार्य (गृहकार्य) श्रवण कौशल मूल्यांकन **(LSD)** २ Learner's Comate अपठित गद्यांश/पद्यांश एवं व्याकरण प्रपत्र- २
दिसम्बर २५ दिन	नव मधुश्री हिन्दी पाठमाला -६ पाठ १२- उन मुश्किलों में मुसकराना धर्म है (कक्षा-कार्य पृष्ठ संख्या १२९-१३०) वाचन-कार्य तथा विचार-विमर्श योग्यता आधारित कार्य मौखिक (कक्षा-कार्य पृष्ठ संख्या १३१) • शब्दों की समझ तथा अन्य भाषा के शब्द (विचार-विमर्श कार्य) • २१वीं शती की भाषायी और साहित्यिक सराहना (श्रव्य-दृश्य तथा विचार-विमर्श कार्य) पाठ-बोध और अभिव्यक्ति (कक्षा-कार्य पृष्ठ संख्या १३१-१३२) • मौखिक- विचार-विमर्श तथा कक्षा-कार्य • लिखित- लघु उत्तरीय तथा दीर्घ उत्तरीय प्रश्न (पृष्ठ संख्या १३२ विचार-विमर्श) (नव मधुश्री उत्तर-पुस्तिका कार्य) गृहकार्य अर्थग्रहण संबंधी प्रश्न (कक्षा-कार्य पृष्ठ संख्या १३२) • प्रश्न संख्या १ और २ विचार-विमर्श तथा पुस्तक-कार्य (छात्रों द्वारा पारस्परिक संशोधन) उच्च स्तरीय चिंतन क्षमता (कक्षा-कार्य पृष्ठ संख्या १३३) • प्रश्न संख्या २ विचार-विमर्श कार्य • प्रश्न संख्या ३, ४ विचार-विमर्श तथा पुस्तक-कार्य

Month & No. of working days	CONTENT
	व्यावहारिक तथा परिस्थितिजन्य भाषा (कक्षा-कार्य पृष्ठ संख्या १३३, १३४, १३५) भाषायी घटक • प्रश्न संख्या १ से ५ विचार-विमर्श तथा पुस्तक-कार्य (छात्रों द्वारा पारस्परिक संशोधन) योग्यता आधारित गतिविधियाँ (कक्षा-कार्य पृष्ठ संख्या १३५) ज्ञान-विस्तार • प्रश्न संख्या ४ अनुच्छेद-लेखन के रूप में दिया गया है। (विचार-विमर्श कार्य) (व्याकरण उत्तर-पुस्तिका कार्य) गृहकार्य e-contant-Mystudygear App (पाठ-१२) श्रव्य-दृश्य एवं Assessment (गृहकार्य)
	<u>बाल राम कथा</u> पाठ ६- राम से सुग्रीव की भेंट (कक्षा-कार्य पृष्ठ संख्या ३८ से ४१) वाचन-कार्य तथा विचार-विमर्श अभ्यास कार्य (कक्षा-कार्य पृष्ठ संख्या ४२, ४३) प्रश्न संख्या १ से ७ (विचार-विमर्श तथा पुस्तक-कार्य) विस्तृत प्रश्नोत्तर (पृष्ठ संख्या ४३) प्रश्न संख्या १ से ७ विचार-विमर्श कार्य (गृहकार्य तथा उत्तर-पुस्तिका कार्य) पाठ १०- लंका में हनुमान की लीला (कक्षा-कार्य पृष्ठ संख्या ४४ से ४६) अभ्यास कार्य (कक्षा-कार्य पृष्ठ संख्या ५०, ५१) प्रश्न संख्या १ से ७ (विचार-विमर्श तथा पुस्तक-कार्य) विस्तृत प्रश्नोत्तर (पृष्ठ संख्या ५१) प्रश्न संख्या १ से ७ विचार-विमर्श कार्य (गृहकार्य तथा उत्तर-पुस्तिका कार्य)
	<u>व्याकरण संबोध-६</u> पाठ १२- कारक-(कक्षा-कार्य पृष्ठ संख्या १०३-१११) (व्याकरण संबोध भाग १) उत्तर-पुस्तिका कार्य- अवधारणा-चित्र (गृहकार्य) प्रश्न संख्या १-५, विचार-विमर्श तथा कक्षा-कार्य (पुस्तक-कार्य) स्वमूल्यांकन-पत्र पृष्ठ संख्या १११ (गृहकार्य)

Month & No. of working days	CONTENT
	पाठ १७- अव्यय (क्रियाविषेषण) (कक्षा-कार्य पृष्ठ संख्या १३३ - १३५) व्याकरण संबोध भाग-२ उत्तर-पुस्तिका कार्य - अवधारणा-चित्र (गृहकार्य) प्रश्न संख्या २ और ५ विचार-विमर्श तथा कक्षा-कार्य (पृष्ठ संख्या १३६-१४० पुस्तक-कार्य) स्वमूल्यांकन-पत्र पृष्ठ संख्या १४१ (गृहकार्य) अनुच्छेद-लेखन नव मधुश्री हिन्दी पाठमाला (पाठ १२ उन मुश्किलों में मुसकराना धर्म है) योग्यता आधारित गतिविधियाँ (पृष्ठ संख्या १३५) विचार-विमर्श कार्य ज्ञान-विस्तार अनुच्छेद-लेखन के रूप में किया जाएगा। प्रश्न संख्या ४ संबोध उत्तर-पुस्तिका कार्य (गृहकार्य) श्रवण कौशल मूल्यांकन **(LSD)** ३ Learner's Comate - अपठित गद्यांश/पद्यांश एवं व्याकरण प्रपत्र - ३
	शीतावकाश गृहकार्य नव मधुश्री हिन्दी पाठमाला (पाठ-१४ जीवन की सीख) योग्यता आधारित गतिविधियाँ (पृष्ठ संख्या १५४) (व्याकरण उत्तर-पुस्तिका कार्य) (गृहकार्य) ज्ञान विस्तार - प्रश्न संख्या १ 'पूरी मेहनत थोड़ा ध्यान, संभव हो हर काम' पर चार-छः पंक्तियों की कविता रचना परियोजना-कार्य के रूप में कीजिए। (व्याकरण उत्तर पुस्तिका-कार्य) गृहकार्य
जनवरी २१ दिन	नव मधुश्री हिन्दी पाठमाला -६ पाठ १४ जीवन की सीख (कक्षा-कार्य पृष्ठ संख्या १४७-१४६) वाचन-कार्य तथा विचार-विमर्श योग्यता आधारित कार्य मौखिक (कक्षा-कार्य पृष्ठ संख्या १५०) • शब्दों की समझ तथा अन्य भाषा के शब्द (विचार-विमर्श कार्य) • २१वीं शती की भाषायी और साहित्यिक सराहना (श्रव्य-दृश्य तथा विचार-विमर्श कार्य) पाठ बोध और अभिव्यक्ति (कक्षा-कार्य पृष्ठ संख्या १५०-१५१) • मौखिक- विचार-विमर्श तथा कक्षा-कार्य • लिखित- लघु उत्तरीय तथा दीर्घ उत्तरीय प्रश्न (पृष्ठ संख्या १५१ विचार-विमर्श) (नव मधुश्री उत्तर-पुस्तिका कार्य) गृहकार्य

Month & No. of working days	CONTENT
	अर्थग्रहण संबंधी प्रश्न (कक्षा-कार्य पृष्ठ संख्या १५१) • प्रश्न संख्या १ और २ विचार-विमर्श तथा पुस्तक-कार्य (छात्रों द्वारा पारस्परिक संशोधन) उच्च स्तरीय चिंतन क्षमता (कक्षा-कार्य पृष्ठ संख्या १५१, १५२) • प्रश्न संख्या ३ विचार-विमर्श कार्य व्यावहारिक तथा परिस्थितिजन्य भाषा (कक्षा-कार्य पृष्ठ संख्या १५२, १५३, १५४) भाषायी घटक • प्रश्न संख्या १ से ६ विचार-विमर्श तथा पुस्तक-कार्य (छात्रों द्वारा पारस्परिक संशोधन) ।योग्यता आधारित गतिविधियाँ (कक्षा-कार्य पृष्ठ संख्या १५४) • प्रश्न संख्या १ शीतावकाश गृहकार्य (व्याकरण उत्तर-पुस्तिका कार्य) विचार-विमर्श कार्य **e-contant - Mystudygear App** (पाठ-१४) श्रव्य-दृश्य एवं Assessment (गृहकार्य)
	<u>बाल राम कथा</u> पाठ ११- लंका पर विजय (कक्षा-कार्य पृष्ठ संख्या ५२ से ६६ तक) वाचन-कार्य तथा विचार-विमर्श पाठ १२- राम-राज्य (कक्षा-कार्य पृष्ठ संख्या ६७ से ६९ तक) अभ्यास कार्य (कक्षा-कार्य पृष्ठ संख्या ७०-७१) प्रश्न संख्या १ से १० (विचार-विमर्श तथा पुस्तक-कार्य) विस्तृत प्रश्नोत्तर (पृष्ठ संख्या ७१) प्रश्न संख्या १ से ४ विचार-विमर्श कार्य (गृहकार्य तथा उत्तर-पुस्तिका कार्य)
	व्याकरण संबोध-६ पाठ-२८ - स्लोगन-लेखन (पृष्ठ संख्या २०५-२०६) प्रश्न संख्या १ कक्षा-कार्य तथा पुस्तक-कार्य, (गृहकार्य-Creative Thinking पृष्ठ संख्या २०६) पत्र-लेखन मित्र को प्रथम आने पर बधाई देते हुए पत्र लिखिए। व्याकरण उत्तर-पुस्तिका कार्य (गृहकार्य)
फरवरी+मार्च २३+१९ = ४२ दिन	पुनरावृत्ति तथा वार्षिक परीक्षा
	अध्ययन के लिए अनुमोदित पुस्तकें १. मानसरोवर - भाग-२ (प्रेमचंद) २. मुंशी प्रेमचन्द्र की प्रसिद्ध कहानियाँ ३. शरदचन्द्र की श्रेष्ठ कहानियाँ ४. जयशंकर प्रसाद की श्रेष्ठ कहानियाँ

Mathematics

Text book - Mathematics, Textbook for Class VI (N.C.E.R.T.)

Topic wise Asynchronous tasks in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms.

Students are expected to go through them and do them on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

Please note the following :

- The students will maintain the notebooks as per the stationery list.
- The students will bring Maths Practical File and Graph Notebook as and when asked by the teacher.
- To enhance learning process and develop critical thinking, we are introducing Question Bank in Maths. Two questions on stories sums related to chapter will be done by the students at the end of all the chapters in the note book.
- Maths Walk Assignment to be stuck in Maths Practical file and is subjected to correction.
- MYQ (Make Your Question) to be done in the Learner's comate (subjected to correction and assessment).
- Question on SDGs and VBQ (Value Based Question) to be done in the Learner's Comate and are subjected to discussion and correction. (not subjected to assessment)
- Khan Academy assignments to be done at some point of each chapter for the better understanding and practice.
- Digi Board content / e-content to be shown.
- Detailed information of the additional topics is provided in the Learner's Comate. Questions given in assignments will be solved and subjected to correction & examination.
- One Logical Reasoning Assignment is added in Enrichment Booklet. (to be given as HHW during winter vacation and is subjected to Mass correction)
- Maths Enrichment sheets given in the Enrichment Booklet for each chapter are for additional practice by the students. (Not subjected to correction).
- **AIL** - Art integrated Learning to be done once in a year.
- **Virtual Escape Room** – Links of Escape Room for all the chapters will be shared in the Google Class Room (G-Suite) for revising the concepts.
- Refer to R.S. Aggarwal for more practice.

	Half Yearly
April **24 days**	**Chapter 1: Patterns in mathematics** **Khan Academy Assignment(s) :** ● Finding pattern in numbers ● Quiz 1 ● Pattern with shapes ● Quiz 2 ● Unit Test

Month	Contents
	Chapter 3: Number Play **Khan Academy Assignment(s) :** • Playing with numbers, Understand multiplication with arrays • Quiz 1 • Estimating multi-digit sums • Quiz 2 • Unit Test
May **19 days**	**Chapter 5: Prime time** **Khan Academy Assignment(s) :** • Common multiples and common factors • Quiz 1 • Prime Numbers • Identifying composite numbers • Quiz 2 • Co-prime numbers for safekeeping treasures • Quiz 3 • Prime factorization, Divisibility test • Quiz 4 • Unit Test
June +July **04+27** **=31 days**	**Unit 10: The other side of zero** **Khan Academy Assignment(s) :** • Basics of Integers • Adding integers • Quiz 1 • Comparing integers • Quiz 2 • Subtracting Integers • Quiz 3 • Unit Test • **Additional Topic : Simplification (BODMAS)**

Month	Contents
	Chapter 2: Lines and Angles **Khan Academy Assignment(s) :** • Point, line segment, line and ray, angle introduction, naming angles • (Straight and Right angles) • Quiz 1 • Measuring angles • Quiz 2 • Drawing angles • Quiz 3 • Types of angles and their measures • Quiz 4 • Unit Test
August **25 days**	**Chapter 4: Data handling and presentation** **Khan Academy Assignment(s) :** • Collecting and organizing data • Pictograph • Quiz 1 • Bar graphs • Quiz 2 • Artistic and aesthetic consideration • Unit Test
September **24 days**	**Revision & Half Yearly Examination** Revision of tables : 2 to 20 (Orals)
October **21 days**	**Annual Term** **CH.7. FRACTIONS** **Chapter 7: Fractions** **Khan Academy Assignment(s) :** • Fractional units and equal shares • Measuring using unit fractions • Quiz 1 • Marking fraction lengths on the number line • Quiz 2 • Mixed fractions • Equivalent fractions

Month	Contents
	• Quiz 3 • Making fractions with same fractional units (same denominators) • Expressing a fraction in lowest terms (or in its simplest form) • Quiz 4 • Comparing fractions • Quiz 5 • Adding fractions • Quiz 6 • Subtracting fractions • Quiz 7 • Adding and subtracting fractions - word problems • Quiz 8 • Unit Test
November 19 days	**Decimals (Additional Topic)** **Khan Academy Assignment(s) :** **(Class 7 - Foundation)** • Decimals as fractions • Comparing decimals • Quiz 1 • Addition and Subtraction of decimals • Quiz 2 • Unit Test
	Percentage (Additional Topics): **Khan Academy Assignment(s) :** **(Class 7- Comparing quantities)** • Meaning of percentage • Quiz 1 • Percentage conversions • Quiz 2
	Chapter 6: Perimeter and Area **Khan Academy Assignment(s) :** • Perimeter of rectangles, squares, triangles and other polygons • Quiz 1 • Perimeter of polygons with missing side lengths • Quiz 2

Month	Contents
	• Area formula • Quiz 3 • Area word problem, decompose figures to find area • Quiz 4 • Comparing areas and perimeter of rectangles • Quiz 5 • Unit Test
December 25 days	**Chapter 8: Playing with constructions** **Khan Academy Assignment(s) :** • Constructing squares and rectangles • Quiz 1 • Constructing squares and rectangles • Unit Test
January 21 days	**Chapter 9: Symmetry** **Khan Academy Assignment(s) :** • Line of symmetry • Quiz 1 • Rotational symmetry • Unit Test
February + March 23+19=42 days	**Revision & Annual Examination** Revision of tables : 2 to 20 (Orals)

<table>
<tr><th>Month</th><th>Contents</th></tr>
<tr><td></td><td>

HALF YEARLY TERM

Sl.No.	Name of the Chapter	No. of iBLD
1	Patterns in Mathematics	1
2	Number Play	1
3	Prime Time	1
4	The Other Side of Zero	1
5	Simplification (BODMAS) (Additional Topic)	1
6	Lines and angles	1
7	Data Handling and Presentation	1

</td></tr>
<tr><td>April
24 days</td><td>

CH.1. PATTERNS IN MATHEMATICS

C.W.	H.W.
Figure it Out (Page. No.5) – Q.1, 2	**Figure it Out** (Page. No.5) – Q.3, 4
Figure it Out (Page. No.8,9) – Q. 1, 3, 4, 5, 7, 9	**Figure it Out** (Page.No.8, 9)– Q. 2, 6, 8
	Figure it Out (Page. No.11 – Maths Talk) – Q. 1, 2
Figure it Out (Page. No. 11 - Try this) - Q. 1, 2, 4	**Figure it Out** (Page. No.11 – Try this) – Q. 3, 5

Learner's Comate: All questions will be done

Enrichment Booklet:- Additional practice of Maths Enrichment sheet-1 to be done.

CH.3. NUMBER PLAY

C.W.	H.W.
Figure it Out (Page. No.57,58) – Q. 1, 2, 3, 4, 7, 8	**Figure it Out** (Page.No.57,58)–Q. 5, 6, 9
Figure it Out (Page. No.59) – Q.a, b, c, d (BW)	
Figure it Out (Page. No.60) – Q. 1, 3	**Figure it Out** (Page. No.60) – Q. 2
Figure it Out (Page. No.64,65)– Q. 1, 4	**Figure it Out** (Page. No.64, 65)– Q. 2,3
Figure it Out (Page. No.66) – Q. 1	**Figure it Out** (Page. No.66) – Q. 2
Figure it Out (Page. No.72, 73) – Q. 1, 3, 6, 8, 10	**Figure it Out** (Page.No.72, 73)– Q. 2, 5, 7, 9

Learner's Comate: All questions will be done

Enrichment Booklet:- Additional practice of Maths Enrichment sheet- 2 to be done.

</td></tr>
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<table>
<tr><th>Month</th><th colspan="2">Contents</th></tr>
<tr><td rowspan="6">May
19 days</td><td colspan="2">CH.5. PRIME TIME</td></tr>
<tr><td>C.W.</td><td>H.W.</td></tr>
<tr><td>Figure it Out (Page.No.108)– Q. 1, 2, 3
Figure it Out (Page.No.110,111)– Q. 2, 3, 4(a, c), 5, 9
Figure it Out (Page. No.114,115)–Q. 1, 2, 5, 6, 8, 10
Figure it Out (Page.No.120)–Q. 1 (105, 1728, 1024, 1331), 2, 3, 4(a,c)
Figure it Out (Page.No.122)–Q. 1(a, c), 2(a, c), 3, 4
Figure it Out (Page. No.125,126)–Q. 1, 2, 4, 6(572, 5600, 77622160), 7</td><td>Figure it Out (Page. No.108) – Q. 4
Figure it Out (Page. No.110, 111) – Q. 1, 4(b, d), 6, 10
Figure it Out (Page. No.114, 115) – Q. 4, 7, 9(BW), 11
Figure it Out (Page. No.120) – Q.1 (243, 141, 729, 1000), 4, (b), 5
Figure it Out (Page. No.122) – Q. 1(b, d), 2(b, d)
Figure it Out (Page. No.125, 126) – Q. 3, 5, 6(2352, 6000)</td></tr>
<tr><td colspan="2">Learner’s Comate: All questions will be done</td></tr>
<tr><td colspan="2">Book: Mathematics (R.S. Aggarwal)
Do additional practice of questions from the book.</td></tr>
<tr><td colspan="2">Additional Topic: HCF and LCM by division method
Detailed information and exercises based on additional topic is provided in Learner’s Comate which is subjected to correction and examination.</td></tr>
<tr><td colspan="2">Enrichment Booklet:- Additional practice of Maths Enrichment sheet-3.to be done.</td></tr>
<tr><td rowspan="3">June + July
04+27 =
31 days</td><td>CH.10. THE OTHER SIDE OF ZERO</td><td></td></tr>
<tr><td>C.W.</td><td>H.W.</td></tr>
<tr><td>Figure it Out (Page. No.245) – Q. 1, 2(a, c, e)
Figure it Out (Page. No.246) – Q. (a, c)
Figure it Out (Page.No.246)–Write the inverses
Figure it Out(Page. No.247)– Q.1(BW), 2(BW), 3
Figure it Out(Pg.No.249)–Q. a,c, e, f
Figure it Out (Pg.No.251)–Q. d, e, f, g
Figure it Out (Page. No.253,254)–Q. 1, 2 (BW), 3, 4 (I, iii, v)</td><td>Figure it Out (Page.No.245)–Q. 2(b, d, f),3
Figure it Out (Pg. No.246)–Q. (b, d)
Figure it Out (Page. No.246) – Connect the inverses
Figure it Out (Page. No.247) – Q. 4(BW)
Figure it Out(Pg.No.249)–Q. b,d,g,h
Figure it Out (Pg.No.251)–Q. a, b, c
Figure it Out (Page. No.253, 254) – Q. 4(ii, iv, vi)</td></tr>
</table>

<table>
<tr><th>Month</th><th colspan="2">Contents</th></tr>
<tr><td></td><td>C.W.</td><td>H.W.</td></tr>
<tr><td></td><td>Figure it Out (Pg.No.257)–Q. 1(a, c), 2
Figure it Out (Page. No.258) –
Q. 1(a, c, e), 2(a, c, e)
Figure it Out (Page. No.260) – Q. 1, 3
Figure it Out (Page.No.261)– Q. 2, 3, 5
Figure it Out (Page. No.262)–1,2 (BW)
Figure it Out (Page. No.263, 264) –
Q. 2(BW), 3
Figure it Out – I (Page. No.265) – 2
Figure it Out – II (Page.No.265, 266) –
Q. 1(a, c), 2, 3, 4, 5(a, c), 6(a), 7
Figure it Out – (Page. No.268) – 1, 2</td><td>Figure it Out(Pg.No.257)– Q.1 (b, d)
Figure it Out(Page.No.258)–Q. 1(b,
d, f), 2(b, d, f)
Figure it Out (Page. No.260) – Q.2
Figure it Out(Page.No.261)–Q. 1, 4

Figure it Out (Page.No.263,264)–
Q. 1, 4, 5
Figure it Out (Page. No.265) – 3
Figure it Out (Page. No.265, 266) –
Q. 1(b, d), 5(b), 6(b), 8, 9</td></tr>
<tr><td></td><td colspan="2">Learner’s Comate: All questions will be done</td></tr>
<tr><td></td><td colspan="2">Book: Mathematics (R.S. Aggarwal)
Do additional practice of questions from the book.</td></tr>
<tr><td></td><td colspan="2">Practical 1: Understanding Addition of Integers</td></tr>
<tr><td></td><td colspan="2">Enrichment Booklet:- Additional practice of Maths Enrichment sheet-4.to be done.</td></tr>
<tr><td></td><td colspan="2">Simplification (BODMAS) [Additional Topic]
Detailed information and exercises based on additional topic is provided in Learner’s Comate which is subjected to correction and examination.</td></tr>
<tr><td></td><td colspan="2">Enrichment Booklet:- Additional practice of Maths Enrichment sheet-5 to be done.</td></tr>
<tr><td></td><td colspan="2">CH.2. LINES AND ANGLES</td></tr>
<tr><td></td><td>C.W.</td><td>H.W.</td></tr>
<tr><td></td><td>Figure it Out (Page.No.15)–Q.1, 2, 4, 6
Figure it Out(Page.No.19,20)–Q.1(BW)
, 2, 4, 5
Figure it Out (Page. No.23) – Q. 2
Figure it Out (Page. No.29, 30, 31) – 1, 4

Figure it Out (Page.No.31, 32)–1(BW),2, 3
Figure it Out (Page. No.35) – Q. 1</td><td>Figure it Out (Page.No.15) – Q. 3, 5
Figure it Out (Page.No.19,20)– Q. 6

Figure it Out (Page. No.23) – Q. 3
Figure it Out (Page.No.29,30)– 2 (BW),
3 (BW)
Figure it Out (Page. No.31, 32) – 4</td></tr>
</table>

<table>
<tr><th>Month</th><th colspan="2">Contents</th></tr>
<tr><td rowspan="5"></td><td>C.W.
Figure it Out (Page. No.40 to 42) – Q.1(BW),Q3(BW), Q4(BW), Q7(BW)
Figure it Out (Page. No.45) – Q. 1(BW)
Figure it Out (Page. No.49, 50) – Q. 2(a,c,e), 3
Figure it Out(Page.No.51,52)–1(BW),2(BW)
Figure it Out(Page.No.53,54)–Q.1(a, c, e), 2(a, c, e), 4, 6</td><td>H.W.
Figure it Out (Page.No.40 to 42) – Q.5 (BW), Q6(BW)
Figure it Out (Page. No.45) – Q. 2
Figure it Out (Page. No.49, 50) – Q. 2(b, d)

Figure it Out (Page.No.53) – Q. 1(b, d), 2(b, d), 3, 5, 7</td></tr>
<tr><td colspan="2">Learner’s Comate: All questions will be done</td></tr>
<tr><td colspan="2">Book: Mathematics (R.S. Aggarwal)
Do additional practice of questions from the book.</td></tr>
<tr><td colspan="2">Practical 2 : Measurement of Angles</td></tr>
<tr><td colspan="2">Enrichment Booklet : Additional practice of Maths Enrichment sheet-6 to be done.</td></tr>
<tr><td rowspan="5">August
25 days</td><td colspan="2">CH. 4. DATA HANDLING AND PRESENTATION</td></tr>
<tr><td>C.W.
Figure it Out (Page. No.75, 76)– 1, 2, 3 , 4 (All BW)
Figure it Out (Page. No.76) – Q. 1(BW)
Figure it Out (Page. No.77, 78) – Q. 4, 5
Figure it Out (Page. No.83,84)– Q. 1, 2
Figure it Out (Page. No.93 to 99) – Q. 1, 3, 4, 6, 7, 9</td><td>H.W.

Figure it Out (Page. No.76) – Q. 2
Figure it Out (Page.No.77,78)– Q. 1 (BW), 2, 3

Figure it Out (Page.No.93 to 99) – Q. 2, 5, 8, 10</td></tr>
<tr><td colspan="2">Learner’s Comate: All questions will be done</td></tr>
<tr><td colspan="2">Book: Mathematics (R.S. Aggarwal)
Do additional practice of questions from the book.</td></tr>
<tr><td colspan="2">Enrichment Booklet:- Additional practice of Maths Enrichment sheet-7 to be done.</td></tr>
<tr><td>September
24 days</td><td colspan="2">Revision & Half Yearly Examination</td></tr>
</table>

Month	Contents

ANNUAL TERM

Sl.No.	Name of the Chapter	No. of iBLD
1	**Fractions**	1
2	**Decimals (Additional Topic)**	1
3	**Percentage (Additional Topic)**	1
4	**Perimeter And Area**	1
5	**Playing With Construction**	1
6	**Symmetry**	1

October 21 days

CH.7. FRACTIONS

C.W.	H.W.
Figure it Out (Page. No.152) – Q. 1, 2, 3, 4, 5(All BW)	
Figure it Out (Page. No. 155) – Q. (a to h) (BW)	
Figure it Out (Page. No.158) – Q. 1, 3, 4(a)	**Figure it Out** (Page. No.158) – Q.2, 4(b), 5(BW)
Figure it Out (Page.No.160)–Q.1, 3, 4(BW)	**Figure it Out** (Page.No.160)– Q.2, 5(BW)
Figure it Out (Page. No.162) – Q. 1(a,c), 2, 3(a, c, e)	**Figure it Out**(Page.No.162)–Q.1(b), 3(b, d, f)
Figure it Out (Page.No.163)–Q.(a, c, e)	**Figure it Out** (Pg. No.163)–Q. (b,d)
Figure it Out (Page. No.165) – Q. 1, 2	**Figure it Out** (Pg.No.165)–Q. 3(BW)
Figure it Out (Page. No.166) – 1, 2	**Figure it Out** (Page. No.166) – 3
Figure it Out (Page. No.168) – Q. a, c	**Figure it Out** (Page. No.168) – Q. b
Figure it Out (Page. No.173) – Q. a, d	**Figure it Out** (Page.No.173)–Q. b, c
Figure it Out (Page. No.174) – Q. 1 (a, c, e), 2(a), 3(a)	**Figure it Out** (Page.No.174)–Q. 1(b, d), 2(b), 3(b)
Figure it Out (Page. No.179) – Q. 1(a, c, e, g, k), 3	**Figure it Out** (Page.No.179) – Q. 1(b, d, f, j, l, m), 2
Figure it Out (Page.No.181)–Q. 1, 3	**Figure it Out** (Page. No.181) – Q. 2
Figure it Out (Page.No.182)–Q. 1(a, c), 2(a), 3(a)	**Figure it Out** (Page.No.182)–Q.1(b, d), 2(b, c), 3(b)
Try This (Page. No.185) – Q. 2	

<table>
<tr><th>Month</th><th>Contents</th></tr>
<tr><td></td><td>Learner's Comate: All questions will be done</td></tr>
<tr><td></td><td>Book: Mathematics (R.S. Aggarwal)
Do additional practice of questions from the book.</td></tr>
<tr><td></td><td>Practical 1: Understanding fractions.</td></tr>
<tr><td></td><td>Enrichment Booklet: Additional practice of Maths Enrichment sheet-8 to be done.</td></tr>
<tr><td></td><td>Jodo Gyan Activity: Types of Fractions (Story telling - Arun's story), Comparisions of Fractions (Cake baking activity), Fraction on number line (Thread and long jump activity).</td></tr>
<tr><td rowspan="8">November
19 days</td><td>Decimal [Additional Topic]
Detailed information and exercises based on additional topic is provided in Learner's Comate which is subjected to correction and examination.</td></tr>
<tr><td>Enrichment Booklet: Additional practice of Maths Enrichment sheet-9 to be done.</td></tr>
<tr><td>Jodo Gyan Activity: Concept of decimals (Story telling - sonmal story, Card game of fraction kit).</td></tr>
<tr><td>Percentage [Additional Topic]
Detailed information and exercises based on additional topic is provided in Learner's Comate which is subjected to correction and examination.</td></tr>
<tr><td>Enrichment booklet: Additional practice of Maths Enrichment sheet-10 to be done.</td></tr>
<tr><td>CH.6. PERIMETER AND AREA</td></tr>
<tr><td>
<table>
<tr><th>C.W.</th><th>H.W.</th></tr>
<tr><td>Figure it Out (Page.No.132)–Q. 1(a,b), 2, 4, 5
Figure it Out (Page. No.133) – Q. 1, 2
Figure it Out (Pg. No.138) –Q. 1, 4(a)
Figure it Out (Page.No.139)–Q.(1 to 8)
Irregular Polygon diagrams
(Page. No.140) –All (BW)
Diagrams of triangle on grid paper
(Page. No.143) – Q. 1 & 2 (BW)
Figure it Out (Page. No.144) –
Q. 1(a, c, e)(BW)
House Plan Figures (Page. No.146, 147) – BW
Area Maze Puzzles (Page. No. 148) –
Q. a, b, c, d (BW)
Figure it Out (Page.No.149)– Q.1,3,5,7</td><td>Figure it Out (Page. No. 132) – Q. 1©, 3, 6
Figure it Out (Pg. No.133) – Q.3 BW
Figure it Out (Pg.No.138)– Q.3,2,4(b)

Figure it Out (Page. No.144) –
Q. 1(b, d) (B.W.)

Figure it Out (Pg.No.149) Q.2,4, 6</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th>Month</th><th>Contents</th></tr>
<tr><td></td><td>Learner's Comate: All questions will be done</td></tr>
<tr><td></td><td>Book: Mathematics (R.S. Aggarwal)
Do additional practice of questions from the book.</td></tr>
<tr><td></td><td>Practical 2 : Perimeter through Creative Grid Designs.</td></tr>
<tr><td></td><td>Enrichment booklet: Additional practice of Maths Enrichment sheet-11 to be done.</td></tr>
<tr><td></td><td>Note :- The link to the Graphic Novel will be shown in class and shared on google classroom.</td></tr>
<tr><td></td><td>Art Integrated Learning: Square Pattern Design
Create and design a Geometry Quilt pattern.
Materials: Graph paper, markers, colored paper.
Instructions:
Students design quilt patterns using squares, triangles, and rectangles.
Assign dimensions to each section of the quilt.
Calculate the area of individual pieces and the entire quilt.
Create a colorful paper quilt to display in the classroom</td></tr>
<tr><td rowspan="6">December
25 days</td><td>CH.8. PLAYING WITH CONSTRUCTION</td></tr>
<tr><td><table>
<tr><th>C.W.</th><th>H.W.</th></tr>
<tr><td>Figure it Out (Page. No.191) – Q. 1</td><td>Figure it Out (Page. No.191) – Q. 2, 3</td></tr>
<tr><td>Figure it Out (Page. No.194) – 1, 2</td><td>Figure it Out (Page. No.194) – 3</td></tr>
<tr><td>Figure it Out (Page. No.197) – Q. 1, 3</td><td>Figure it Out (Page. No.197) – Q. 2</td></tr>
<tr><td>Figure it Out (Page. No.211) – Q. 1, 3</td><td>Figure it Out (Page. No.211) – Q. 2, 4</td></tr>
<tr><td>Figure it Out (Page. No.215) – Q. 1, 3</td><td>Figure it Out (Page. No.215) – Q. 2</td></tr>
</table></td></tr>
<tr><td>Learner's Comate: All questions will be done</td></tr>
<tr><td>Book: Mathematics (R.S. Aggarwal)</td></tr>
<tr><td>Do additional practice of questions from the book.</td></tr>
<tr><td>Enrichment Booklet:- Additional practice of Maths Enrichment sheet-12 to be done.</td></tr>
</table>

<table>
<tr><th>Month</th><th colspan="2">Contents</th></tr>
<tr><td rowspan="5">January
21 days</td><td>CH.9. SYMMETRY
C.W.
Figure it Out(Page.No.219)–Q.1,2(BW)
Figure it Out (Page. No.223 to 230) – Q. 1(BW), 3, 5, 6(i, iii), 7(BW), 9, 11(a, c, e)(BW), 12(a, c, e), 13(BW)
Figure it Out (Page. No.235)–Q.1(a, c) (BW), 3(BW)
Figure it Out(Page. No.238)–Q.2, 3, 4, (7, 8, 10, 11) (BW)</td><td>H.W.
Figure it Out (Page.No.223 to 230) – Q.2 (BW), 6(ii), 8 (BW), 10, 11(b, d, f)(BW), 12(b, d, f)
Figure it Out (Page.No.235)– Q.1(b) (BW), 2(BW)
Figure it Out (Page.No.238) – Q.1, 5, 6, 9 (BW)</td></tr>
<tr><td colspan="2">Learner’s Comate: All questions will be done</td></tr>
<tr><td colspan="2">Book: Mathematics (R.S. Aggarwal)
Do additional practice of questions from the book.</td></tr>
<tr><td colspan="2">Enrichment Booklet:- Additional practice of Maths Enrichment sheet-13 to be done.</td></tr>
<tr><td colspan="2">Maths Walk - On the topics 'Playing with Construction' and 'Symmetry'</td></tr>
<tr><td>February
+
March
23+19=
42 days</td><td colspan="2">Revision & Annual Examination</td></tr>
<tr><td></td><td colspan="2"></td></tr>
</table>

I -Term : Practical 1

Chapter – The Other Side of Zero

Topic

Understanding Addition of Integers

Objective

To help students understand positive and negative integers and practice addition through colouring on grid paper.

Aim

To visualize positive and negative integers and practice addition.

Materials

1. Grid paper
2. Green crayon (for positive integers)
3. Red crayon (for negative integers)
4. Worksheet (Optional)

Pre-requisite Knowledge

Understanding of positive and negative integers, and basic addition.

Activity Steps

1. Provide each student with grid paper and colouring materials.
2. Students will colour positive integers green and negative integers red on the grid paper.
3. Students will count and calculate the sum of the following integer pairs:
    - +4 and -4
    - +7 and +6
    - -8 and +5
    - +9 and -6
    - -7 and -3
4. Record the sum of each pair on their worksheet.

Observations

Pair	Calculation	Result
+4 and -4	4 + (-4)	
+7 and +6	7 + 6	
-8 and +5	-8 + 5	
+9 and -6	9 + (-6)	
-7 and -3	-7 + (-3)	

Result

Students will calculate the total sum of the integer pairs accurately.

Conclusion

This experiment helps students visualize positive and negative integers and understand how addition works with them, providing a clearer understanding of integer operations.

I - Term : Practical 2

Chapter – Lines and Angles

Topic
Measurement of Angles

Objective
To help students understand basic angle measurements by measuring angles between different body parts of human stick figures.

Aim
To introduce students to angles and how to measure them using a protractor.

Materials
1. Human stick figure diagrams (pre-drawn or printed)
2. Protractor
3. Ruler (optional for straight lines)
4. Worksheet (for recording measurements)

Pre-requisite Knowledge
Basic understanding of angles and how a protractor is used to measure them.

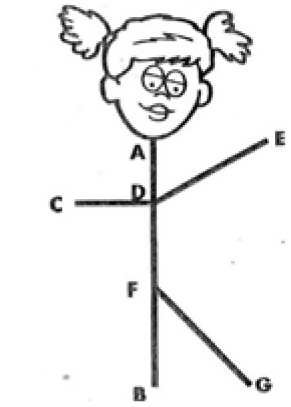
Activity Steps

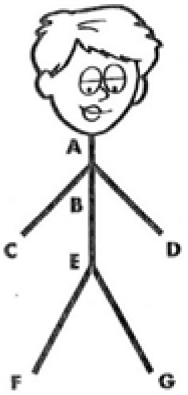
1. Provide each student with a human stick figure diagram.
2. Students will identify key angles between different body parts (e.g., between legs, between arms and body, etc.).
3. Use a protractor to measure the angles given on the diagram.
4. Students will record their measurements on a worksheet.

Discuss how these angles change with different poses and movements.

I - Term : Practical 2

Measure the following ANGLES





1. *L* ADE _____ 5. *L* ABC _____

2. *L* ADC _____ 6. *L* FEG _____

3. *L* BFG _____ 7. *L* AEG _____

4. *L* EDB _____ 8. *L* CBD _____

Observations

Angle to Measure	Body Parts Involved	Measured Angle (°)
L ADE	Neck and left arm	
L ADC	Neck and right arm	
L BFG	Right leg and left leg	
L EDB	Left arm and torso	
L ABC	Neck and right arm	
L FEG	Right leg and left leg	
L AEG	Torso and left leg	
L CBD	Right arm and left arm	

Result

Students will measure and record angles between different body parts accurately using a protractor.

Conclusion

This activity helps students understand how angles form between different parts of the body and introduces them to angle measurement in a practical and engaging manner.

II - Term : Practical 1

Chapter – Fractions

Topic

Understanding Fractions

Objective

To understand the concept of fractions by folding paper into various parts and shading them to represent fractions.

Aim

To visualize fractions as parts of a whole using paper folding and shading.

Materials

1. A4 sheets of paper (one per student).
2. Coloured pencils or crayons.
3. Rulers for precise folding.

Pre-requisite Knowledge

Understanding that a fraction represents a part of a whole.

Activity Steps

1. Provide each student with an A4 sheet of paper. Ask students to fold the paper into two equal parts and shade one part to represent $\frac{1}{2}$
2. Guide students to fold the paper into four equal parts by folding it in half again. Ask them to shade one section to represent $\frac{1}{4}$
3. Instruct students to fold the paper into eight equal parts by folding it once more. Ask them to shade three parts to represent $\frac{3}{8}$
4. Encourage students to compare the shaded sections for $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{8}$, discussing how fractions relate to the size of the shaded areas.

Observations

1. Students observed that folding paper into smaller parts increases the number of sections, but each section becomes smaller.
2. They learned that shading one part of two equal sections represents one part of four represents $\frac{1}{4}$, and three parts of eight represent $\frac{1}{2}$,
3. Students noticed that fractions with larger denominators divide the $\frac{3}{8}$ whole into smaller pieces.

Result

Students successfully represented and compared fractions through paper folding and shading.

Conclusion

Paper folding provides a hands-on approach to understanding fractions and their relationship to a whole, helping students visualize and compare different fractions effectively.

II - Term : Practical 2

Chapter – Perimeter and Area

Topic
Perimeter through Creative Grid Designs.

Objective
Understand and calculate the perimeter by designing shapes or names on graph paper.

Aim
To integrate art and mathematics to teach the concept of perimeter using graph grids.

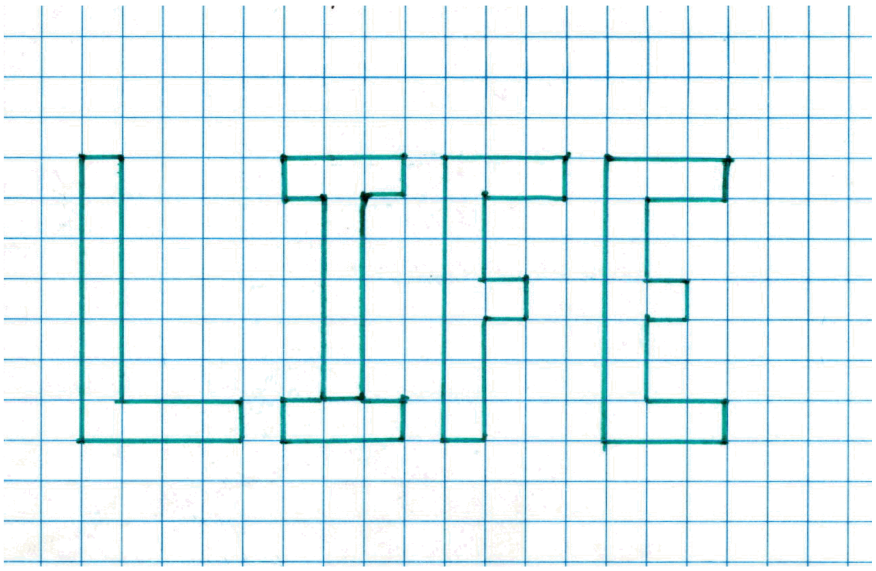
Materials
1. Graph paper.
2. Coloured markers or crayons.
3. Ruler (optional).
4. Worksheet for recording calculations.

Pre-requisite Knowledge
Basic understanding of perimeter and how to calculate it.

Activity Steps
1. Students take a sheet of graph paper and design their names or creative shapes using coloured boxes.
2. They outline their designs carefully to ensure well-defined shapes for measurement.
3. Using their own strategies, students count the outer edges of each coloured box and sum them to determine the perimeter.
4. They record their calculations on a worksheet and verify their answers by rechecking the counted edges.
5. Students compare their perimeters with classmates to observe variations and discuss patterns they notice in their calculations.

II - Term : Practical 2

Observation



Students will note how the arrangement of coloured boxes affects the perimeter and identify patterns in their calculations.

Design/Name	Number of Coloured Boxes	Perimeter (Units)

Result

Students will successfully design and calculate the perimeter of their creation.

Conclusion

The perimeter depends on the shape's outer edges, and different designs lead to different perimeters.

Mind Spark

Month	Week	Mindspark Topics	Corresponding Topics at School
April	1st Week	Mindspark : Initiation session and Large Number & operations on Large Numbers.	
	2nd Week	Finding pattern in numbers	**Patterns in mathematics**
	3rd Week	Playing with numbers	**Number Play**
	4th Week	Understand multiplication with arrays	
May	1st Week	Common multiples and common factors	**Prime time**
	2nd Week	Prime factorization	
	3rd Week	Divisibility test	
	4th Week	**Summer Vacation (Practice at home)**	
June	1st Week		
	2nd Week		
	3rd Week		
	4th Week	Revision of the previous topics.	
July	1st Week	Adding integers.	**The other side of zero**
	2nd Week	Subtracting Integers	
	3rd Week	Point, line segment, line and ray, angle introduction	**Lines and angles**
	4th Week	Types of angles and their measures	
August	1st Week	Collecting and organizing data Pictograph	**Data handling and presentation**
	2nd Week	Bar graphs	
	3rd Week	Artistic and aesthetic consideration	
	4th Week	Revision of the chapter	

Mind Spark

Month	Week	Mindspark Topics	Corresponding Topics at School
September	**Revision & Half Yearly Exam**		
October	2nd Week	Fractions: Basic concepts	**Fractions**
		Mixed and equivalent & comparison (All types)	
	3rd Week	Adding fractions	
	4th Week	Subtracting fractions	
November	1st Week	Decimals as fractions & Comparing decimals	**Decimals (Additional Topic)**
	2nd Week	Addition and Subtraction of decimals	
	3rd Week	Percentage conversions	**Percentage (Additional Topics)**
	4th Week	Perimeter of rectangles, squares, triangles and other polygons	**Perimeter and Area**
December	1st Week	Areas and perimeter of rectangles & squares	
	2nd Week	Area word problem Decompose figures to find area	
	3rd Week	Constructing Squares and rectangles	**Playing with constructions**
	4th Week	Playing with constructions Custom-1	
January	1st Week	**Holidays (Practice at home)**	
	2nd Week	Line of symmetry	**Symmetry**
	3rd Week	Rotational symmetry	
	4th Week	Symmetry Custom-1	
February	1st Week	**Revision**	
	2nd Week	**Revision**	
	3rd Week	**Annual Exam**	
	4th Week		

Science (Physics, Chemistry, Biology)

Book : Prachi Science – 6 Part-1 & Part-2

TINKER VILLAGE

My Inquiry Journal – Curriculum Integrated Hands-on Science by **Tinker Village** is introduced as a learning companion for **Class 6 Science**. Authored by **Mr. Onkar Shaligram** (Lead, Science and Mathematics Curriculum, Tinker Village) and **co-authored by Ms. Pooja Gupta and Mr. Balaji Ramanujan** (**Co-founder, Tinker Village**), the journal will support **experiential learning** by engaging students in observation, experimentation, questioning, and reflection. Through structured, inquiry-based activities aligned with the curriculum, students will actively explore scientific concepts, develop critical thinking skills, and connect classroom learning with real-life experiences. (The Journal will be subjected to correction, Unit Test and Examination)

Students will engage themselves in hands on experiments curated by **Mr. Abhinav Singhal, Education Catalyst and Co-Founder, Afterskool Inspire,** *a dynamic STEM education advocate who has dedicated his career to enhancing the learning experiences of both students and teachers***.** His series of insightful and engaging practicals go beyond the textbook knowledge, encouraging students to explore the intricacies of scientific concepts in a tangible and experiential manner. Thus helping students to develop a passion for scientific inquiry, paving the path for a future generation of informed and enthusiastic scientists.

ASYNCHRONOUS TASKS

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms.

Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go though them regularly.

General Instructions :

1. All the exercises done in Notebook are subjected to correction.
2. All exercises done in the Textbook is subjected for Mass Correction.
3. LET'S REVISE! given in each chapter is only for discussion (These questions are subjected to Unit Test and Examination).
4. NCERT Textbook Questions (Solved) are for Students reference and subjected to Unit Test and Examination.
5. Additional topic given in syllabus is provided in the Learner's Comate and is subjected to correction and examination.
6. Activities given in **My Inquiry Journal** will be done (Subjected to correction and Assessment)
7. It is mandatory to do practicals / activities as mentioned in the precept and **My Inquiry Journal** before the explanation of the topic / chapter followed by the discussion on observation and inference by the child.
8. **Practicals / Activities designed by Mr. Abhinav Singhal are given in the Learner's Comate.**

9. Key words given at the end of the chapter comprises of definitions which will be subjected to examination. It will not be rewritten in note book.
10. It is important to read through the chapter well as questions will be asked from within the chapters.
11. Apart from the diagram mentioned in the syllabus chapter wise, any diagram from the chapter can be given for Unit Test/Exam.
12. Learner's Comate Term-I & Term-II will be provided for Physics, Chemistry & Biology.
13. Questions on SDGs given in LC is subjected to discussion and correction but not subjected to assessment.
14. Make Your Question Assignment will be done in Learner's Comate (subjected to correction and assessment)
15. To test the previous knowledge, Misconceptions, HOTS questions and revisional assignment given in Learner's Comate will be discussed along with the chapter. (Not subjected to correction). HOTS questions and Revisional Assignment questions will be subjected to examination.
16. E-Content will be used both Synchronous and Asynchronous.
17. All practicals of Physics, Chemistry and Biology will be done in one hard bound practical file. (Subjected to correction)
18. Activity sheet provided for the activities will be pasted in the practical file. Activities for demonstration can be done in the class or lab as per teacher's convenience.
19. Objects for practical / demonstration activities will be provided to the students in the labs.
20. Graph Sheet for practice is given in Learner's Comate.
21. **Core Concept added in each chapter will be discussed in the class.**
22. Know more given in the chapter will be discussed in class and subjected for Unit Test & Examinations.
23. **Know a Scientist** given in the chapter will be discussed in class.
24. "**AIL** - Art integrated Learning to be done in all three subjects.
25. **Activities and Projects,** Group Discussion, Life Skills given in textbook will be done (Details will follow in the precept).

Pronunciation Lab – Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.

Virtual Escape Room – Links of Escape Room will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.

I Term : Biology and Chemistry

II Term : Physics

PHYSICS

HALF YEARLY

To reduce the weight of the bag, the science text book has been split into 2 parts (Part 1 and Part 2). Children will bring the book as per the 'Part' mentioned for the chapter in the syllabus.

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	Exploring Magnets	1	Part 1
2.	Measurement of length and Motion	1	Part 1

Month & No. of working days	CONTENT		
April + May 24+19 = 43 days	**Chapter-4**	:	**Exploring Magnets**
	Definition	:	**Pg. 81** - Keywords
	Book Work (C.W.)	:	**Pg. 83-84** - Ex.A, B & C **Pg. 85** - Ex.E, **Pg. 86** - Ex.IV, **Pg. 87** - Puzzles & Quiz
	Notebook Work (H.W.)	:	**Pg. 85** - Ex.D, **Pg. 86** - Ex.II & III
	Diagram	:	**Pg. 70** - Different Shapes of Magnets
	Activity-1	:	**Tinker Village** - Observe and represent the magnetic filed pattern around different magnet. (Group Activity) Will be done in **My Inquiry Journal**.
	Activity-2	:	To separate a magnetic substance from a non magnetic substance - **Individual** - Given in LC **Activity Sheet will be provided to be pasted in Practical File.**
	Practical-1	:	**Pg. 72** - Activity 5 - To show the magnetic poles occurs in pair & cannot be separated - **Individual**
	Activity for Demo. only	:	To be done while teaching the chapter (The activity is only for observation & discussion. No written work will be done) **Pg. 71** - Activity 2, **Pg. 72** - Activity 4, **Pg. 73** - Activity 6, **Pg. 78** - Activity11, **Pg. 78** - Activity 12
	Activities & Projects	:	**Pg. 87** - Activity1 & 2 - to be discussed in class
	Life Skill	:	**Pg. 87** - to be discussed in class

	AIL : To demonstrate the concepts of magnetic attraction and repulsion using a hands-on activity with magnetized toy cars (made from matchbox and bar magnet), illustrating the effects of magnetic forces in a simple and engaging way. (Image given on page no. 78). **Materials Required -** 2 empty matchboxes (or similar small boxes), 4 small bottle caps or wheels for each car, 2 bar magnets, Glue or tape, Toothpicks or skewers (for axles) **Procedure-** 1. Take two empty matchboxes and attach wheels (bottle caps) using toothpicks or skewers as axles. 2. Fix a bar magnet on one end of each matchbox, ensuring like poles (north-north or south-south) face outward. 3. Place the cars on a smooth surface, align the magnets, and gently push one car toward the other to observe repulsion. 4. Flip one magnet to align opposite poles and observe attraction. 5. Measure the distance moved to explore the effect of magnetic force. This simple activity demonstrates magnetic attraction and repulsion while engaging students in hands-on learning.
June+July 4+27 = 31 days	**Chapter-5 : Measurement of Length and Motion** **Definition** : **Pg. 100** - Keywords **Book Work(C.W.)**: **Pg. 102-103** - Ex.A, B & C, **Pg. 103-104** - Ex.E, **Pg. 105-106** - Ex.IV, **Pg. 106** - Puzzles & Quiz **Notebook Work(H.W.)**: **Pg. 103** - Ex.D, **Pg. 104-105** - Ex.II & III **Activity-3** : **Pg. 96-98** - To classify the given Motion as Linear Motion or Rectilinear Motion, Curvilinear Motion or Circular Motion, Random Motion, Rotating Motion, Rolling Motion, Periodic Motion, Oscillatory/Vibratory Motion - **Individual Activity Sheet will be provided to be pasted in Practical File.** **Practical-2** : **Pg. 93-94** - Activity 4 - To find the length of a curved line with the help of thread and verify the measurement with the divider - **Individual**

	Activity for Demo. only : To be done while teaching the chapter (The activity is only for observation & discussion. No written work will be done) **Pg. 89** - Activity 1, **Pg. 92** - Activity 2, **Pg. 93** - Activity 3
Aug+Sept 25+24 = 49 days	**Revision & Half Yearly Examination**

ANNUAL TERM

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	Temperature & Its Measurement	1	Part 2
2.	Beyond Earth	1	Part 2

Oct + Nov 21+19 = 40 days	**Chapter-7**	: **Temperature & Its Measurement**
	Definition	: **Pg. 20** - Keywords
	Book Work(C.W.)	: **Pg. 23-24** - Ex.A, B & C, **Pg. 24-25** - Ex.E, **Pg. 25-26** - Ex.IV, **Pg. 26** - Puzzles & Quiz
	Notebook Work(H.W.)	: **Pg. 24** - Ex.D, **Pg. 25** - Ex.II & III
	Diagram	: **Pg. 15** - Clinical Thermometer, **Pg. 14** - Laboratory Thermometer
	Activity-1	: **Pg. 17** - Activity 2 - To measure the Body Temperature with a Clinical Thermometer- **Group Activity** **Activity Sheet will be provided to be pasted in Practical File.**
	Practical-1	: **Pg. 15** - To measure the temperature of water with the help of Laboratory thermometer. Also write down the necessary precautions while using it - **Group Activity**
	Practical-2	: To demonstrate how a thermometer works by showing how liquid expands when heated and contracts when cooled. - **Group Activity (Given in LC)**
	Activity for Demo. only	: To be done while teaching the chapter (The activity is only for observation & discussion. No written work will be done) **Pg. 10** - Activity 1
	Activities & Projects	: **Pg. 26** - Activity1 - to be discussed in class as FOM
	Note :	**Pg. 18- Know a Scientist** will be discussed in the class.

Dec + Jan 25+21 =46 days	**Chapter-12** :	**Beyond Earth**
	Definition :	**Pg. 141** - Keywords
	Book Work (C.W.):	**Pg. 144** - Ex.A, B & C, **Pg. 145** - Ex.E, **Pg. 147** - Ex.IV, **Pg. 148** - Puzzles & Quiz
	Notebook Work(H.W.):	**Pg. 145** - Ex.D, **Pg. 146-147** - Ex.II & III
	Diagram :	**Pg. 123** - Ursa Major, **Pg. 124** - Ursa Minor & Orion, **Pg. 125** - Milky Way Galaxy - Top View & Side View, **Pg. 127** - Phases of Moon
	Activity-2 :	To understand how the Moon's phases occur by simulating the Sun, Earth, and Moon system using a ball and a light source. **(Given in LC)** **Activity Sheet will be provided to be pasted in Practical File.**
	Activity for Demo. only :	To be done while teaching the chapter (The activity is only for observation & discussion. No written work will be done) **Pg. 132** - Seasons are the result of revolution of the Earth around the Sun and the tilt of the Earth's axis.
Feb + March 23 + 19 =42 days	**Revision & Annual Examination**	
	Chap. - Measurement of Length & Motion (Part-I) of **Half Yearly** will be **subjected for Examination in Annual term.**	

CHEMISTRY
HALF YEARLY

To reduce the weight of the bag, the science text book has been split into 2 parts (Part 1 and Part 2). Children will bring the book as per the 'Part' mentioned for the chapter in the syllabus.

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	Additional Topic - Knowledge of Apparatus	-	LC
2.	Materials Around Us	1	Part 1
3.	A Journey through States of Water	1	Part 2

Month & No. of working days	CONTENT	
April + May 24+19 = 43 days	**Additional Topic :**	Knowledge of Apparatus (given in LC is **Subjected for Correction** and will be **tested** in **Unit Test** and **Half Yearly Exam**.
	Chapter-6 :	**Materials Around Us**
	Definition :	**Pg. 120** - Keywords
	Book Work(C.W.):	**Pg. 123-124** - Ex.A, B & C, **Pg. 124-125** - Ex.E, **Pg. 126** - Ex.IV, **Pg. 127** - Puzzles & Quiz
	Notebook Work(HW):	**Pg. 124** - Ex.D, **Pg. 125** - Ex.II & III
	Activity-1 :	**Tinker Village** - Observe and compare materials based on their physical properties. **(Group Activity)** Will be done in **My Inquiry Journal**.
	Activity-2 :	**Pg.113** - Activity 5-To find out whether the given substance is soluble or insoluble in water - **Individual** **Activity Sheet will be provided to be pasted in Practical File.**
	Activity for Demo. only :	To be done while teaching the chapter (The activity is only for observation & discussion. No written work will be done) **Pg. 114** - Activity 6
	Activities & Projects :	**Pg. 127** - 1,3 - to be discussed in class & 4 (to be pasted in practical file)

	Group Discussion :	**Pg. 127** - to be discussed in class
	AIL :	Students will explore different material and segregate into groups. After sorting they will create a collage or chart paper and present in the class as group activity or through Gallery walk (refer to activity -3)
June+July 4+27 = 31 days	**Chapter-8 :**	**A Journey through States of Water**
	Definition :	**Pg. 38** - Keywords
	Book Work(C.W.):	**Pg. 40** - Ex.A, B & C, **Pg. 41** - Ex.E, **Pg. 42 & 43** - Ex.IV & Puzzles & Quiz
	Notebook Work(HW):	**Pg. 41** - Ex. D, **Pg. 42** - Ex.II & III
	Diagram :	• **Pg. 28** - Arrangement of Particles in Solids, Liquid & Gases • **Pg. 36** - Journey of Water from Surface to falling down as rain (Water Cycle) • **Pg. 36** - Flowsheet Diagram of Watercycle
	Activity-3 :	To show how solids retain their shape, liquids take the shape of their container and gases expand to fill the available space. **(Given in LC)** **Activity Sheet will be provided to be pasted in Practical File.**
	Practical-1 :	• **Pg. 31 & 32** - Activity-2 & 4 - To check the effect of Surface Area and Wind Speed on Evaporation - **Group Activity**
	Activity for Demo. only :	To be done while teaching the chapter (The activity is only for observation & discussion. No written work will be done) **Pg. 32** - Activity 3, **Pg. 33** - Activity 5
	Activities & Projects :	**Pg. 43** - Activity 2 - to be discussed in class
Aug+Sept 25+24 = 49 days	**Revision & Half Yearly Examination**	

ANNUAL TERM

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	Methods of Separation in Everyday Life	1	Part 2
2.	Nature's Treasure	1	Part 2

Oct + Nov 21+19 = 40 days	**Chapter-9**	**:**	**Methods of Separation in Everyday Life**
	Definition	:	**Pg. 55** - Keywords
	Book Work(C.W.)	:	**Pg. 57-58** - Ex.A, B & C, **Pg. 59** - Ex.E, **Pg. 61-62** - Ex.IV & Puzzles & Quiz
	Notebook Work(HW)	:	**Pg. 58** - Ex.D, **Pg. 59-60** - Ex.II **Pg. 60-61** Ex.III
	Diagram	:	**Pg. 53** - A combination of methods of separation during the purification of common salt
	Activity-1	**:**	**Tinker Village** - Identify and use different methods to separate mixtures. **(Group Activity)** Will be done in **My Inquiry Journal**.
	Practical-1	:	**Pg. 49** - Activity 2 - To obtain clear water from muddy water by sedimentation & decantation - **Group Activity**
	Practical-2	:	**Pg. 52-53** - Activity 5 - To separate the constituents of mixture containing sand and sugar - **Demonstration only**
	Activity for Demo. only	:	To be done while teaching the chapter (The activity is only for observation & discussion. No written work will be done) **Pg. 45** - Activity 1, **Pg. 51** - Activity 3, **Pg. 52** - Activity 4
	Activities & Projects	:	**Pg. 63** - Activity 1,2 & 3 - to be discussed in class
Dec + Jan 25+21 =46 days	**Chapter-11**	**:**	**Nature's Treasure**
	Definition	:	**Pg. 111** - Keywords
	Book Work(C.W.)	:	**Pg. 115** - Ex.A, B & C, **Pg. 116** - Ex.E, **Pg. 118** - Ex.IV, **Pg. 119** - Puzzles & Quiz
	Notebook Work(HW)	:	**Pg. 115-116** - D, **Pg. 116-117** - Ex.II, **Pg. 117-118** Ex.III

	Diagram :	**Pg. 97** - Roof top rainwater harvesting
	Activity-2 :	**Pg. 104-105** - To study the types, features & uses of different types of rocks : (a) Igneous Rock - (i) Granite (ii) Pumice (b) Sedimentary Rock - (i) Limestone (ii) Gypsm (c) Metamorphic Rock - (i) Marble (ii) Slate
	Activity-3 :	To demonstrate how pollution particles from the air settle on surfaces over time. **(Given in LC)** **Activity Sheet will be provided to be pasted in Practical File.**
	Activities & Projects :	**Pg. 119** - 1 (HW), 2 & 3 - to be discussed in class during explanation
Feb + March 23 + 19 =42 days	**Revision & Annual Examination**	

BIOLOGY

HALF YEARLY

To reduce the weight of the bag, the science text book has been split into 2 parts (Part 1 and Part 2). Children will bring the book as per the 'Part' mentioned for the chapter in the syllabus.

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	The Wonderful World of Science	1	Part 1
2.	Mindful Eating : A Path to a Healthy Body	1	Part 1

Month & No. of working days	CONTENT
April + May 24+19 = 43 days	**Chapter-1** : **The Wonderful World of Science (Part-1)** **Note** : **Assignment will be given in Learner's Comate.** (Subjected to Correction and Assessment in UT and Exam)
	Chapter-6 : **Mindful Eating : A Path to a Healthy Body (Pg.43-53)** **Definition** : **Pg. 61** - Keywords - Nutrition, Nutrients, Minerals & Roughage **Book Work(C.W.)** : **Pg. 64-65** Ex.A - Q.1, 2, 5 & 8, **Pg. 65** Ex.B - Q.1, 2 & 3, Ex.C - Q.1, 2 & 5, **Pg. 66** Ex.E - Q.1, 2 & 3, **Pg. 67-68** Ex.IV B **Notebook Work(HW)** : **Pg. 65** Ex.D - Q.1, 2, 3 & 4, **Pg. 66** Ex.II - Q.1, 3, 4,6,7 & 8, **Pg. 67** Ex.III - Q.1 **Diagram** : **Pg. 54** - Daily requirement of carbohydrates, fats & proteins in an adult **Practical-1** : **Pg. 46-51** - Activity 3-7 - To test the presence of starch, sugar, fats, proteins, vitamin-C in the food sample
	Note :- The link to the Graphic Novel will be shown in class and shared on google classroom.
June+July 4+27 = 31 days	**Chapter-6** : **Mindful Eating : A Path to a Healthy Body (Pg.53-59)** **Definition** : **Pg. 61** - Keywords - Balanced Diet, Malnutrition & PEM **Book Work(C.W.)** : **Pg. 64** Ex.A - Q.3,4,6 & 7, **Pg. 65** Ex.B - Q.4 & 5, Ex.C - Q.3 & 4, **Pg. 66** Ex.E - Q.4 & 5, **Pg. 67** Ex.A, **Pg. 68** Puzzles & Quiz

	Notebook Work (HW) :	**Pg. 65** Ex.D - Q.5, **Pg. 66** Ex.II - Q.2 & 5, **Pg. 67** Ex.III-Q.2
	Group Discussion :	**Pg. 68** - 1. to be discussed in class
	Life Skills :	**Pg. 68** - to be discussed in class
	AIL :	Students will do different types of Yoga and dance steps to know the body parts & their movements.
Aug+Sept 25+24 = 49 days	**Revision & Half Yearly Examination**	

ANNUAL TERM

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	Diversity in the Living World	1	Part 1
2.	Living Creatures : Exploring Their Characteristics	1	Part 2

Oct + Nov 21+19 = 40 days	**Chapter-2** :	**Diversity in the Living World**
	Definition :	**Pg. 33** - Keywords
	Book Work(C.W.) :	**Pg. 36-37** Ex.A, B & C, **Pg. 38** Ex.E, **Pg. 40-41** Ex.IV, **Pg. 42** Puzzles & Quiz
	Notebook Work(HW) :	**Pg. 37-38** Ex.D, **Pg. 39-40** Ex.II & III
	Diagram :	**Pg. 18** - Types of Plants (a) Trees (b) Shrub (c) herbs (d) Creepers (e) Climbers, **Pg. 20** - Types of Root (a) Fibrous Root (b) Tap Root & Pattern of veins on the leaves, **Pg. 21** - Structure of seed (a) Adicot seed (b) Amonocot seed
	Activity-1 :	**Pg. 15-16** - Activity-1- To observe the diversity in plants - **Group Activity**
	Activity-2 :	**Pg. 16** - Activity-1- To observe the diversity in Animals - **Group Activity** **Activity Sheet will be provided to be pasted in Practical File.**
	Practical-1 :	**Pg. 21-22 Activity 4 & 5** - To explore the relationship among the seeds, types of roots and leaf venation.

	Activity for Demo. :	To be done while teaching the chapter
	only	(The activity is only for observation & discussion. No written work will be done)
		Pg. 20 - Activity 3
	Activities & Projects :	**Pg. 42** - Activity 2 - to be done as FOM activity
	Group Discussion :	**Pg. 42** - 1& 2 - to be discussed in class
	Note : 1.	**Pg. 27 & 29 Know a Scientist** will be discussed in the class.
	2.	The link to the Graphic Novel will be shown in class and shared on google classroom.
Dec + Jan 25+21 =46 days	**Chapter-10 :**	**Living Creatures : Exploring Their Characteristics**
	Definition :	**Pg. 81** - Keywords
	Book Work(C.W.):	**Pg. 84-85** Ex.A, B & C, **Pg. 86** Ex.E, **Pg. 87** Ex.IV, **Pg. 88** Puzzles & Quiz
	Notebook Work(HW):	**Pg. 85** Ex.D, **Pg. 86** Ex.II & III
	Diagram :	**Pg. 67** - Respiration in Plants, **Pg. 73** - Germination of a Seed, **Pg. 77** - Various stages of development in mosquito, **Pg. 78** - Different stage in the Life Cycle of a Frog
	Activity-3 :	**Tinker Village** - Identify the conditions needed for seeds to germinate. **(Group Activity)** Will be done in **My Inquiry Journal**.
	Activity-4 :	**Pg. 74-75** - Activity 4 - To show that sunlight affects the root and shoots of the plant
		Activity Sheet will be provided to be pasted in Practical File.
	Practical-2 :	**Pg. 67 Activity 2** - To show that exhaled air contains carbon dioxide gas - **Individual**
	Activities & Projects :	**Pg. 88** - Given as homework (Students will be asked to bring their plan to school for discussion)
	Note :	**Pg. 76 Know a Scientist** will be discussed in the class.
Feb + March 23 + 19 =42 days	**Revision & Annual Examination**	

Month & No. of working days	CONTENT
	HISTORY **Book : Exploring Society India and Beyond N.C.E.R.T.** **Social Science Textbook for Grade 6** **ASYNCHRONOUS TASKS** Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended work will be taken up in the classes by the teachers so it is important to go through Asynchronous content regularly. **Note :** 1. **Let's Explore** will be discussed in the class. 2. **Don't miss out** brings out intriguing or fun facts that will trigger student's curiosity and will be discussed in the class. 3. **Think about it** will be discussed in the class. 4. Make Your Questions assignment given in the LC after each chapter will be done and are subjected to correction and assessment. 5. **The Big Questions** give an idea what we are going to explore in the chapter. 6. Learner's Comate is subjected to correction. Questions on SDGs given in Learner's Comate is subjected to discussion and correction but not subjected to assessment. 7. Maps to be done in Learner's Comate. 8. Read the book thoroughly as questions to be framed within the chapter also. 9. For every chapter Question Bank will be made by the students in their notebook. 10. **AIL-** Art Integrated Learning to be done in Term-II. (History Expedition for Core Schools) 11. **Pronunciation Lab –** Links of recording (Audio / Video) of Pronunciation Lab for all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words. 12. **Virtual Escape Room –** Links of Escape Room will be shared for all the chapters of the **Term-I** in Google Classroom (G-Suite) for revising the concepts. **Assignment Given in Learner's Comate** The following assignments are given in the Learner's Comate. Students are expected to do them during the related special week as per the instructions given in the L.C. **1. Know more about Banaras** **2. Bhagwad Gita** **3. Sikh Gurus**

<table>
<tr><th>Month & No. of working days</th><th>CONTENT</th></tr>
<tr><td></td><td><u>HALF YEARLY</u>
<table>
<tr><th>Sl. No.</th><th>Name of the Chapter</th><th>No. of iBLD</th></tr>
<tr><td>1.</td><td>Introduction- Why Social Science?</td><td>-</td></tr>
<tr><td>2.</td><td>Time Line and Sources of History</td><td>1</td></tr>
<tr><td>3.</td><td>India, That is Bharat</td><td>1</td></tr>
</table></td></tr>
<tr><td>April + May
24+19
= 43 days</td><td>1) Introduction- Why Social Science? To be discussed in the class (Assignment given in the LC will be done in the class and will be subjected to Unit Test & Examination).</td></tr>
<tr><td>June+ July
4+27 =
31 days</td><td>Ch :4. Time Line and Sources of History
Questions, activities & projects- 1, 2, 3 to be done in the notebook.
Let 's Explore: Pg. no. 66 and 69 to be done in the book as HW
Note: The link to the Graphic Novel will be shown in class and shared on google classroom.</td></tr>
<tr><td>Aug
25 days</td><td>Ch:5. India, That is Bharat.
Questions, activities & projects- 1, 2, 3, 4 to be done in the notebook.
Activity - Story Telling, How India has got its name?
Map Work : Mark the following places mentioned in Mahabharata to be done in LC.
(Kalinga, Magadha, Kosala, Mahishmati, Kashi, Vidarbha, Avanti, Videha)
(Slate map will be used for practice)
Let 's Explore: Pg. no. 83 to be done in the book as CW</td></tr>
<tr><td>Sept
24 days</td><td>Revision+ Half Yearly Examination</td></tr>
<tr><td></td><td>ANNUAL TERM
<table>
<tr><th>Sl. No.</th><th>Name of the Chapter</th><th>No. of iBLD</th></tr>
<tr><td>1</td><td>The Beginnings of Indian Civilization</td><td>1</td></tr>
<tr><td>2</td><td>India's Cultural Roots</td><td>1</td></tr>
</table></td></tr>
<tr><td>Oct
21 days</td><td>Ch :6. The Beginnings of Indian Civilization
(Till Town Planning, Pg. No. 85-93)</td></tr>
<tr><td>Nov
19 days</td><td>Ch :6. The Beginnings of Indian Civilization
(Town Planning Onwards, Pg. No. 94-104)
Questions, activities & projects- 1, 2, 5, 6, 7, 8 to be done in the notebook.
Questions, activities & projects- 3 & 4 to be done as Holiday Homework.</td></tr>
</table>

Month & No. of working days	CONTENT
	Map Work : Mohenjodaro, Harappa, Kalibangan, Dholavira, Lothal, Chanhudaro, Rakhigarhi, Karanpura (**Slate map** will be used for practice) **Let's Explore:** Pg. no. 90 to be done in the book as CW **Activity**- Pictionary
Dec **25 days**	**Ch : 7. India's Cultural Root** **Questions, activities & projects-** 1, 2, 4, 6, 7 to be done in the notebook. **Questions, activities & projects-** 3 & 5 to be discussed in the class. True or False to be done in the notebook. **Let's Explore:** Pg. no. 109 to be done in the book as HW **Activity -** Class Activity given on page no. 123 of the textbook.
Jan **21 days**	**Revision**
Feb+March **23+19=42 days**	**Revision + Annual Examination**

<table>
<tr><th>Month & No. of working days</th><th>CONTENT</th></tr>
<tr><td></td><td>
<h1>CIVICS</h1>
Book : Exploring Society India and BeyondN.C.E.R.T.
<u>ASYNCHRONOUS TASKS</u>
Topic wise Asynchronous tasks in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms.
Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended work will be taken up in the classes by the teachers so it is important to go through Asynchronous content regularly.
Note:
1. Let's Explore will be discussed in the class.
2. Don't miss out brings out intriguing or fun facts that will trigger student's curiosity and will be discussed in the class.
3. Think about it will be discussed in the class.
4. The Big Questions give an idea what we are going to explore in the chapter.
5. Exercises given in the book are to be done in the notebook and are subjected to correction.
6. Learner's Comate is subjected to correction. Questions on SDGs given in Learner's Comate is subjected to discussion and correction but not subjected to assessment.
7. Make Your Questions assignment given in the LC after each chapter will be done and are subjected to correction and assessment.
8. AIL- Art Integrated Learning to be done in Term-I.
9. Pronunciation Lab – Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.
10. Virtual Escape Room – Links of Escape Room will be shared for all the chapters of Term-I in Google Classroom (G-Suite) for revising the concepts.
11. Entrepreneurship and tGELF Assignment given in LC will be done in both the terms.
12. The Constitution of India. (To be done in the month January)
<u>HALF YEARLY</u>
<table>
<tr><th>Sl. No.</th><th>Name of the Chapter</th><th>No. of iBLD</th></tr>
<tr><td>1</td><td>Unity in Diversity, or 'Many in the One'</td><td>1</td></tr>
<tr><td>2</td><td>Family and community</td><td>1</td></tr>
<tr><td>3</td><td>Grassroots Democracy - Part 1 Governance</td><td>1</td></tr>
<tr><td>4</td><td>Grassroots Democracy - Part 2
Local Governance in Rural Areas</td><td>1</td></tr>
</table>
</td></tr>
<tr><td>April+May
24+19
43 days</td><td>Chap: 8 Unity in Diversity or 'Many in the One'
Questions, activities & projects- 2 to be done in note book.
Questions, activities & projects- 1, 3, 4, 5, 6 will be discussed in the class.
Let's Explore: Pg. no. 126 to be done in the class as group activity.
Entrepreneurship Assignment given in LC to be done.</td></tr>
<tr><td>June + July
4+27
= 31 days</td><td>Chap 9: Family and Community
Questions, activities & projects- 1, 2, 3 to be done in the note book.
Let's Explore: Pg. no. 139 to be done in the book as HW
Activity - Create a Family Tree
Draw a Family Tree showing three generations of your relatives. Include Names, Relationship and Date of Birth</td></tr>
</table>

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<tr><th>Month & No. of working days</th><th>CONTENT</th></tr>
<tr><td>Aug
25 days</td><td>
Chap 10: Grassroots Democracy - Part 1 :
Governance
Questions, activities & projects- 1, 2, 3 to be done in notebook.
Questions, activities & projects- 4 to be discussed in the class.
Diagram- Given on pg. no. 154 and 155 to be drawn in the notebook.
Let's Explore: Pg. no. 156 to be done in the book as CW
Activity- Pictionary
Note : The link to the Graphic Novel will be shown in class and shared on google classroom.
Chap 11: Grassroots Democracy - Part 2
Local Government in Rural Areas
Questions, activities & projects- 1, 2, 3 to be done in the note book.
Questions, activities & projects- 4 to be discussed in the class.
Diagram- Given on pg. no. 164 to be drawn in the notebook.
Note: The link to the Graphic Novel will be shown in class and shared on google classroom.
AIL Activity (Art Integrated Learning) :-
● A video will be shown to the students showing the work of Gram Panchayat. Role play will be done to showcase child friendly Panchayat initiative.
OR
● The Sarpanch will be invited from the nearest village for an interview.
</td></tr>
<tr><td>Sept = 24 days</td><td>Revision + Half Yearly Examination</td></tr>
<tr><td></td><td>
ANNUAL TERM
<table>
<tr><th>Sl. No.</th><th>Name of the Chapter</th><th>No. of iBLD</th></tr>
<tr><td>1</td><td>Grassroots Democracy Part 3</td><td>1</td></tr>
<tr><td>2</td><td>The Value of Work</td><td>1</td></tr>
<tr><td>3</td><td>Economic Activities Around Us</td><td>1</td></tr>
</table>
</td></tr>
<tr><td>Oct
21 days</td><td>
Chap 12: Grassroots Democracy Part 3
Local Government in Urban Areas
Questions, activities & projects- 1 to be discussed in the class, 4 & 5 to be done in the notebook.
Questions, activities & projects- 3 to be given as homework.
Diagram- Given on pg. 175 to be drawn in the notebook.
Activity- Dumb Charades
Note: The link to the Graphic Novel will be shown in class and shared on google classroom.
</td></tr>
</table>

Month & No. of working days	CONTENT
Nov **19 days**	**Chap 13**: **The Value of Work** **Questions, activities & projects-** 1, 2, 3, 4 to be done in note book. **Let's Explore:** Pg. no. 185, 191 to be done in the book as CW **Entrepreneurship Assignment given in LC to be done.**
Dec **25 days**	**Chap 14: Economic Activities Around Us** **Questions, activities & projects-** 1, 2, 3 to be done in note book. **Let's Explore:** Pg. no. 207 to be done as CW
Jan 21 days	-
Feb+ Mar **23+19** **= 42 days**	**Revision + Annual Examination**

Month & No. of working days	CONTENT
	GEOGRAPHY **Books : 1. Exploring Society India and Beyond - N.C.E.R.T.** **(Text Book in Geography for Class-6)** **ASYNCHRONOUS TASKS** Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended work will be taken up in the classes by the teachers so it is important to go through Asynchronous content regularly. **Note :** 1. **Let's Explore** will be discussed in the class. 2. **Don't miss out** brings out intriguing or fun facts that will trigger student's curiosity and will be discussed in the class. 3. **Think about it** will be discussed in the class. 4. **The Big Questions** give an idea what we are going to explore in the chapter. 5. Exercises given in the book are to be done in note book and are subjected to correction. 6. Atlas book should be carried along, in all the geography periods 7. Map activity will be done in Learner's comate. 8. Learner's Comate is subjected to correction. Questions on SDGs given in Learner's Comate are subjected to discussion and correction but not subjected to assessment. 9. For every chapter Question Bank will be made by the students in their notebook. 10. Make Your Questions assignment given in the LC after each chapter will be done and are subjected to correction and assessment. 11. **AIL-** Art Integrated Learning to be done in Term-II. 12. **Pronunciation Lab –** Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words. 13. **Virtual Escape Room –** Links of Escape Room will be shared for all the chapters of **Term-II** in Google Classroom (G-Suite) for revising the concepts.

Month & No. of working days	CONTENT
	States, Union Territories & Capitals And Neighbouring Countries With Indian States • An assignment **' Know your country-India'** is given in Learner's comate of Geography to make children aware of their states, Union territories and capitals. • **7 political maps of India** are given in Learner's comate for practice of States, Union territories and their capitals and neighbouring countries with Indian states. • **2 questions** of 0.25x2=**0.5** marks in unit test and **4 questions** of 0.25x4=**1** mark will be asked in exams (H.Y. & Annual). • Questions may be asked from the previous taught states, Union territories & capitals and neighbouring countries with Indian states. • **PPT of ' Know your country-India'** is to be shown on digiboard. • **Teaching aid-Slate-Map (India Political)-**Children will practice the states, Union territories and their capitals on slates in the classrooms as per the precept.

Month & No. of working days	CONTENT
	HALF YEARLY **Sl. No. | Name of the Chapter | No. of iBLD** 1 | Additional Topic- Know Your Country- India | 2 | Locating Place on the Earth | 1
April + May 24+19 = 43 days	**Additional Topic -** Know Your Country - India • General Information (9 points) regarding states, Union territories & their capitals, NCR etc. to be done. **Ch-1. Locating Places on the Earth** (Till symbols, Pg. No. 7 to 11) **Diagrams :** 1. Conventional Symbols (Pg. No. 12) to be drawn in the notebook **Teaching Aid - Globe** **Let's Explore:** Pg. no. 9 Part 1 to be done as CW, Part 2 as class activity **Activity:** Pg. No. 9 Part 2 to be done as a class activity.
June+ July 4+27 = 31 days	**Ch-1. Locating Places on the Earth** (Mapping the Earth to Understanding Time Zones) (Pg. No. 12 to 25) **Diagram :** Given on Page No. 15 to be drawn in the notebook **Questions, activities & projects-** 1, 2, 3, 6 & 7 to be done in the notebook **Questions, activities & projects-** 4 & 5 to be given as homework Page 25 crossword puzzle to be done in the book and subjected to correction **Map Activity:** (To be done in Learner's Comate with the help of ATLAS, will be subjected to examination) Using the World latitude and longitude map, mark the following locations with the help of Atlas. 1. Draw a line along the equator (0^0 Latitude) and Prime Meridian (0^0 longitude) 2. In which ocean is the location 10^oS latitude and 75^oE longitude located ? Mark it on the map and write the name of the ocean. 3. Mark the following cities on the provided map of world. (Refer to your Atlas for latitudinal and longitudinal extent) (The list of cities will be provided in Learner's Comate) **Teaching Aid -** Globe, **Slate map** will be used for practice **Activity -** Gym ball activity.
Aug. 25 days	**Map Work-** Practice State and Capitals and Grid Map • **States and Capitals-** (1-13 Uttar Pradesh to Maharashtra, Northern, Eastern & Western Region). • **Revision** of previous taught general information regarding states, Union territories & their capitals, NCR etc. • **Map Work** in LC-Practice states and capitals • **Slate-Map (India Political)** **Activity-** Map Race
Sept 24 days	**Revision + Half Yearly Examination**

Month & No. of working days	CONTENT
	ANNUAL TERM **Sl. No. | Name of the Chapter | No. of iBLD** 1 | Oceans and Continents | 1 2 | Landforms and Life | 1
Oct **21 days**	**Chap 2 : Ocean and Continents** **Till oceans** (Pg. No. 27 to 33) • **States and Capitals**- (14-28 - Arunanchal Pradesh to Chhattishgarh-North-Eastern, Southern and Central Region). • **Revision** of previously taught States and capitals (1-13). • **Map Work** in LC-Practice 28 states and capitals • **Slate-Map (India Political)** **Activity -** Pluto Enactment **Teaching Aid:** Map, Globe
Nov **19 days**	**Chap 2 : Ocean and Continents** (Pg. No. 34 to 40) **Questions, activities & projects-** 1 & 2 to be done in the notebook. **Questions, activities & projects-** 3 & 4 to be done in the book. **Let's Explore:** Pg. no. 32 to be done in the book as CW & pg. no. 36 as HW **Map :** On an Outline Map of World mark continents and oceans (Given in LC) • **8 Union territories and their capitals.** • **Revision** of 28 states and their capitals. • **Map Work** in LC-Practice Union territories and their capitals. • **Slate-Map (India Political)** **Activity:** Map Race **Teaching Aid:** Map, Globe **AIL Activity (Art Integrated Learning) :-** • Create a song or rap that includes the names of Ocean and Continents. Perform this song / rap in group using props like hats or sign representing Oceans and Continents.
Dec **25 days**	**Chap 3 :** Landforms and Life **Diagram-** Draw the diagram of three landforms given on page no. 43 in the notebook. **Questions, activities & projects-** 1, 2, 3, 4 & 5 to be done in the notebook. **Let's Explore:** Pg. no. 55 & 56 to be given as HHW. (To be done in the notebook)
January **21 days**	**Map:** Mark a few mountain ranges, plateaus and plains given in LC. • **Mountains-** Himalayas, Andes, Rocky • **Plateaus-** Tibetan Plateau, Deccan Plateau • **Plains-** Gangetic Plain, Amazon
Feb.+March **23+19 = 42 days**	**Revision + Annual Examination** • **Slate-Map (India Political)**

COMPUTER SCIENCE

Book: CODE Buddies 6(Empowering NexGen with AI-Robotics and Coding) by KIPS Learning. 1 single lined notebook. (Subjected to correction).

Note :

1. Book Exercises and Question Answers will be done in the Notebook.
2. Brain Developer given at the end of every chapter, Recap and Extra Scoop given in the Chapters will be subjected for Unit Tests and Examinations
3. At the end of every chapter Kips Elevate is to be utilized provided by kips learning.
4. Future Paths needs to be discussed before starting the chapters. (Given at the end of each Chapter)
5. Cyber Assignment to be done in the Enrichment Booklet (only for student practice not subjected for correction.)
6. Holiday HomeWorks are NOT subjected for Unit Test and Half Yearly/Annual Examination.

HALF YEARLY TERM

Sl. No.	Name of the Chapter
1.	Digital De-addiction
2.	Chapter 1 :- Pixel Perfection with Krita + Computer languages and Translators
3.	Chapter 2 :- Advanced Features in Excel
4.	Chapter 9 :- A Responsible Digital Creator + Chapter 4 :- Mission: Waste Management

Month	Content
April+May **24+19= 43 days**	**Digital health and wellness curriculum for new age citizens:** **Digital De-addiction given in the precept to be discussed.** **Chapter: 1-Pixel Perfection with Krita + Computer languages and Translators** (pg. no. 16-17 to be discussed not subjected to Unit Test and Half Yearly/Annual Examination) Brain Developer given on pg. no. 13-14 to be done. **Practical:** Lab Activity given on pg. no. 14-15 Project given on pg. no. 114(Part A)
June + July **04+27= 31 days**	**Chapter: 2- Advanced Features in Excel** Brain Developer given on pg. no 32-33 **Practical**- Lab Activity given on pg. no. 34

August **25 days**	**Chapter 9- A Responsible Digital Creator +** **Chapter 4: Mission: Waste Management** Brain Developer given on pg. no. 109-110 to be done. **Practical:** Lab Activity–Hands on Activity given pg. no. 111(Demo) Do Project Work given on pg. no. 115 Part C in the Computer Science Notebook. Project given on pg. no. 114 (Part B- Tracking Sales Using Excel)
September **24 days**	**Revision Work and Half Yearly Exam** * Test Paper-1 given on pg. no. 112(Q-A1,2,4, B1,2,4 C1,2,4 D1,2,4) * Test Paper-2 given on pg. no. 113(Q-A4, B3,4 C 5 D 4)

Holiday Homework (Summer Vacation)

* Cyber Assignment 1 and 2 given in the Enrichment Booklet.
* Do Exercises of Sustainable Development Goals given on pg. no. 120-121 in the book.

ANNUAL TERM

Sl. No.	Name of the Chapter
1	Net Hygiene
2	Chapter : 6 – Hello Python + Algorithm and Flowchart
3	Chapter : 7 – See What AI Sees + My Relationship Web
4	Chapter : 5 – Make Code magic

Month	Content
October **21 days**	**Digital health and wellness curriculum for new age citizens:** **Net Hygiene given in the precept to be discussed.** **Chapter: 6 –Hello Python+ Algorithm and Flowchart** (pg. no. 70-71 to be discussed Not subjected to Unit Test and Half Yearly/Annual Examination) Brain Developer given on pg. no. 82-84. **Practical -** Lab Activity given on pg. no. 85
November **19 days**	**Chapter :7- See What AI Sees + My Relationship Web** (pg. no. 122 to be discussed Not subjected to Unit Test and Half Yearly/Annual Examination) Brain Developer given on pg. no 93-94. **Practical -** Project Work given on pg. no. 115 (Part E)

Month	Content
Dec + Jan **25+21=46 days**	**Chapter 5 – Make Code Magic** Brain Developer given on pg. no. 67-68 **Practical -** Lab Activity given on pg. no. 69 Project Work given on pg. no. 115(Part D)
February+March **23+19=42 days**	**Revision and Half Yearly Exam** Test Paper-1 given on pg. no. 112(Q-A 5 B 5 C 5 D 5) Test Paper-2 given on pg. no. 113(Q-A1, 2, B1,2 C1,2, 3 D1)

Holiday Homework (Winter Vacation)

* Cyber Assignment 3 given in the Enrichment Booklet.
* Do Game Time given on pg. no. 116-117 in the book.

Digital Health and Wellness Curriculum for new age citizens.

(to be done in the month of April)

To be explained to Children by teachers in the class

Symptoms of Gadget Addiction

The symptoms of gadget addiction involve risks that engulf our physical and psychological well-being apart from our social life. Some of them are enumerated below:

- This sort of addiction is usually accompanied by dramatic mood swings and aggression.
- The social networking in the virtual world leads to them being involved in it even when real people are around.
- It could lead to posture issues and eye problems
- Insomnia is often a symptom in these cases
- Lack of concentration, attention or focus
- Memory problems and problems in decision-making
- Headache, eye problems and backache
- Digital Dementia. It is a common memory disorder that has developed due to over-use of gadgets. It targets the brain chemistry and cells, causing dementia.
- Stress, anxiety and communication disorders
- Other hazardous physical and psychological ailments

How can children avoid tech addiction?

- Limit the use of TV, computers and mobile devices.
- Pursue a hobby religiously. It may bring you great name and fame.
- Schedule an appropriate time for using the device, and plan fun physical activities or reading/drawing for you to engage in at other times.
- Refrain from putting TV and electronic gadgets in your bedroom, and put away such devices after use.
- Observe ‘tech-free’ times such as during meals, homework and bedtime. In addition, you can designate ‘tech-free’ zones as in the bedroom, dining area and in the car.
- Understand importance of moderation. Nothing in excess is good in life.
- Make time and opportunity to communicate, interact and share family values.

Net Hygiene
(to be done in the month of October)

Ethics is a system of moral principles that differentiate between good and bad practices. Computer ethics involve the code of conduct to use 'Information Technology' in a responsible way. It fulfils the requirements of an individual user without manipulating or destroying the data of any other user. Therefore It is advisable for all computer users to follow computer ethics or Net Hygiene.

Dos ----------

- **Use security software:** Virus scanners and firewalls are a must in your device.
- **Use multiple secure passwords:** '1234abc' is not a secure password, and neither is your best friend's name or your favourite food. In contrast, secure passwords have at least 8 characters and are comprised of a combination of upper and lower-case letters, plus numbers and special characters. (Write them in a safe place, you should not forget them either!)
- **Lock down your social networking profiles:** No matter which social networks you are a part of, the default data security settings are lax. You should, therefore, adjust and check these settings to verify which information your friends can see and what strangers can discover about you.
- **Make backup copies of important files:** You should, ensure that you have at least one backup copy of all your important files.
- **Safe Browsing :** You should not open any site without a green padlock sign (🔒)(https//:) in the address bar .

Don'ts – ----------

- **Use outdated software:** Security gaps in programmes, either in Windows or in Internet browsers, provide popular gateways for hackers. It is, therefore, important to ensure that these programs are supplied with the latest updates.
- **Share passwords with friends**: 'The whole point of having a password is that you are the only person who knows it. You should not, therefore, reveal your passwords or share them with anyone.
- **Open files from strangers:** 'A really funny video or a way to ace the upcoming exams?' If you receive a file with such a tempting description, especially from someone you don't know, you should not open it. Delete it immidiately. .
- **Make illegal copies of music, videos or software:** It is technically easy to make copies of music, videos or software but making illegal files is piracy. Don't do it.
- **Believe everything you read on the Internet:** While the Internet is a wonderful place for enquiring minds, it is also a playground for imposters, liars and blabbermouths. Not everything published on a website, therefore, is true and authentic.

General Knowledge

Book : Revised Quizcraft - Put the Facts Together - 6 Blueprint EDUCATION

General Instructions

1. GK book is not subjected to corrections but the G.K. teachers will mark it as '**seen**'.
2. All pages mentioned in both the columns will be explained and discussed in the class. However, page numbers mentioned in the 2nd column will not be subjected to Unit Test and Exam.
3. The following pattern of GK paper for Unit Test,Half Yearly and Annual Examination should be taken care of.

Examination	Unit Test
30 Marks for direct questions from the book	13 Marks for direct questions from the book
5 Marks current affairs, 3 marks Confidence Diary	5 Marks Current Affairs
2 Marks Important Dates	2 Marks Important Dates

4. "Sounds Amazing", "Share and Discuss", "Seek Out" is subjected for Unit Test and Exam.
5. Confidence diary has to be maintained at least thrice a week and mandatory to carry to the school on GK period day It will be checked by the G.K. teacher or during assembly as the Principal decides.
6. Current affairs which are beyond 30 days from ex am or U.T. date will not be subjected for Unit Test, Half Yearly and Annual Exam except for important / major events that have a long time effect.
7. The GK periods will have discussions on Current Affairs through presentations and Newspapers (for e.g. Sunday Times and Times of India NIE). Children must carry the Sunday Times or any other popular English Sunday Newspaper to the class as it will be discussed.
8. **Tips for parents to improve on the General Knowledge of their child : Create an environment for knowledge enhancement. Please buy an English Newspaper and see that your child reads Newspaper daily, discuss Current Affairs with your child and make listening to the news and absorbing it, a habit. Do check the Current Affairs that we update on G Suite Classroom.**
9. Topic wise Asynchronous tasks in various modes (audio/video/ texts etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go though them regularly.

Half Yearly

Month	Subjected to Unit Test & Exam	Not Subjected to Unit Test & Exam
April + May 24+19 = 43 days	C.W.: Pgs. 10,11,12,13,14,15,18,19,20,21 H.W.: Pgs. 9, 17 Current Affairs and Newspaper Discussions	H.W. : Pg. 16
June+July 04+27 = 31 Days	C.W.: Pgs. 24,25,26,27,28,29,30,31 H.W.: Pgs. 22, 23 Current Affairs and Newspaper Discussions	H.W. : Pgs. 32, 33
August 25 Days	C.W.:Pgs.34,35,36,37,42,43 H.W.: Pgs. 40, 41, 87 (Qs. 1 to 15) Current Affairs and Newspaper Discussions	H.W. : Pgs. 38, 39
September 24 Days	**Revision + Half Yearly Exam**	

Important Dates of Calendar

Dates	Events
23rd March	World Meterological Day
2nd April	World Autism Awareness Day
18th April	World Heritage Day
22nd April	International Mother Earth Day

Dates	Events
08th May	World Red Cross Day
14th June	World Blood Donor Day
26th July	Kargil Vijay Diwas
12th August	International Youth Day

Annual

Month	Subjected for Unit Test & Exam	Not Subjected for Unit Test & Exam
October 21 Days	C.W.: Pgs. 44,45,46,50,51 H.W. Pgs. 47,49 Current Affairs and Newspaper Discussions	H.W.: Pgs. 48
November 19 Days	C.W.:Pgs. 52,53,54,55,56,57,58,59 H.W.: Pgs. 60,61 Current Affairs and Newspaper Discussions	H.W.: Pgs. 62
December 25 Days	C.W.: Pgs. 63,68,69,70,71,72,74 H.W.: Pgs. 64,65,66,67,73 Current Affairs and Newspaper Discussions	
January 21 Days	C.W.: Pgs. 76,78,79,80,81,83,85 H.W.: Pgs. 75, 82, 86, 88 (Qs. 1 to 15) Current Affairs & Newspaper Discussions	H.W.: Pgs. 77, 84
February+March 23+19=42 Days	**Current Affairs & Newspaper Discussions** **Revision + Annual Exam**	

Important Dates of Calendar

Date	Events
9th Oct	World Post Day
16th Oct	World Food Day
16th Nov	International Day of Tolerance
22nd Nov	NCC Day

Date	Events
26th Nov.	Indian Constitution Day
3rd Dec.	World Day of the Differently Abled
10th Dec.	Human Rights Day
22nd Dec.	National Mathematics Day

संस्कृत

पाठ्यपुस्तक - सुप्रभातम् - 6 संस्कृत पाठमाला (कॉरडोवा पब्लिकेशंस)

ASYNCHRONOUS TASKS

विभिन्न प्रकार (ऑडियो/वीडियो/पाठ/ग्राफिक्स उपन्यास इत्यादि) में विषयवार अतुल्यकालिक कार्यों (Asynchronous tasks) को Google कक्षाओं में साझा किया जाएगा।छात्रों से अपेक्षा की जाती है कि वे उनके माध्यम से जाएँ और इसे गृह कार्य की तरह करें, जैसा कि सम्बन्धित शिक्षकों द्वारा विषय की अवधारणा / समझ को बढ़ाने के निर्देश दिए गए हैं। विस्तारित अतुल्यकालिक कार्य (Asynchronous tasks) शिक्षकों द्वारा कक्षा में लिया जाएगा, इसलिए उन्हें नियमित रूप से किया जाना महत्वपूर्ण हैं।

१. कार्य-पुस्तिका - एक, व्याकरण के लिए (जाँची जाएगी)
२. लर्नर्स कोमेट- अभ्यास कार्य हेतु (जाँची जाएगी)
३. पाठ से सम्बन्धित सभी मौखिक अभ्यास कक्षा में कराए जाएँगे।
४. 'सुप्रभातम्' पुस्तक के साथ दी गई सी.डी. दिखाई जाएगी।
५. व्याकरण से सम्बन्धित सभी अभ्यास कार्य-पुस्तिका में कराए जाएँगे।
६. सभी अनुवाद लर्नर्स कोमेट में कराए जाएँगे।
७. सभी लिखित एवं रचनात्मक अभ्यास कार्य पुस्तक में ही कराए एवं जाँचे जाएँगे।

विवरण

अर्द्धवार्षिक पाठ्यक्रम

क्रम सं०	पाठ के नाम	No. of IBLD
१.	सः कः अस्ति? प्रथम पुरूषः (त्रिषु लिंगेषु)	1
२.	तत् त्वम् असि - मध्यम पुरूषः (उभयलिंगयोः)	1
३.	शब्द रूप-राम (अकारान्त पुल्लिंग), शब्द रूप - पुष्प (नपुंसक लिंग)	-
४.	पक्षियों के नाम	-
५.	अहम् आत्मा अस्मि (उत्तम पुरूष उभय लिंगयोः)	1
६.	कर्त्ता कारकम् (प्रथमा विभक्तिः)	1
७.	पशुओं के नाम	-
८.	सः ग्रामं गच्छति (कर्म कारकम्-द्वितीया विभक्तिः)	1
९.	धातु रूप - गम् धातु तीनों लकारों में	-
१०.	**मौखिक** - स्वपरिचय, एक श्लोक का शुद्धोच्चारण शब्द रूप, धातु रूप, पक्षियों के नाम,पशुओं के नाम	-

अप्रैल + मई २४+१६ = ४३ दिन	**अर्द्धवार्षिक पाठ्यक्रम** Learner's Comate- पुनरावृत्ति अभ्यास प्रपत्र-१ (संस्कृत वर्णमाला एवं सर्वनाम परिचयः) **पाठ ५**- सः कः अस्ति? (प्रथमपुरुषः - त्रिषु लिंगेषु) **कक्षाकार्य** - **मौखिक** - (१) अभ्यास में दिये शब्दों का शुद्ध उच्चारण कराया जाएगा। **लिखित** - प्र०सं० १ से ६ तक। (पुस्तक में) **गृहकार्य** - रचनात्मकः अभ्यासः। (पुस्तक में) **पाठ ६**- तत् त्वम् असि (मध्यमपुरुषः - उभयलिंगयोः) **कक्षाकार्य** - **मौखिक** - (१) अभ्यास में दिये गए वाक्यों का उच्चारण करके अर्थ बताया जाएगा। (२) दिये गए शब्दों का संस्कृत में अर्थ बताकर अभ्यास कराया जाएगा। **लिखित** - प्र०सं० १ से ५ तक। (पुस्तक में) **गृहकार्य** - रचनात्मकः अभ्यासः प्र० सं० २ (पुस्तक में) **शब्द रूप**- राम-(अकारान्त पुल्लिंग) (पृ० सं० ११८), पुष्प-(नपुंसकलिंग) (पृ० सं० ११९-१२०) सभी विभक्तियों एवं वचनों में मौखिक एवं लिखित अभ्यास कराया जाएगा। **पक्षियों के नाम**- कोकिलः से सारसः तक -(पृ०सं० १२७) मौखिक एवं लिखित अभ्यास कराया जाएगा। Learner's Comate- पुनरावृत्ति अभ्यास प्रपत्र-२ (आकारान्त स्त्रीलिंग शब्द रूप रमा एवं संख्या ज्ञानम् १ से ३० तक) Learner's Comate– अभ्यास प्रपत्र-१ **ग्रीष्मावकाश गृहकार्य** - परियोजना निर्माण कार्यम् - पृ० सं० ३५ प्र०सं० १,२। उत्तर पुस्तिका में करें।
जून + जुलाई ०४+२७ = ३१ दिन	**पाठ ७**- अहम् आत्मा अस्मि (उत्तमपुरुषः - उभयलिंगयोः) **कक्षाकार्य** - **मौखिक** - (१) अभ्यास में दिये गए शब्दों का संस्कृत में अनुवाद बताकर शुद्ध उच्चारण कराया जाएगा। (२) दिये गए धातुरूपों का उत्तमपुरुष बहुवचन बोलने का अभ्यास कराया जाएगा। **लिखित** - प्र०सं० १ से ७ तक। (पुस्तक में) **गृहकार्य** - रचनात्मकः अभ्यासः। (पुस्तक में) **पाठ १०**- कर्ता कारकम् (प्रथमा विभक्तिः) **कक्षाकार्य** - **मौखिक** - (१) अभ्यास में दिये गए शब्दों का शुद्ध उच्चारण कराया जाएगा। (२) दिये गए प्रश्नों के उत्तरों का कक्षा में अभ्यास कराया जाएगा। **लिखित** - प्र०सं० १ से ६ तक। (पुस्तक में) **गृहकार्य** - रचनात्मकः अभ्यासः। (पुस्तक में) **पशुओं के नाम**- सिंहः से मीनः तक (पृ० सं० १२७) मौखिक एवं लिखित अभ्यास कराया जाएगा। Learner's Comate– अभ्यास प्रपत्र-२

<table>
<tr>
<td>अगस्त
२५ दिन</td>
<td>
पाठ ११- सः ग्रामं गच्छति (कर्म कारकम् - द्वितीया विभक्तिः)
कक्षाकार्य - मौखिक - (१) अभ्यास में दिये गए शब्दों का शुद्ध उच्चारण कराया जाएगा।
(२) दिये गए शब्दों का संस्कृत में अर्थ बताकर अभ्यास कराया जाएगा।
लिखित - प्र०सं० १ से ८ तक। (पुस्तक में)
गृहकार्य - रचनात्मकः अभ्यासः। (पुस्तक में)
धातुरूप- गम् धातु (पृ० सं० १२३) तीन लकारों में से दो लकार पुस्तक में हैं तथा तीसरा लङ् लकार निम्नलिखित हैः-
गम् धातु (जाना), लङ् लकार (भूतकाल)
<table>
<tr><th>पुरुष -</th><th>एकवचन</th><th>द्विवचन</th><th>बहुवचन</th></tr>
<tr><td>प्रथम -</td><td>अगच्छत्</td><td>अगच्छताम्</td><td>अगच्छन्</td></tr>
<tr><td>मध्यम -</td><td>अगच्छः</td><td>अगच्छतम्</td><td>अगच्छत</td></tr>
<tr><td>उत्तम -</td><td>अगच्छम्</td><td>अगच्छाव</td><td>अगच्छाम</td></tr>
</table>
(सभी पुरुषों एवं वचनों का मौखिक एवं लिखित अभ्यास कराया जाएगा।)
Learner's Comate–अभ्यास प्रपत्र-३
</td>
</tr>
<tr>
<td>सितम्बर
२४ दिन</td>
<td>
पाठ्यक्रम में दिए गये पाठों की पुनरावृत्ति कराई जाएगी।
अभ्यास प्रश्नपत्रम् - १ (पृ० सं० १२६) प्र० सं० ३ नहीं कराया जाएगा।
(इस अभ्यास प्रश्नपत्रम् की जाँच नहीं की जाएगी)
मौखिक परीक्षा पाठ्यक्रम -
१) स्वपरिचय (अपना नाम, पिता का नाम, कक्षा व विद्यालय)
२) एक श्लोक का शुद्धोच्चारण ३) शब्द-रूप (राम एवं पुष्प)
४) धातु रूप (गम् धातु- लट्, लङ, लृट्) ५) पक्षियों के नाम ६) पशुओं के नाम
पुनरावृत्ति एवं अर्द्धवार्षिक परीक्षा
</td>
</tr>
</table>

वार्षिक पाठ्यक्रम

क्रम सं०	पाठ के नाम	No. of IBLD
१.	स्वभावेन परोपकारी भवेत् (करण कारकम् - तृतीया विभक्ति)	1
२.	शब्द रूप - तद् (वह) तीनो लिंगो में	-
३.	धातु रूप - लिख् धातु तीनों लकारों में	-
४.	विद्या ज्ञानाय धनं च दानाय (संप्रदान कारकम् चतुर्थी विभक्ति)	1
५.	परिश्रमात् विना सफलता न भवति (अपादान कारकम् पंचमी विभक्ति)	1
६.	फलों के नाम	-
७.	अस्माकं राष्ट्रम् (सम्बन्ध कारकम् - षष्ठी विभक्तिः)	1
८.	उद्याने वृष्टिः (अधिकरण कारकम् - सप्तमी विभक्ति)	1
९.	भगवान रामः (सम्बोधनम्)	1
१०.	सब्जियों के नाम	-
११.	मौखिक - स्वपरिचय, एक श्लोक का शुद्धोच्चारण, धातु रूप, शब्द रूप, फलों एवं सब्जियों के नाम।	-

अक्टूबर
२१ दिन

पाठ - १२ - स्वभावेन परोपकारी भवेत् (करण कारकम् - तृतीया विभक्तिः)

कक्षाकार्य - मौखिक - (१) अभ्यास में दिये गए शब्दों का शुद्ध उच्चारण कराया जाएगा।
(२) दिये गए प्रश्नों के उत्तरों का कक्षा में अभ्यास कराया जाएगा।
लिखित - प्र०सं० १ से ८ तक। (पुस्तक में)

गृहकार्य - रचनात्मकः अभ्यासः। (पुस्तक में)

शब्दरूप - तद् (वह) तीनों लिंगों में (पृ० सं० १२१) सभी विभक्तियों एवं वचनों का मौखिक एवं लिखित अभ्यास कराया जाएगा।

धातुरूप - लिख् धातु (पृ० सं० १२३) तीनों लकारों में दो लकार पुस्तक में हैं तथा तीसरा लङ् लकार निम्नलिखित हैः-

लिख् धातु (लिखना), लङ् लकार (भूतकाल)

पुरुष -	एकवचन	द्विवचन	बहुवचन
प्रथम -	अलिखत्	अलिखताम्	अलिखन्
मध्यम -	अलिखः	अलिखतम्	अलिखत
उत्तम -	अलिखम्	अलिखाव	अलिखाम

(सभी पुरुषों एवं वचनों का मौखिक एवं लिखित अभ्यास कराया जाएगा।

नवम्बर १६ दिन	**पाठ १३**- विद्या ज्ञानाय धनं च दानाय (सम्प्रदान कारकम् - चतुर्थी विभक्तिः) **कक्षाकार्य** - **मौखिक –** (१) अभ्यास में दिये गए शब्दों का शुद्ध उच्चारण कराया जाएगा। (२) दिये गए वाक्यों का शुद्ध उच्चारण करके अर्थ बताया जाएगा। **लिखित – प्र०सं० १ से ७ तक।** (पुस्तक में) **गृहकार्य** - रचनात्मकः अभ्यासः। (पुस्तक में) **पाठ १४**- परिश्रमात् विना सफलता न भवति (अपादान कारकम् - पंचमी विभक्तिः) **कक्षाकार्य** - **मौखिक –** (१) अभ्यास में दिये गए शब्दों का शुद्ध उच्चारण कराया जाएगा। (२) दिये गए शब्दों का संस्कृत - पर्याय बताकर अभ्यास कराया जाएगा। **लिखित – प्र०सं० १ से ८ तक।** (पुस्तक में) **गृहकार्य** - रचनात्मकः अभ्यासः। (पुस्तक में) **फलों के नाम**- नारिकेलम् से कदलीफलम् तक (**पृ० सं० १२६**) मौखिक एवं लिखित अभ्यास कराया जाएगा। Learner's Comate– अभ्यास प्रपत्र-४
दिसम्बर २५ दिन	**पाठ १५** - अस्माकं राष्ट्रम् (सम्बन्ध कारकम् - षष्ठी विभक्तिः) **कक्षाकार्य** - **मौखिक –** (१) अभ्यास में दिये गए शब्दों का शुद्ध उच्चारण कराया जाएगा। (२) दिये प्रश्नों के उत्तरों का कक्षा में अभ्यास कराया जाएगा। **लिखित – प्र०सं० १ से ७ तक।** (पुस्तक में) **गृहकार्य** - रचनात्मकः अभ्यासः। (पुस्तक में) **पाठ १६** - उद्याने वृष्टिः (अधिकरण कारकम् - सप्तमी विभक्तिः) **कक्षाकार्य** - **मौखिक –** (१) अभ्यास में दिये गए शब्दों का शुद्ध उच्चारण कराया जाएगा। (२) दिये गए शब्दों का संस्कृत - पर्याय बताकर अभ्यास कराया जाएगा। **लिखित – प्र०सं० १ से ८ तक।** (पुस्तक में) **गृहकार्य** - रचनात्मकः अभ्यासः। (पुस्तक में) Learner's Comate–अभ्यास प्रपत्र-५ **शीतावकाश गृहकार्य**-परियोजना निर्माण कार्य **पृ०सं० ८६ प्र०सं० १,२** - छात्र उत्तर-पुस्तिका में करेंगे।

जनवरी २१ दिन	**पाठ १७** - भगवान् रामः (सम्बोधनम्) **कक्षाकार्य** - **मौखिक –** (१) अभ्यास में दिये गए शब्दों का शुद्ध उच्चारण कराया जाएगा। (२) अभ्यास में दिये गए वर्तालाप का शुद्ध उच्चारण कराया जाएगा। **लिखित –** प्र०सं० १ से ६ तक। (पुस्तक में) **गृहकार्य** - रचनात्मकः अभ्यासः। (पुस्तक में) **सब्ज़ियों के नाम** - रक्ताङ्गम् से लशुनम् तक (पृ० सं० १२६) मौखिक एवं लिखित अभ्यास कराया जाएगा। Learner's Comate–अभ्यास प्रपत्र-६
फरवरी + मार्च २३+१६= ४२ दिन	पाठ्यक्रम के पाठों की पुनरावृत्ति कराई जाएगी। अभ्यास प्रश्नपत्रम् - २ (पृ० सं० १३१) प्र० सं० ५ (क) तथा ६ नहीं कराया जाएगा। (इस अभ्यास प्रश्नपत्रम् की जाँच नहीं की जाएगी) **मौखिक परीक्षा पाठ्यक्रम –** १) स्वपरिचय (अपना नाम, कक्षा, माता एवं पिता का नाम, विषय अध्यापक का नाम) २) एक श्लोक का शुद्धोच्चारण ३) शब्द-रूप (तत् - तीनों लिंगों में) ४) धातु रूप (लिख् धातु- तीनों लकारों-लट्, लृट् और लङ्) ५) फलों के नाम ६) सब्जियों के नाम **पुनरावृत्ति एवं वार्षिक परीक्षा**

FRENCH

Book - Flambeau - Methode de français (Part-2) **(Unisec Pub)**

Note : 1. All the activities mentioned in the syllabus should be explained and is subjected to correction and examination.

2. **There is a QR code in each chapter for pronunciation practice.**
3. The sentences and questions asked in the question papers will not be directly from the book though the topics will remain the same. The sentences/questions will be changed so as to check the level of learning and knowledge of the children.
4. Model Paper is available in English Learner's Comate.
5. Marks division for Half Yearly and Annuals : Viva - 20, Written -60, Unit Test-20 (Total-100 Marks)
6. Topic wise Asynchronous tasks in various modes (audio/video/texts/graphic novels etc.) will be shared in the Google Classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extend Asynchronous work will be taken up in the classes by teachers so it is important to go through them regularly.

HALF YEARLY TERM

S.L.	Chapters	IBLD
1.	Chapter - 1 : Toujours les obligations	1
2.	Chapter - 2 : Une visite inoubliable	1
3.	Chapter - 3 : Dans le monde des enfants	1
4.	Chapter - 4 : C'est l'heure d'aller à lécole	1
5.	Chapter - 5 : Un bon piquenique	1

Month	Content
April+May 24+19 = 43 day	Chapter - 1 : Toujours les obligations **C.W. -** Activity : 1, 2, 3, 4, les Exercises- 3 & 10, Production Orale **H.W. -** Compréhension Orale, Mon Test
	Chapter - 2 : Une visite inoubliable **C.W. -** Activity : 1, 2, 3, 4, 5 ,6 & 7; les Exercises- 2, 3 & 7, Production Orale **H.W. -** Compréhension Orale, Mon Test
June+July 4+27 = 31 days	Chapter - 3 : Dans le monde des enfants **C.W. -** Activity : 1, 2, 3, 4, 5, 6 & 7; les Exercises- 1 & 5, Production Orale **H.W. -** Compréhension Orale, Mon Test Chapter - 4 : C'est l'heure d'aller à lécole **C.W. -** Activity : 1, 2, 3, 4, 6, 7 ; les Exercise- 1, Production Orale **H.W. -** Compréhension Orale, Mon Test
Aug 25 days	Chapter - 5 : Un bon piquenique **C.W. -** Activity : 1, 2, 3, 4,5; les Exercises- 1 & 5, Production Orale **H.W. -** Compréhension Orale, Mon Test
Sept. 24 days	**Revision & Half Yearly Examination**

ANNUAL TERM

HALF YEARLY TERM

S.L.	Chapters	IBLD
1.	Chapter - 6 : L'invitation	1
2.	Chapter - 7 : La soirée au palais	1
3.	Chapter - 8 : Un tour de France	1
4.	Chapter - 9 : Bienvenu dans le monde des vêtements	1
5.	Chapter - 10 : Quel temps fait - il?	1

October 21 days	Chapter - 6 : L'invitation **C.W. -** Activity : 1, 2, 3, 4, 5 ; les Exercises- 2, 3 & 8, Production Orale **H.W. -** Compréhension Orale, Mon Test
November 19 days	Chapter - 7 : La soirée au palais **C.W. -** Activity : 1, 2, 3, 4; les Exercises- 4, 6 & 7, Production Orale **H.W. -** Compréhension Orale, Mon Test
	Chapter - 8 : Un tour de France **C.W. -** Activity : 1, 2, 3, & 4 ; les Exercises- 1, 2, & 4, Production Orale **H.W. -** Compréhension Orale, Mon Test
December 25 days	Chapter - 9 : Bienvenu dans le monde des vêtements **C.W. -** Activity : 1, 2, 3, 4 ; les Exercises- 1, 2 & 4, Production Orale **H.W. -** Compréhension Orale, Mon Test
January 21 days	Chapter - 10 : Quel temps fait - il? **C.W. -** Activity : 1, 2, 3, 4; les Exercises- 3, 5 & 6, Production Orale **H.W. -** Compréhension Orale, Mon Test
Feb.+Mar. 23+19 =42 days	Revision & Annual Examination

DRAWING & CRAFT

Book :- Art Exploration : Grade - 6 (S. Chand School) (subjected to corrections)
Drawing Note Book (subjected to corrections)

Month & No. of working Days	Content
April+May 24+13 =37 Days	**Half Yearly** **C.W.** - Know about Art: Your Secret Art Toolkit - Pg. No. 6–8 (to be discussed in class) Understanding Light & Shadow - Pg. No. 10–11 (to be discussed in class) Shading a Chess Pawn : 3D Depth - Pg. No. 12 The Magic of One-Point Perspective - Pg. No. 15 & 16 (to be discussed in class) Scenic View with One-Point Perspective - Pg. No. 17 **H.W.** - Bringing Village Woman to Life - Pg. No. 13 Still Life: Hatching Shading on Vase - Pg No. - 21
June+July 4+27 =31 Days	**C.W.** - Art Study of Human Figure - Pg. No. 26 (to be discussed in class) Step by Step: Eyes Pg. No. 28, Step by Step: Nose - Pg. No. 29, Step by Step: Lips Pg. No. 30 **H.W.** - Head Study: Drawing Proportions - Pg. No. 27, Drawing Leaves - Pg. No. 33–34
August 25 Days	**C.W.** - Zentangle - Pg. No. 41, Meet R.K. Laxman -Pg. No. 45 (to be discussed in class) R.K. Laxman Style -Pg. No. 46-47, Photography: The Science of Light - Pg. No. 59–60 – (to be discussed in class) **H.W.** - Activity: Hard Light & Soft Light Test (Pg 61–62)
September 24 Days	**C.W. -** Photography Trivia - Pg. No. 65 (to be discussed in class) Revision
	Summer Holiday Homework : Intricate Pen Patterns: Flowers - Pg. No. 42–43, DIY: Handmade Jute Tassel Key Ring - Pg. No. 51, DIY: Jute Rope Bowl - Pg. No. 53
	Annual Term
October 21 Days	**C.W.** - Step-by-step:Sunflower - Pg. No. 36, Charcoal Shading: Ice Cream - Pg. No. 24 (to be done with 6B pencil) **H.W.** - Tulip Colouring Activity - Pg. No. 37(to be done in notebook)
November 19 Days	**C.W.** - R.K. Laxman Style: Village Scene-Pg. No. 48 & 49, Roman Capitals: Shadow Outline Practice - Pg. No. 55 &56. **H.W.** - Shadow Outline Practice - Pg. No. 57, Still Life - Pg. No. 77 (photograph can be submitted in Google Classroom).
December 25 Days	**C.W.** - The Photographer and the Storyteller -Pg. No. 78 &79 (to be discussed in class) **H.W.** - Pg No. 80 (photograph can be submitted in Google Classroom).
January 21 Days	**C.W. -** Caption This - Pg. No. 73 &74 (to be discussed in class) Nature - Pg. No. 76 (photograph can be submitted in Google Classroom).
Feb.+Mar. 23+19 = 42 Days	Revision
	Winter Holiday Homework : Watercolour Pencil: Stacked Cup-Pg. No. 22 (to be done in notebook), Still Shade Tone -Pg. No. 20, The Photographer and The Storyteller - Pg. No. 81 (photograph can be submitted in Google Classroom).

Music (VI)

Music curriculum has been designed by Padma Bhushan Pt. Rajan Mishra & Padma Bhushan Pt. Sajan Mishra, eminent classical vocalists of India.

Music gives soul to the universe, wings to the mind, flight to the imagination and charm and gaiety to life and to everything.'

PLEASE NOTE

Do take note of the Indian Classical Raag along with Musicians to be introduced in the music classes for students so that they appreciate and develop a sense of liking for Indian classical music.

A brief life sketch of the musician mut be displayed at a prominent place in the school. Music/Compositions of the musicians must be played before assembly, during recess and during the dispersal for students to listen to and appreciate.

Students must be given a brief knowledge about the musician of the month.

- Biography of the musicians (Including the name of their Gurus)
- Awards they have received
- Awards given in their honour
- Their specialisation

Note : To inculcate a sense of rhythm in the children, the English songs will be taught during the dispersal assembly, the songs marked with '**' will be sung in the morning assembly and the songs with '*' will be taught in the music class.

The lyrics of the songs are given in the song book. A printout of the same will be given to students to be pasted in the Almanac since we want students to avoid carrying heavy bags. Students are requested not to bring the song book to school everyday.

Month	Contents
April + May **24 + 19= 43 days**	1. English Song -A Horse With No Name (America) (Pg. No. 44) 2. ** इतनी शक्ति (Morning Assembly) (Pg. No. 140) 3. *प्रार्थना गीत – मेरे खुदा, मेरे प्रभु (Music Class) (Pg. No. 139) 4. **परिभाषा** - आरोह–अवरोह, पकड़, संगीत, अलंकार 5. **अलंकार** - सारे सारेगग, रेग रेगमम 6. **ताल** - दादरा (ठाहलय) एवं परिचय 7. Musician to be introduced - उस्ताद आमिर खां (गायन)
June+July **4 + 27 = 31 days**	1. English Song - I Have A Dream (Pg. 33) (Dispersal Assembly) 2. ** अल्लाह तेरो नाम (Morning Assembly) 3. * प्रेरणा गीत – हम होंगे कामयाब (Music Class) (Pg. No. 132) 4. **राग** - यमन (राग परिचय, सरगम गीत) (Musician as reference - कौशिकी चक्रवर्ती) 5. **ताल** - कहरवा (ठाह लय) 6. **अलंकार** - सारे सारेगग, रेग रेग मम 7. Musician to be introduced - उस्ताद अली अकबर खां (सरोद)

Note - Holiday Homework - गायन, वादन तथा नृत्य-तीनों कलाओं के क्षेत्र से एक-एक कलाकार के चित्र के साथ संक्षिप्त परिचय दीजिए।

Month	Contents
August **25 days**	1. English Song - Five Hundred Miles (Boney M.) (Pg. 28) (Dispersal Assembly) 2. ** हर देश में तू (Morning Assembly) (Pg. No. 165) 3. ***देशभक्ति गीत** - भारत हमको जान से प्यारा (Music Class) (Pg. No. 174) 4. **परिभाषा** - सरगम गीत 5. **राग** - यमन (छोटा ख्याल + स्थाई अंतरा) (Musician as reference - कौशिकी चक्रवती) 6. Musician to be introduced - विदुषी एन. राजम (वायलिन)
September 24 days	**Half Yearly Examination**
October **21 days**	1. English Song - Another Day In Paradise (Phil Collins) (Pg. No. 72) (Dispersal Assembly) 2. ** तुम बेसहारा हो तो (Morning Assembly) (Pg. No. 168) 3. * प्रेरणा गीत –हमारी ही मुट्ठी में आकाश सारा (Music Class) (Pg. No. 170) 4. परिभाषा – ताल, लय 5. **ताल** - तीन ताल (परिचय + ठाह) with hand beats 6. **अलंकार** - सारे, सागरेसा, रेग रेमगरे 7. Musician to be introduced - उस्ताद अल्ला रक्खा खां (तबला)
November **19 days**	1. English Song - I Would Like to Build (Pg. no. 74) (The New Seekers) (Dispersal Assembly) 2. ** सुरज की गर्मी (Morning Assembly) (Pg. No. 152) 3. * दूर करो अँधियारा (Music Class) (Pg. No. 154) 4. **परिभाषा** - सप्तक के प्रकार 5. **राग** - भूपाली (परिचय + सरगम गीत) (Musician as reference - किशोरी अमोनकर) 7. Musician to be introduced - पद्मविभूषण एम. बाल मूरली कृष्णन (कर्नाटक गायन)
December **25 days**	1. English Song - Mary's Boy Child (Pg. No. 99) (Dispersal Assembly) 2. ** मानवता के मन मंदिर में (Morning Assembly) (Pg. No. 135) 3. * प्रार्थना गीत – तुम्ही हो माता (Music Class) (Pg. No.166) 4. **राग** - यमन, (छोटा ख्याल स्थाई + अंतरा) (Musician as reference - राकेश चौरसिया) 5. **अलंकार** - सारे, सागरेसा, रेग रेमगरे 6. Musician to be introduced - पं0 निखिल बनर्जी (सितार)
January **21 days**	1. English Song - My Wish : Rascal Flatts (Pg. No. 110) (Dispersal Assembly) 2. ** उठो जवान (Morning Assembly) (Pg. No. 169) 3. * **वन्दे मातरम्** (Music Class) (Pg. No. 125) 4. Musician to be introduced - पं0 अजय चक्रवर्ती (गायन)
February + March **23 + 19 =42 days**	**Revision + Annual Examination**

Sui Dhaga- The Sewing Activity

Sui Dhaga, our structured sewing activity, improves concentration and cognitive development by fostering mindfulness, patience, and precision. Through threading and stitching, students enhance their fine motor skills, perseverance, and confidence, reinforcing discipline across all areas of learning. By sustaining attention and focus, Sui Dhaga cultivates essential life skills, including concentration, cognitive development, problem-solving, perseverance, and confidence.

Materials Required

1. Needles (ensure appropriate size 3 or 4 no.)
2. Any dark colour thread
3. Scissors (child-safe) and handle them responsibly
4. Safety box for needles
5. 12x12 inch any light shade fabric (name of the child should be written on it) (1 piece for each term).

Note: Make a sewing kit and submit it to the class teacher with name and class section written on it.

SONG ON THE BAND

Branch	15th Aug	26th Jan
Annapurna	Chhoro kal ki baatein	Bharat Ki Shaan
Lahartara & Knowledge Partners	Faulad Ka Jigar	Mere desh ki dharti
Varuna	Dil diya hai Jaan bhi denge Ai watan tere liye	Yeh desh hai veer jawano ka
Sarnath	Hum honge kamyab	Taqat watan ki humse hai
Suncity	Watan ki raah pe watan ke naujawan shahid ho	Mera desh rangila
Bhagwanpur	Maa Tujhe Salaam	Aye mere watan ke logon
Indiranagar	Bharat Humko Jaan Se Pyara Hai	Kadam kadam badhaye ja

Drill Syllabus

	Anp	Lht/ Knowledge Partners	Vrn	Bgn	Snt	Sct	Ing
KG	Karate & PEC	Karate & Sticks	Karate & Tambourine	Karate & PEC	Karate & Tambourine	Karate & POMPOM	Karate & Ball
I-V	Cloth Panel	Elastic	Rhythmic drill with stick	Body percussion drill	Rhythmic drill with Hula Hoops	Hula Hoops	Skipping Rope
VI-VIII	Elastic	Body percussion drill	Hula Hoops	Rhythemic Drill with ribbon	Parachute	Basket Ball	Cloth Panel
Support Staff	Hula Hoops	Lazium	Basket Ball	Maypole	Cloth Panel	Parachute	Cones

Note: These drills must be performed on 26th January and have to be practiced in the mass drill period.

* Karate classes to be conducted throughout the session and it is necessary for students to perform on Republic Day.
* Both male and female support staff must be part of the support staff drill on 26th January.

DANCE

ASYNCHRONOUS TASKS

Topic wise **Asynchronous tasks** in various modes (audio/video/texts/graphic novels etc.) will be shared in the Google classrooms.

Students are expected to go through them and do It on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended work will be taken up in the classes by the teachers so it is important to go through Asynchronous content regularly.

Month	Contents
Half Yearly (I-Term)	
March + April	• Warming up • Bhoomi Pranam • Basic Movements of Classical Dance
May + July	• Aerobics • Bhoomi Pranam • Rasa (Shringar, Veer, Raudra, Karuna, Hasya & Bhayanaka)
August	• Warming up • Aerobics • Mudras of Bhoomi Pranam • Semi-Classical Dance
September,	**Revision and Half Yearly Examination**
Annual (II - Term)	
October + November	• Warming up • Aerobics • Folk Dance (Bihu)
December	• Warming up • Aerobics • Folk Dance (Bihu)
January	• Warming up • Aerobics • Que & Ans related to Maharashtrian Folk Dance
February = Days	**Revision + Annual Examination**

LIFE SKILLS

Book : School Cinema - My Cinema Book - Class VI
Edu Media India Pvt. Ltd.

The major purpose of including life skill is to help the student lead the right way of life. Also to promote human values, appreciating and understanding the need for positive attitudes. My Cinema Book is the most innovative approach to arise, awaken and inculcate the right values of life in an individual.

Note : 1. There will be no written examination in Life Skills.
2. Regular assessment of life skills during teaching learning process will take place on the basis of that, grades will be given.
3. Teachers will check the workbook and write 'seen' to ensure that the students complete the exercises of the work book.

The school Cinema Programme comprises of :

i) Films : School Cinema for Class VI comprises of 12 films-
- 10 films for students
- 1 film for teachers
- 1 film for parents

ii) My Cinema Book (Work Book)
My Cinema Book enables interaction at 3 levels - Self, Peer, teacher.

iii) Stickers-Self & Peer stickers are provided at the end of the book.
Teachers stickers will be given by the teacher

iv) Children's value & behaviour in school will be Subjected to Comprehensive Continuous evaluation.

tGELF

The Global Education & Leadership Foundation (tGELF) is a programme whose vision is to nurture young ethical leaders that will be future agents of change. tGELF has a unique value based curriculum which is offered to students across the world.

In an effort to further cultivate values in our students, the school has introduced the tGELF Curriculum Skilling & Knowhow Initiative for Lifelong Leadership Development (SKILLD) Programme for students of Classes VI to VIII.

Note : Worksheets will be discussed and are not subjected to correction.

HALF YEARLY

School Cinema	
S.No.	**Name Of The Chapter**
1	Mooch
2	All is Well
3	Ghunghroo
4	The Poem Thief
5	Duel of Angels

tGELF	
S.No.	**MODULE**
1	Leaders
2	Teamwork
3	Communication
4	Creative Thinking
5	Critical Thinking

Introductory Pages - Pg 3, 6 (CW)
Pg 4, 5 (HW)

Pg 7 - Trail of life - 1 sticker of footstep to be pasted at the end of every module.

Month	Content	
Apr+May 24+19 = 43 Days	**Lesson - 1 Mooch** * Value - Growing up, Self awareness, Self image, Responsibility, Dealing with change * Attitude : Confidence, Feeling okay with asking for help, Positive Self Image * Life Skills : Understanding puberty, Self image, Being accountable for actions, Learning about responsibility Film - Mooch (to be shown in school) **Work book :** CW - PG 8,9,10,11 HW - PG 12,13,14 Topics of Discussion : to be discussed in class. 1. Difference between 'feeling' grown up and 'acting' grown up. 2. How much does your friend's opinion of you matter to you? Should it matter at all? How should you react?	**tGELF: Module 1 - Leadership** **Session -1 Bosses and Leaders** Activity-1 : Identification of personalities Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) Activity-3 : Leadership Pillars •» What did we learn ? (Reflection)
	Lesson - 2 : All is well * Values - Contentment * Attitudes - Gratitude, Acceptance * Life Skills : Self Awareness, Empathy Film : All is well (to be shown in school) Work Book : CW - Pg - 15, 16, 17,18,19,20 HW - Pg - 21, 22 Topics of Discussion : to be discussed in class. 1. The secret to being happy & content 2. Making a difference (different ways in which we can help the unfortunate)	**tGELF: Module 2 - Teamwork** **Session -2 Working Together Works** Activity-1 : Question/Answer (Discussion) Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) •» What did we learn ? (Reflection)
June+July 4+27 = 31 Days	**Lesson - 3 : Ghunghroo.** * Values : Justice, Leadership * Attitudes : Courage, Assertiveness, Self-Confidence, Sensitivity * Life Skills : Interpersonal Skills, Communication, Coping with Stress, Creative Thinking Film - Ghunghroo (to be shown in school) Work book : CW - Pgs 23,24,25 HW - Pgs 28,30 Topics of Discussion : to be discussed in class. 1. The different types of bullies one encounters. 2. Ways to deal with bullying or teasing.	**tGELF: Module 3 - Communication** **Session -3 Understanding Gestures** Activity-1 : How does it feel ? Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) Activity-3 : Communication through gestures! •» What did we learn ? (Reflection)

	Lesson - 4 The Poem Thief * Values : Acceptance * Attitude : Respect, Equality * Life skills : Self awareness, Inter-personal skills, Problem Solving Film - The Poem Thief (to be shown in school) Work Book : CW - Pgs 31,32,33,34,35,36 HW - Pgs 37,38,39,40 Topics of Discussion : to be discussed in class. 1. Judging a book by its cover - a healthy practice ? 2. Do you make friends with only popular/talented classmates ? Does the ability to speak good English make someone popular ? Suggested Activities : to be done in school.	**tGELF : Module 4 - Creative Thinking** **Session -4 Think Creative** Activity-1 : DIY Activity Activity-2 : Module Video (to be shown) Activity-3 : Think Creative •» What did we learn ? (Reflection)
Aug **25 Days**	**Lesson - 5 : Duel of Angels.** * Values : Love, Family * Attitudes : Adjusting, Supportive * Life skills : Empathy, Communication, Coping with emotions, Interpersonal Skills. Film - Duel of Angels (to be shown in school) Work book : CW - Pgs 41,42,43,44,45 HW - Pgs 46,47,48 Topics of Discussion : to be discussed in school. 1. Reasons for fights between Siblings. 2. Why is it said that "Blood is thicker than water"?	**tGELF: Module 5 - Critical Thinking** **Session -5 Logical Minds** Activity-1 : Awesome Anagrams Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) •» What did we learn ? (Reflection)
Sept. **24 Days**	Revision of All values should be done during the term.	

ANNUAL TERM

School Cinema	
S.No.	**Name Of The Chapter**
1	The Winner
2	The Santoor
3	Dump it not
4	Apples and Oranges
5	Swimming in the Desert

tGELF	
S.No.	**MODULE**
1	Understanding Values
2	Kindness, Empathy, Compassion
3	Conflict Resolution
4	SEL
5	SDG on Citizenship

Oct **21 Days**	**Lesson 6 : The Winner** * Values - Moral responsibility, Decision making, Standing up for the right thing * Attitudes : Integrity, Empathy building, Honesty * Life Skills : Handling guilt, Problem solving, Having a strong conscience Film - The Winner (to be shown in school) Work Book : CW - Pgs 49,50,51,52,53,54 HW - Pgs 55,56,57,58 Topics of Discussion : to be discussed in class. 1. Difference between feelings of 'guilt' and 'shame' 2. What is the role of a conscience in decision making? What does it mean to have a good moral compass? 3. How does a child handle heavy emotions and challenges? How do they navigate friendships and conflicts at their age?	**tGELF:** **Module 6 - Understanding Values** **Session -6 The Value of Friendship** Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) Activity-3 : Story (The True Friend) Activity-4 : Making a friendship cake •» What did we learn ? (Reflection)
Nov **19 Days**	**Lesson 7 : The Santoor** * Values : Trust, Family * Attitude : Openness, Understanding * Life Skills : Communication, Coping with Emotions, Decision Making Film - The santoor (to be shown in class) Work Book : CW - Pgs 59,60,61,62,63,64 HW - Pgs 65,66,67,68 Topics of Discussion : to be discussed in class 1. Reasons teenagers lie or hide things. from their parents. 2. Different methods of communicating thoughts & feelings with parents.	**tGELF: Module 7 - Kindness, Empathy, Compassion** **Session -7 Gratitude** Activity-1 : Attitude of Gratitude Video (to be shown) Worksheet (to be discussed, given in Civics LC) Activity-2 : Game 'What Would You Feel Without It' •» Conclusion Additional Activity : Why am I grateful ?
	Lesson - 8 : Dump it not. * Values : Environment, Life * Attitudes : Proactive, Accountable. * Life Skills : Self-Awaeness, Decision Making, Critical Thinking, Problem solving. Film - Dump it not (to be shown in school) Work Book : CW - Pgs - 69,70,71,72,73,74 HW - Pgs - 75,76,77,78 Topics of Discussion : to be discussed in class 1. The difference between bio-degradable, non-bio-degradable and toxins, Segregation of waste. 2. Creative ways of being environmental friendly.	**tGELF:** **Module 8 - Conflict Resolution** **Session -8 Resolving Conflict** Activity-1 : Solve the conflict Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) •» Skills required in Conflict Resolution •» What did we learn ? (Reflection)

Dec **25 Days**	**Lesson - 9 Apples and Oranges** * Values : Dialogue, Diversity, Peace * Attitudes : Acceptance, Mutual Respect, Understanding * Life Skills : Interpersonal, Communication, Problem solving, Coping with stress, Critical Thinking Film - Apples and Oranges (to be shown in school) Work Book : CW - Pgs 79,80,81,82,83,84 HW - Pgs 85,86,87 Topics of Discussion : to be discussed in class. 1. What differences breed hatred in our country ? 2. The meaning of freedom of expression and speech and the importance of dialogue to overcome differences. 3. Issues that the country faces today because diversity isn't respected	**tGELF: Module 9 - Socio-Emotional Learning (SEL)** **Session -9 I Feel It!** Activity-1 : Question/Answer(Discussion) Activity-2 : How do you feel ? Activity-3 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) •» What did we learn ? (Reflection)
Jan **21 Days**	**Lesson - 10 : Swimming in the Desert** * Values : Determination, Hard Work, Integrity * Attitudes : Self-belief, Optimism, Courage, Calmness * Life Skills : Critical Thinking, Problem-solving, Creative Thinking Film - Swimming in the Desert (to be shown in school) Work Book : CW - Pgs 88,89,90 HW - Pgs 91,92,93 Topics of Discussion : to be discussed in class. 1. What are the water-related issues in your city ? Does any part of your city face water issues ? If yes, why do you think so ? 2. According to you, what are the ways to conserve water that is fruitful in our daily life ? 3. What do you know about the drought situation in our country ? What do you think are the causes and effects of drought ? Do you know if your home town is a drought-prone area or not ? 4. Imagine you have been selected for a panel of discussion, where the topic is "Innovative ways to conserve water and solve drought situations". What ideas would you share to preserve water. apart from closing the tap and saving a bucket of water ?	**tGELF: Module 10 - SDG on Citizenship** **Session -10 Good Citizens** Activity-1 : Question/Answer (Reflective Discussion) Activity-2 : Discuss and Differentiate Activity-3 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) •» What did we learn ? (Reflection)
Feb. Mar. **23+19** **= 42 Days**	**Revision of all values to be done during the term.**	

SKILL & VOCATIONAL EDUCATION (VI)

ARTIFICIAL INTELLIGENCE

Book: Kaushal Bodh (Vocational Education Activity Book for Grade 6 – NCERT

Note: All the exercises of Skill & Vocational Education subject including Kaushal Bodh Activity Project Work are supposed to be done in a register which is subjected to correction and assessment.

CBSE skill Education is developed in alignment with the vision of NEP 2020 and NCF (NCF- SE) 2023, integrating hands-on learning under three work domains – Work with Life Forms, Work with Machines, and Work in Human Services.

Kaushal Bodh, the activity book of vocational education by NCERT, comprises projects related to these work domains. Keeping the same in mind, we are integrating skill -based curriculum with these projects to provide vocational exposure to the students through a wide range of activities given in the precept.

The assessment shall be done internally by the school as per the Marks distribution given below:-

Term	Written	Kaushal Bodh Assessment	Total
Half Yearly	15 Marks	Project 1(35 Marks)	50 Marks
Annual	15 Marks	Project 2(20 Marks) Project 3(15 Marks)	50 Marks
Total	**30 Marks**	**70 Marks**	**100 Marks**

Note:

Link for Skill Education Book and Support Material :
https://cbseacademic.nic.in/web_material/Curriculum22/publication/middle/AI_Curriculum_Facilitator_Handbook_VI_VIII.pdf

ASYNCHRONOUS TASKS

Topic wise Asynchronous Tasks in various modes (audio / video / text etc.) will be shared in the Google Class Rooms.

Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts / understanding of the topic. The extended work will be taken up in the classes by the teachers so it is important to go through Asynchronous content regularly.

Half Yearly

The details about Skill Module are as follows:

<table>
<tr><th>Month</th><th>Topic</th><th>Sub-Topic</th><th>Learning Outcomes</th></tr>
<tr><td>April
+
May
(24+13
=37 Days)</td><td>Introduction to Artificial Intelligence

Unit 1
1.1 Excite</td><td>Introduction to AI and setting up the context of the curriculum Activity 1: Dream Smart Home idea-Pg. No. 16& 17 (Worksheet of Pg. No. 16 & 17 to be given to students) Learners to design a rough layout of floor plan of their dream smart home.</td><td>To be able to identify and appreciate Artificial Intelligence and describe its applications in daily life.
To relate, apply and reflect on the Human- Machine Interactions.</td></tr>
<tr><td></td><td>Kaushal Bodh Activity</td><td colspan="2"><u>Project 1-(Summer Vacation Holiday Home Work)</u>
• Project Animation and Games (Page no. 81 –100) by NCERT (please refer to the following link: https://epathshala.nic.in/topic.php?id=0685CH04)
• Students will follow the guidelines and format given in English Learners Comate, complete it in Skill & Vocational Education Register and submit it to the subject teacher for Evaluation. Also, student will share the link of the game that they have created through a google form which will be shared by subject teacher in the holiday home work guidelines. (In Summer Enjoyment Sheet)
• For detailed guidelines regarding the Kaushal Bodh project, please refer to the English Learners Comate.

<table>
<tr><th colspan="3">Criteria for Practical and Kausha Bodh Project-Based Assessment</th></tr>
<tr><td>1.</td><td>Originality in Presentation</td><td>7 Marks</td></tr>
<tr><td>2.</td><td>Compilation (in Register)</td><td>7 Marks</td></tr>
<tr><td>3</td><td>Portfolio (Photos, Data)</td><td>7 Marks</td></tr>
<tr><td>4</td><td>Research work (Content)</td><td>7 Marks</td></tr>
<tr><td>5.</td><td>Teacher's Observation</td><td>7 Marks</td></tr>
<tr><td colspan="2">Total</td><td>35 Marks</td></tr>
</table>
</td></tr>
<tr><td>June +
July 4+27
=
31 Days</td><td>1.1
Excite</td><td>Recommended Activity:
AI Quiz (Pg. No. 23, 24)
Activity 3: Letter to future self – Pg. No. 24, 25
(Worksheet of Pg. No. 25 to be given to students)
Learners to write a letter to self- keeping the future in context. They will describe what they have learnt so far or what they would like to learn someday</td><td>To undergo an assessment for analyzing progress towards acquired AI-Readiness skills.</td></tr>
</table>

August 25 Days	**1.2 Relate**	**Activity 4**: Write an Interactive Story - Pg. No. 30, 31, 32, 33 **(Worksheet of Pg. No. 32&33 to be given to students)** • Learners to draw a floor plan of a home/ School / City and write an interactive story around it using the Story Speaker extension in Google docs.	• To be able to relate to application of Artificial Intelligence in their daily lives. • To unleash their imagination towards smart homes and build an interactive story around it. • To relate, apply and reflect on the Human-Machine interactions.
Sept. 24 Days	• **Revision and Half yearly Examination.** • **Practical and Kaushal Bodh Project Assessment.**		

Annual Term

Month	Topic	Sub-Topic	Learning Outcomes
October 21 days	**1.3 Purpose**	Introduction to UN Sustainable Development Goals - Pg. No. 34, 35, 36, 37, 38, 39. **(Worksheet of Pg. No. 34, 35, 36&37 to be given to students)** **Activity 1:** Go Goals Board Game Learners to answer questions on Sustainable Development Goals	To understand the impact of Artificial Intelligence on Sustainable Development Goals to develop responsible citizenship.
November 19 Days	**Kaushal Bodh Activity**	**Project-2 School Museum (Page no. 105 –124)** of Kaushal Bodh by NCERT (please refer to the following link: https://epathshala.nic.in/topic.php?id=0685CH05 • Project is to be undertaken in school under the direct supervision of the Subject teacher. Students will follow the guidelines and format given in English Learners' Comate and complete it in the Skill & Vocational Education Register and submit it to the subject teacher for evaluation. • For detailed guidelines regarding the Kaushal Bodh project, please refer to the English Learners' Comate.	

Criteria for Practical and Kaushal Bodh Project-Based Assessment		
1.	Originality in Presentation	4 Marks
2.	Compilation (in Register)	4 Marks
3	Portfolio (Photos, Data)	4 Marks
4.	Research work (Content)	4 Marks
5.	Teacher's Observation	4 Marks
Total		**20 Marks**

<table>
<tr>
<td>December
+
January
25 + 21=
46 Days</td>
<td>1.5 AI Ethics</td>
<td>AI Bias and AI Access (Pg. No. 50)
• Discussing about the possible bias in data collection
• Discussing about the implications of AI technology</td>
<td>• To gain awareness around AI bias and AI access.</td>
</tr>
<tr>
<td></td>
<td>Kaushal Bodh Activity(Winter Holiday Homework)</td>
<td colspan="2"><u>Project-3(Winter Vacation Holiday Home Work)</u>
• Project Biodiversity Register (Page no. 34 –53) of Kaushal Bodh by NCERT (please refer to the following link: https://epathshala.nic.in/topic.php?id=0685CH02
• For detailed guidelines regarding the Kaushal Bodh project, please refer to the English Comate.
• Students will follow the guidelines and format given in English Learners' Comate, and document the details in Skill & Vocational Education Register and submit it to the subject teacher for evaluation. Utilize your artistic skills to decorate the pages in your preference style.
<table>
<tr><th colspan="3">Criteria for Practical and Project-Based Assessment</th></tr>
<tr><td>1.</td><td>Local Relevance</td><td>3 Marks</td></tr>
<tr><td>2.</td><td>Compilation (in Register)</td><td>3 Marks</td></tr>
<tr><td>3.</td><td>Portfolio (Photos, Data)</td><td>3 Marks</td></tr>
<tr><td>4.</td><td>Research work (Content)</td><td>3 Marks</td></tr>
<tr><td>5.</td><td>Teacher's Observation</td><td>3 Marks</td></tr>
<tr><td colspan="2">Total</td><td>15 Marks</td></tr>
</table>
</td>
</tr>
<tr>
<td>Feb. + March
23 +19 =42
Days</td>
<td colspan="3">Revision and Annual Examination.
Practical and Kaushal Bodh Project Assessment.</td>
</tr>
</table>

PHYSICAL EDUCATION

ASYNCHRONOUS TASKS

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms.

Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended work will be taken up in the classes by the teachers so it is important to go through Asynchronous content regularly.

General Instructions –

Size of the ball to be used by the students and the sports teachers during games/LTA period, keeping in mind the safety of the child.

Basketball		
Classes	**Boys**	**Girls**
I - II	Size - No. 3	Size - No. 3
III - VI	Size - No. 5	Size - No. 5
VII - VIII	Size - No. 6	Size - No. 6
IX and above	Size - No. 7	Size - No. 6
Handball		
Classes	**Boys**	**Girls**
I - IV	Size - No. 1	Size - No. 1
V - VII	Size - No. 2	Size - No. 2
VIII and above	Size - No. 3	Size - No. 2
Football		
Classes	**Boys**	**Girls**
I - IV	Size - No. 3	Size - No. 3
III - V	Size - No. 4	Size - No. 4
VI and above	Size - No. 5	Size - No. 5

HALF YEARLY

Month	Content
April+ May 24+19 = 43 days	• Physical Drill • Skipping • Physical Education Cards (PEC) **Card – X – Track & Field events**
June+ July 04+27=31 days	• Surya Namaskar • Physical Education Cards (PEC) • **What is First Aid** (video to be shown & to be explained by the teacher) • **How to give First Aid** (video to be shown & to be explained by the teacher) • **Preparation and use of First Aid Kit** (Demo to be given by the teacher) **Card – XIII – Kho-Kho**
August 25 days	• Physical Drill • Physical Education Cards (PEC) **Card – V – Leadup games for Kabaddi**
Sept. - 24 days	**Revision & Half Yearly Exam**

ANNUAL TERM

Oct. = 21 days	• Physical Drill • Physical Education Cards (PEC) **Card – VIII – Simple net game**
Nov. = 19 days	• Physical Drill • Physical Education Cards (PEC) **Card – XVI – Standing Kho**
Dec. = 25 days	• Physical Education Cards (PEC) • Physical Drill • **First Aid Techniques** (video to be shown & to be explained by the teacher) • **Electric Shock – Prevention & Precautions** (video to be shown & to be explained by the teacher) **Card – XV – Leg Cricket**
Jan. = 21 days	• Physical Drill • Surya Namaskar • Physical Education Cards (PEC) **Card – XI – Catch Cricket**
Feb.+ March = 23 + 19 = 42 days	**Revision & Annual Examination**

Physical Education
Half Yearly Term - Athletics (Track & Field events)

Introduction to Athletics (for Information and knowledge of students only)

Track events: We compete against the time / clock.

Track rules : The order of competition is determined by random draw. Athletes who miss their turn in an event are not allowed to make it up. Competitors must wear shorts and a jersey or skintight suit.

Skills of Crouch start : i) Bunch start, ii) Medium start iii) Elongated start

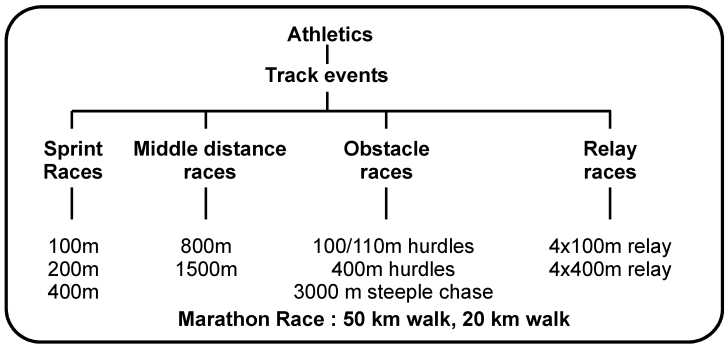
Starting technique : i) Set position, ii) Start

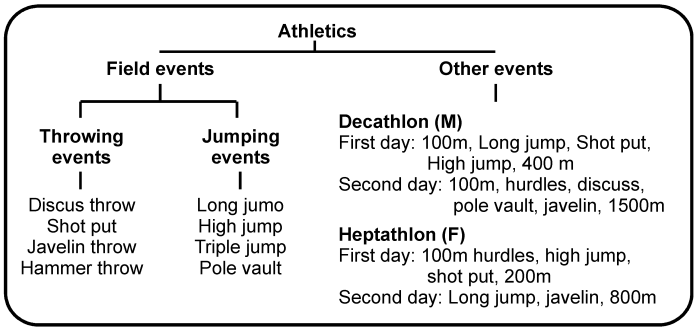
Finishing technique : i) Run through ii) Lunge iii) The shoulder shrug

Famous Indian Athletes : Milkha Singh (Flying Sikh), Ajmer Singh, P.T. Usha (Queen of Asian Track), Shiny Wilson, Anju Bobby George

Famous International Athletes : Jesse Owens, Carl Louis, Usain Bolt, Michel Johnson, Maurice Green

Field Event : We compete against height and distance. It consist of jump and throws: long jump, high jump, triple jump, pole vault, shot put, discus throw, javelin and hammer throw.



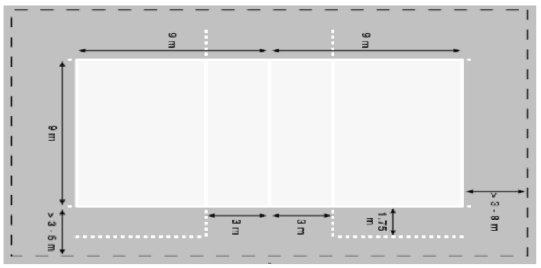


Physical Education
Annual Term - Volleyball

Surya Namaskar

- **Introduction of Volleyball (for information and knowledge of students only)**

HISTORY : Created on February 9, 1895, in Holyoke (Massachusetts) by William G. Morgan, a YMCA physical education director. Then known as Mintonette



COURT

- 18 metres long and 9 metres wide.
- Divided into two 9 x 9 metre courts.
- The top of the net is 2.43 metres above the centre of the court for men's competition and 2.24 metres for women's competition.
- Attack Line - It is a line 3 metres from and parallel to the net in each team court. It divides the court into "back row" and "front row" areas.

The ball : FIVB regulations state that the ball must be spherical, made of leather or synthetic leather, have a circumference of 6567 cm, a weight of 260280 g and an inside pressure of 0.300.325 kg/cm^2. Other governing bodies have similar regulations.

Skills: Competitive teams master six basic skills: **serve, pass, set, attack, block and dig.**

Terminology : Ace, Slide, Setter, Outside Hitter, Weakside Hitter, Middle Hitter, Libero, Rolling substitution, Rotation, Service and different types of service

Personality Dalel Singh Ror, Jimmy George, A. Palanisamy, R. K. Purohit, G. E. Sridharan

Volleyball Basics

- In serve, a player stands behind the end line and serves the ball, in an attempt to drive it into the opponent's court.
- Pass is an attempt by a team to properly handle the opponent's serve, or any form of attack. It is one of the hardest skills to develop in the game.
- Set is the second contact that a team makes with the ball. Its main goal is to put the ball in the air in such a way that it can be driven by an attack into the opponent's court.
- Attack is the third contact a team makes with the ball. Its object is to handle the ball so that it lands on the opponent's court and cannot be defended.
- Block is the action taken by players standing at the net to stop or alter an opponent's attack.
- Digging is preventing the ball from touching one's court after a spike, particularly a ball that is nearly touching the ground.

Career Awareness Class-VI
Careers related to Media and Communication

Half Yearly

June+July 4+27=31 days

Session : 1 Unveiling Ambitions and Understanding Career Importance

- Classroom discussion on various forms of 'Media'- Print Media, Broadcast Media, Digital media, Social media, Multimedia, Out-of Home Media, Mobile Media.
- Listing of the different possible careers related to these media.
- Discussion on how technology has revolutionized the media industry.

August 25 days

Session : 2 Introduction to Media & Communication Careers and Professions

- **Career Talk by the Teacher :**
  The Teacher initiates the discussion with introduction to careers in **Media and Communication**.(eg media researcher, editor, content writer, graphic designer, journalism, public relations, advertising, digital marketing etc.)
- **Discussion about unconventional careers :**
  - Content Creator/ Influencer
  - Podcast Producer
  - Augmented Reality Advertiser
  - AI Chatbot Developer
  - Brand Strategist
  - Virtual Reality Story Teller
  - Social Media Manager
  - Data Journalist
  - Neuro Marketing Specialist
  - Ethical AI Communicator
  - Media Literacy Educator

Annuals

October 21 days

Session : 3 Skill Development and Career Exploration

- Discussion on the **skills** required in this career - **Digital media skills, Networking skills, Ethical judgement, Tolerance, Analytical Thinking, Adaptability, Marketing & promotion** etc.
- Children will be asked to write on any one career of their choice related to Media & Communication.
  Students to answer the following : Give reason for your choice and how do you plan to develop skills that will help you in this profession.
- Children to list names (5-10) of people who are impressive communicators. They can be helped to select any one and research on his / her journey to draw inspiration.

Homework :

- Students will take interview of two personalities related to this profession on the interview sheet printed in English LC.

DREAM JOURNAL – CLASS VI

The Dream Journal is a guided reflection and life-skills programme designed to support students' emotional, social, and personal development. Through age-appropriate reflections, creative tasks, and discussions, students learn to understand themselves better, express their thoughts confidently, and build positive values. Most activities are completed through guided classroom discussions, with selected pages assigned as home reflection tasks.

NOTE:

- Discussion has to be done for the topics given for C.W. as well as for H.W. H.W. to be given only after discussing the topic mentioned in that page.
- Teachers will check the journal and write 'seen' to ensure that the students complete the exercises of the journal.

Theme: Exploring My Strengths

Introduction

The Dream Journal for Class VI marks the beginning of *Stage 2* in the self-discovery journey. At this level, students move beyond basic self-awareness to explore their strengths, interests, habits, and emotional responses more deeply. Through guided reflections and structured activities, learners begin to understand what motivates them, how they grow through challenges, and how their abilities connect to real-world roles and future possibilities. The journal supports confidence building, emotional regulation, and early career awareness.

Month-wise Syllabus

Half Yearly

Month & No. of working days	CONTENT		
April + May 24+19=43 days	**Topics**	**Class Work**	**Homework**
	The Version of Me Today	-	Pg no. 1
	My Energy and Mood Map	Pg no. 2	-
June + July 04+27=31 days	**Topics**	**Class Work**	**Homework**
	My Best Moments File	Pg no. 3	-
August 25 days	**Topics**	**Class Work**	**Homework**
	My Quick Fix List	Pg no. 4	-
September 24 days	**Topics**	**Class Work**	**Homework**
	My Strengths	Pg no. 5	-
	My Calm-down Toolkit	-	Pg no. 6

Annual Term

October 21 days	**Topics**	**Class Work**	**Homework**
	This Month I Want to Grow	Pg no. 7	-
November 19 days	**Topics**	**Class Work**	**Homework**
	My World	Pg no. 8	-
December 25 days	**Topics**	**Class Work**	**Homework**
	Mini Changemaker Plan	-	Pg no. 9
	My Future, but in Small Steps	-	Pg no. 10

	My Tiny Goal for the Next 30 Days	Pg no. 11	
January 21 days	**Topics**	**Class Work**	**Homework**
	My Dream Is to…	Pg no. 12	-
	My Long Term Goals	Pg no. 13	
February + March 23+19 = 42 days	**Topics**	**Class Work**	**Homework**
	My Effort Record	Pg no. 14	-
	My Learning Style Discovery	-	Pg no. 15

TIME MANAGEMENT TIPS



Note:

- A **Time Management PPT** should be conducted before the **1st CPTD in April** to sensitise students.
- **Recap sessions** should be organised in the **last week of August and January** to reinforce strategies and support effective preparation for **Half-Yearly and Annual Examinations**.

Importance of Time Management

Time management is an essential life skill that empowers students to balance **academics, personal responsibilities, and leisure** effectively. It promotes **self-discipline, responsibility, planning skills, emotional well-being**, and supports **competency-based learning**, in alignment with the **National Education Policy (NEP) 2020**, which focuses on holistic development and lifelong learning.



Core Competencies Developed (NEP Aligned)

- Self-management and organisational skills
- Decision-making and problem-solving ability
- Critical and reflective thinking
- Digital literacy with ethical use of AI tools
- Emotional regulation, resilience, and stress management

Effective Time Management Strategies for Exam Success

1. **Plan Ahead -** Create a realistic study timetable. Planned learning helps in better understanding of concepts and reduces stress compared to last-minute preparation.
2. **Prepare a Long-Term Academic Calendar -** Carefully review the syllabus and note important dates for assignments, projects, unit tests, and examinations. Display the calendar near your study area and follow it consistently.
3. **Stay Organised -** Keep all study materials—textbooks, notebooks, reference books, stationery, water, and light snacks—ready to ensure uninterrupted study time.
4. **Take Smart Breaks -** Follow the Pomodoro Technique — 25 minutes study + 5 minutes break. After four rounds, take a longer 15–30-minute break. These breaks enhance concentration, memory, and overall productivity.
5. **Identify Your Peak Learning Time -** Each learner has a unique time when concentration is at its highest. Many students find mornings ideal for studying challenging subjects, as the mind is fresh and more focused.
6. **Maintain Regularity -** Attend school regularly, listen attentively in class, and complete tasks according to the timetable to strengthen understanding and discipline.

7. **Study NCERT Textbooks Thoroughly -** NCERT textbooks form the foundation of learning. Read them carefully before referring to additional resources for deeper understanding.
8. **Practice Through Regular Assessments -** Attempt school tests and worksheets regularly to familiarise yourself with exam patterns and improve performance.
9. **Develop the Habit of Note-Making -** Write key points in your own words. Well-prepared notes support quick revision, clarity of concepts, and independent thinking.
10. **Revise Consistently -** Regular revision strengthens memory retention and builds confidence, ensuring long-term learning.
11. **Focus on Neat Handwriting -** Clear and legible handwriting enables better communication of ideas and ensures accurate evaluation.

Subject-Specific Learning Tips

English – Language Proficiency

- Use simple, clear, and appropriate vocabulary.
- Write grammatically correct sentences.
- Develop reading and writing skills for effective communication.

Model Papers

Solve model papers provided by the school or *Learners' Comate* to understand question patterns and marking schemes.

Date Sheet-Based Planning

Analyse gaps between examination dates and plan revision accordingly—revise the completed subject first, then prepare for the next.

Health and Well-Being (Holistic Development)



- Consume a balanced diet with fruits, nuts, and vegetables.
- Stay hydrated and avoid junk food.
- Engage in physical activity or sports for at least **30 minutes daily**.
- Ensure adequate sleep for mental alertness and emotional balance.

Responsible and Ethical Use of AI Tools

- Use AI tools to create study schedules and learning plans.
- Seek AI support for concept clarification and revision summaries.
- Practice AI-generated questions for self-assessment.
- Avoid copying answers directly—use AI as a **learning aid**, not a substitute for thinking.
- Follow school guidelines for **safe, ethical, and responsible AI usage**.

Tips for the Examination Day

- Revise notes a day before the exam.
- Do not start new topics on the exam day.
- Stay calm, confident, and positive.
- Sleep well the night before the exam.
- Carry all required stationery.
- Read instructions and questions carefully.
- Allocate time according to marks and attempt questions wisely.

Success is not a secret. It is the outcome of consistent effort, thoughtful preparation, and learning from every experience.



- **Set clear and achievable goals**
- **Identify challenges and work through them**
- **Create a positive and focused learning environment**
- **Believe in your abilities and overcome self-doubt**
- **Accept challenges as opportunities to learn**
- **Stay disciplined, curious, and resilient**
- **Demonstrate your potential with confidence**



Quality Circle Time (I Term)

Theme for the lesson: Appreciation and Healthy Competition

Lesson Plan – 1

SEL competency for the lesson – Self Awareness (The ability to recognize one's emotions, understand how they influence decisions and behavior, appreciate one's personal traits, take pride in one's skills, and build confidence by recognizing strengths and areas for improvement.)

Learning standard :- Identify one's emotions and their influence on one's behavior, performance, and decisions.

Learning outcome :- Recognise that one's emotional responses can be different from others in the same situation.

Learning objective :- Students will be able to describe situations that trigger different emotions through the circle time session.

Introduce the five skills required for QCT with action: Listening, Speaking, Looking, Thinking, Concentrating

Set the ground rules for QCT

QCT Aids – Speaking Object

Meeting Up:	Students work in pairs and mirror each other's facial expressions and movements. *Example: One student smiles, the partner copies the smile.* This builds attention, observation, and awareness of self and others.
Warming up:	**Pass the Clap Game** — students clap in sequence while counting numbers. *Example: One says "1," next says "2," continuing rhythmically.* Encourages focus and teamwork.
Opening up:	Children complete the sentence: **"I was appreciated for ___ and I felt ___."** *Example: "I was appreciated for helping a classmate and I felt proud."*
Cheering up:	Students share one positive action they will do this week to earn appreciation. *Example: "I will complete my homework on time."*
Calming down:	Students close their eyes and imagine a peaceful moment where they feel valued and appreciated by family or teachers.

Lesson Plan – 2

SEL competency for the lesson – Self Management (The ability to manage emotions, cope with stress, handle setbacks positively, set goals, and stay motivated in challenging situations.)

Learning standard: - Manage one's emotions and behavior and develop a positive attitude.

Learning outcome: - Manage stress and demonstrate positive behaviors.

Learning objective: - Students will be able to identify situations in which they feel stressed.

Revisit the five skills required for QCT

QCT Aids – Speaking Object

Meeting Up:	Students walk around playfully and try to make each other laugh without touching. *Example: Making funny faces while keeping control.*
Warming up:	**Word Association Game** — students say related words in rhythm. *Example: Tree → leaf → flower → color.*
Opening up:	Students respond to: **"Share an experience where you learned from a mistake in competition."** *Example: "I lost a race but practiced more later."*
Cheering up:	Students appreciate peers' achievements. *Example: "Well done for trying your best."*
Calming down:	Guided visualization — imagining calm surroundings such as flowers, blue sky, and peaceful thoughts.

Lesson Plan – 3

SEL competency for the lesson – Social Awareness (The ability to respect diversity, understand others' perspectives, empathize with people from different backgrounds, and act sensitively in social situations.)

Learning standard: - Recognize individual and group similarities and differences.

Learning outcome: - Identify how different cultural and social groups contribute to society.

Learning objective: - Students will recognize diversity through discussion and reflection.

Revisit the five skills required for QCT

QCT Aids – Soothing Log, Music Equipment, Rope

Meeting Up:	Students respond to movement cues using animal names. *Example: "Luna" = move, "Milo" = freeze.* Builds listening and impulse control.
Warming up:	**Pass the Ball Icebreaker** — when music stops, the student shares a fun fact. *Example: "I love cricket."*
Opening up:	"What if" safety discussion: ● What if a stranger asks you for help from a car? What if you feel unsure or unsafe?
Cheering up:	Students share something unique about a friend they appreciate. *Example: "My friend is good at art."*
Calming down:	**Rope Game** — students gently pull and relax the rope together to experience balance, control, and calm.

Lesson Plan – 4

SEL competency for the lesson – Relationship Management (The ability to build positive relationships, communicate clearly, handle peer pressure, cooperate, and resolve conflicts respectfully.)

Learning standard: - Use communication and social skills to interact effectively with others.

Learning outcome: - Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective: - Students will examine how they respond to peer pressure.

Revisit the five skills required for QCT

QCT Aids – Speaking Object, Soothing Log, Yarn Ball

Meeting Up:	Students group themselves silently based on birth months. *Example: January group stands together.* Encourages cooperation and non-verbal communication.
Warming up:	**Friendship Web** — students pass yarn while giving compliments. *Example: "You are helpful."*
Opening up:	Students share: ● How do you feel when friends appreciate you? What makes you happy while doing something?
Cheering up:	Sentence completion: **"I would like ___ to help me improve in ___ because ___."**
Calming down:	**Breath Counting** — students count slow breaths to relax and focus.

Lesson Plan – 5

SEL competency for the lesson – Responsible Decision Making (The ability to make thoughtful choices, respect rules, understand consequences, and act responsibly in personal and social situations.)

Learning standard: - Consider ethical, safety, and societal factors in making decisions.

Learning outcome: - Analyze the reasons for school and societal rules.

Learning objective: - Students will examine the purpose of rules through discussion.

Revisit the five skills required for QCT

QCT Aids – Speaking Object, Soothing Log, Foam Dice

Meeting Up:	Students share **two true facts and one false fact** about themselves. *Example: "I like football, I have a dog, I flew a plane."*
Warming up:	**Decision Dice** — roll dice and discuss decisions related to school, friends, or family. *Example: "I chose to help my friend."*
Opening up:	Students discuss: **"Can you think of a time when you made a respectful decision in competition?"**
Cheering up:	**Mirror Game** — pairs mirror each other's movements, practicing focus and cooperation.
Calming down:	**Guided Meditation** — humming softly while focusing on calm breathing.

Quality Circle Time (II Term)

Theme for the term: Assertiveness

Lesson Plan – 1

SEL competency for the lesson – Self-Awareness (The ability to recognize one's feelings and emotions and how they influence decisions and behavior; accept oneself as unique; appreciate personal traits; build confidence; and develop positive self-worth.)

Learning standard: - Identify one's emotions and their influence on behavior, performance, and decisions.

Learning outcome: - Recognise that emotional responses may differ among individuals.

Learning objective: - Students will describe situations that trigger different emotions.

Teaching Aids: Speaking Object

Revisit the five skills required for QCT (Listening, Speaking, Looking, Thinking, Concentrating)

Meeting Up:	Students sit in an inward-facing circle. The teacher names emotions such as happy, angry, nervous, proud, or embarrassed. Students show the emotion using facial expressions or body language, and a few volunteers share a real-life moment when they felt that emotion.
Warming up:	Students change seats when the teacher calls out preferences such as liking red, enjoying music, or playing sports. Movements are done safely and quickly to build energy and group bonding.
Opening up:	Using the speaking object, students respond to: **"Can you think of a time when you felt confident and assertive? What did you do differently?"** Examples may include speaking up in class, saying no politely, or sharing an opinion respectfully.
Cheering up:	Students take turns sharing one **positive affirmation** about themselves related to confidence, such as: *"I can express my thoughts clearly."*
Calming down:	Students sit quietly and reflect on: ● Three things that went well today One thing they feel grateful for They end with slow breathing and a calm posture.

Lesson Plan – 2

SEL competency for the lesson – Self Management (The ability to express emotions appropriately; manage stress; set goals; seek help; and respond calmly in challenging situations.)

Learning standard :- Manage emotions and behavior positively.

Learning outcome :- Manage stress and demonstrate positive behaviors.

Learning objective :- Students will identify situations where they feel stressed.

Teaching Aids : Speaking Object, Soothing Log

Revisit the five skills required for QCT

Meeting Up:	Students play **Two Truths and a Lie**, sharing three statements about themselves while classmates guess the false one.
Warming up:	Students complete the sentence: **"I feel I can do my best when ___."** Example: *"I feel I can do my best when I am calm."*
Opening up:	Students respond to: **"Can you describe a time when you stood up for yourself or expressed your needs assertively?"** Examples include asking for help, saying no respectfully, or sharing opinions.
Cheering up:	Students discuss how they could help a friend who struggles to manage time and gets scolded, suggesting solutions like making a timetable or reminders.
Calming down:	Students close their eyes and imagine being a bird sitting in a nest, then flying freely in the sky, noticing feelings of strength, freedom, and confidence.

Lesson Plan – 3

SEL competency for the lesson – Social Awareness (The ability to understand diversity, empathize with others, respect differences, and act sensitively in society.)

Learning standard :- Recognize similarities and differences among individuals and groups.

Learning outcome :- Identify how diverse social and cultural groups contribute to society.

Learning objective :- Students will recognize diversity in society.

Teaching Aids : Speaking Object, Soft Toy, Parachute

Revisit the five skills required for QCT

Meeting Up:	Students play **Good Morning Teacher**, where one student disguises their voice while others listen carefully and guess who spoke.
Warming up:	Each student completes the sentence: **"I am going to try harder to ___."** Examples: helping classmates, being more punctual, or being kinder.
Opening up:	Students discuss safe **"What if"** situations, such as: ● What if someone asks you to keep an unsafe secret? What if someone makes you feel uncomfortable?
Cheering up:	Students participate in the **Parachute Storm at Sea** activity, creating gentle waves, stormy waves, and calm waves while reflecting on staying calm in difficult moments.
Calming down:	Students imagine being leaves on a tree, floating gently to the ground, then sharing what they saw and how they felt while floating.

Lesson Plan – 4

SEL competency for the lesson – Relationship Management (The ability to build healthy relationships, communicate assertively, handle peer pressure, and resolve conflicts peacefully.)

Learning standard :- Use communication and social skills effectively.

Learning outcome :- Demonstrate cooperation and teamwork.

Learning objective :- Students will examine how they respond to peer pressure.

Teaching Aids : Speaking Object, Soft Toy, Ball, Paper & Markers, Keys

Revisit the five skills required for QCT

Meeting Up:	Students sit in a circle and ask each other respectful questions, such as: *"What place do you want to visit someday?"*
Warming up:	Students pass a ball quickly without dropping it or making noise, focusing on teamwork and concentration.
Opening up:	Students share examples of a time they **compromised peacefully** with a friend or sibling to resolve a conflict.
Cheering up:	Students create a **Kindness Chain** by writing acts of kindness on paper strips and linking them together to show collective positivity.
Calming down:	Students play **Where Are the Keys?**, listening carefully to locate a sound while remaining quiet and focused.

Lesson Plan – 5

SEL competency for the lesson – Responsible Decision Making (The ability to make thoughtful choices, resist pressure, understand consequences, respect rules, and act responsibly.)

Learning standard: - Consider ethical, safety, and societal factors in decisions.

Learning outcome: - Analyze the reasons behind school and societal rules.

Learning objective: - Students will examine the purpose of rules.

Teaching Aids: Speaking Object

Revisit the five skills required for QCT

Meeting Up:	Students complete: **"If I were a magician, I would ___."** Example: *"I would make everyone confident."*
Warming up:	Students listen to short stories where someone feels pressured to do something and discuss what the person could have done differently.
Opening up:	Students share if they have ever felt pressured to do something they did not want to do, discussing safe and respectful ways to say no.
Cheering up:	Students play **Face Passing**, copying facial expressions around the circle to build connection and fun.
Calming down:	Students practice **guided breathing and affirmations**, repeating quietly: *"I am confident. I trust my decisions."*

Chetna Syllabus

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way. Some time on their own or by seeking help from the right person at the right time.

Half Yearly

Month	Content	Resource Person
April & May	**Session-1 (For Students)** 1. Type of abuses – Physical, Verbal, Emotional, Family, Sexual. 2. "Safe Secret" and "Unsafe Secret." 3. Observe the change in yourself - Activity (Discussion followed by **Worksheet** – given in English Learner's Comate) 4. Awareness and concern of Adolescence (a) Developing identity& vocation for life (b) Managing emotion (c) Building relationship 5. Important information related to personal safety (to be discussed) • POCSO committee members of the school. • Child helpline no.-1098 • Complaint/suggestion box in the school. • POCSO E-Box • Introduction of NCPCR (National commission for protection of child right)	Counsellor
	Session-2 (For Students) **Parivartan Session** (separately for boys and girls) (a session on menstrual hygiene, UTI for girls) and (Handling changes during Puberty, UTI for Boys)	**Girls** – female counsellor / senior female teacher **Boys-** male Counsellor/ male bio teacher
June + July	**Session-3 (For Students)** **Responsible Gadget Usage** School's IT acceptable usage policy	Counsellor
	Session-4 (For Students) 1. Setting boundaries and respecting privacy (teaching about when to say **NO**) 2. Appreciate the feeling of growing up. 3. **The Irreplaceable Role of Parents in Our Lives**	Class Teacher
August	**Session-5 (For Students)** 'What if' game and role play to help them develop skills needed in certain situations	QCT Teacher
	Session-6 (For Students) 1. Child safety – physical, emotional, cyber, social and personal areas to be discussed. 2. Safety from abusers (Discussion followed by **Worksheet** – given in English Learner's Comate)	Counsellor& Academic Head

Annual Term

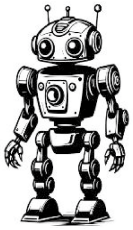
Month	Content	
November	**Session-1 (For Students)** 1. "Friendship and Empathy": the importance of empathy in building strong friendships. Discussing scenarios where empathy plays a key role which can help students understand the value of compassion and kindness in their relationships with peers. 2. Be Assertive in different situations - Activity (Discussion followed by **Worksheet** – given in English Learner's Comate) - English subject teacher will conduct this activity	Counsellor
December	**Session-2(For Students)** Discussion on HUMAN TRAFFCIKING after showing the video clip and followed by the worksheet in English learner's comate. https://drive.google.com/file/d/1r3L0UAIcggyimB-vVw61IfJi1zv9PB6u/view?usp=sharing	Counsellor
January	**Session-3 (For Students)** 'What if' game and role play to help them develop skills needed in certain situations	QCT Teacher
	Session-4 (For Students) 1. Bullying (a) Body image and related concern (body shaming) (b) Resisting peer pressure (to be discussed with the help of **Slide Shows**) 2. CBSE & UNESCO-approved videos on bullying Video Link 3. Know your feelings - Introductory Activity (Discussion followed by **Worksheet** – given in English Learner's Comate)	Counsellor

ATL (Atal Tinkering Lab) - VI

In alignment with the vision of **NITI Aayog**, Atal Tinkering Labs (ATL) have been established in Sunbeam Schools to promote **innovation, creativity, and scientific thinking** among students.

ATL provides a hands-on learning environment where students explore **STEM concepts** through experimentation, problem-solving, and design thinking. Equipped with mechanical, electrical, and electronic components, sensors, embedded systems, and **fabrication tools including a 3D printer**, the lab enables students to transform ideas into working models.

Guided by trained mentors, ATL nurtures curiosity, strengthens conceptual understanding, and builds **future-ready and entrepreneurial skills**.



Note

- Practical File must be maintained for all ATL activities.
- Assignments given in physics Learner's Comate (LC) should be completed and checked.
- Assessment will be conducted based on the activities prescribed in the Precept.

Months	Topics
April 24 Days	**Module 1: Basic Introduction** **Digital Literacy :** To help understand the basics of using computing devices ● Introduction to Technology 1. Technology 2. Science 3. Consequences 4. Use ● Different Types and Design of Robot **Module 2: Identification of Problem Statement** ● **Ideation:** To encourage Students to think out of the box. ● **Conceptual Design Process** 1. To enable Students to practice and identify design opportunities through various phases with the help of hands-on activities a) Purpose b) Creative process c) Problem solving and Design ● PPT to be made by the children based on their own ideas. ● Lab Visit **Continued ...**

ATL (Atal Tinkering Lab)

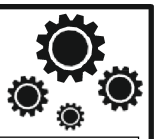
Months	Topics
MAY 19 DAYS	**Module 3 : Conceptual Understanding of computational devices** ● **Introduction to basic Electronics:** ● Difference between Electricity & Electronics (analog & digital electronics, charge , voltage, current, potential difference, batteries) ● Breadboard Introduction (Internal structure) ● **ATL Assignment-1:** Based on basic electronic components mentioned in precept.
June + July 4+27 Days	**(MODULE 3) CONTINUE……..** ● **Switches** (Description, Working, Types of switches, Switch work on a circuit) ● **Resistor** (Introduction, Types of Resistors, Resistors in series & parallel) ● **ACTIVITY** - Make a circuit by using led, buzzer, push button as a switch. ● **ATL Assignment-2:** Based on switches.
Aug 25 Days	● **Capacitor** 1. Introduction 2. Voltage - Current relationship in capacitor, 3. Types of capacitor. 4. Goals of Capacitor 5. Capacitor in Series & Parallel ● **ACTIVITY -** Make a circuit by using capacitors. ● **ATL Assignment-3:** Based on capacitors.
Sep 24 Days	**REVISION & ASSESSMENT**
Oct 21 Days	● **Soldering** - Basic Concepts of Soldering ● **ATL Assignment-4**: Based on Soldering.
Nov 19 Days	**MODULE 4: PROTOTYPE PROJECTS** ● Basic concepts of M-block programme **(Scratch Based)** ● Projects Using Scratch Materials(Scratch Electronics Kit) 1. Lamp 2. Led 3. Electric Fan 4. Series connection of Led & Fan 5. Parallel connection of Led & Light ● **ATL Assignment-5:** Based on M-block Programming.

ATL (Atal Tinkering Lab)

Months	Topics
Dec 25 Days	**MODULE 4: (Continue….)** 6. LED & Fan 7. IC for Alarming 8. Power Amplifying IC 9. Frequency Modulation IC ● **Activity -** Make a circuit by using scratch electronic kit. ● **ATL Assignment-6:** Basic Electronic Components based on LED
Jan 21 Days	**3d Printer** 1. Introduction 2. Software Application 3. Print Key Chain ● **Basic Real Time Projects** (Paper Circuit) ● **ATL Assignment-7:** Based on 3D Printer
Feb 24 Days	**REVISION & ASSESSMENT**
	For Levels 3 and 4, select number of students from classes VI–IX and XI (Science Stream) will be chosen based on their performance in the activities conducted at Levels 1 and 2 in their regular classes. These levels (3 and 4) will then be conducted within the FA clubs of ATL.



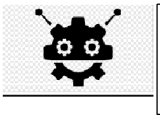
ALIGNMENT OF CONTENT WITH TINKERING LEVELS



Criteria	PRE-TINKER Level -1	TINKER CLUB Level -2	TINKER LAB Level -3	TINKER LAB Level -4
Recommended	To all students of Classes VI-IX & XI (Science)	To all students of Classes VI-IX & XI (Science)	To some selected students of different age groups	Self motivated and passionate selected handful students of different age groups
Duration	**1st Term**	**2nd Term**	**FA** – ATL Club (Whole Year)	**FA** – ATL Club (Whole Year)
Core Objective	• Creating awareness about ATL • Inspire and Ignite Passion • Initiating the process of Ideation	• Take Participants from zero to tinker skills • Digital Awareness Programmes – Cyber Safety • Initiating Aptitude for creative thinking • Design Thinking	• Elevate the Level of students from Tinkerer to Maker • Initiating aptitude for innovation mind set • Digital Wellness module • Presentation about Ideation • Presentation about Stages of Design Thinking	• Enable students to grow from Maker to Innovator • Tech creation implementation
Suggested Content	• Digital Literacy • Ideation • Design thinking	• Basic Programming • Application of concepts • Design thinking • Physical Computing	• Coding – Decoding • Real Time Projects (DIY –Do it yourself) Using the learning from the previous levels.	• Coding – Decoding • Real Time Projects (DIY –Do it yourself)
Resources	• Presentation about ATL • Digital online module • Digital Wellness Module • PPTs - Ideation • Basic Electronic Components	• Introduction to Computational Thinking • Understanding flowcharts and algorithms • Basic Electronic Components • Basic Boards & ATL Kits • Understanding Circuits • Revisit concepts and activities of design thinking	• Tools and Kits • Software • Presentations to know boards • Activity Cards for Physical Computing • Revisit concepts and activities of design thinking, computational thinking	• Tools and Kits • Software • Real Time Projects (DIY –Do it yourself)
Ownership	ATL In-charge	ATL In-charge	ATL In-charge supported by **External Mentors**	Students and ATL In-charge supported by **External Mentors**

ROBOTICS CURRICULUM (CLASS VI)

Robotics is an interdisciplinary field that blends science, engineering, and technology to develop problem-solving and critical thinking skills in students. Through hands-on activities, learners explore STEM concepts and work with embedded systems found in everyday devices, fostering curiosity, creativity, and innovation.



- Practical File to be maintained for all activities.
- Assignments will be done in Physics Learner's Comate and will be subjected to correction.

Months	Platform	Topics
April = 24 Days	**Introduction of Robotics and Introduction of Electronics**	**Module 1:Basic Introduction** • What is Robots • Classification of Robots • Application of Robots • Basic Components of Robot • Different Types of Robots ✓ **PPT to be shown to students.** ✓ **Lab Visit.** **Assignment 1: Based on basic introduction of Robotics and their types.** **Module 2: Conceptual Understanding of computational devices.** • Introduction of Electronics • Identification of Components • Use of components and their connectivity • Introduction of Breadboards
Components Used: Breadboard (Kit No. 1)		
May (19 Days)	**Electronics (Ohm's Law, Resistance and Switches)**	**Module 2: (Continue….....)** • Introduction of Resistance and ohm's Law. • Active and Passive Component. ✓ **Lab Activity 1: Build simple closed circuit of LED ON/OFF with Push Button.** **Assignment 2: Based on Basic Electronics and Ohm's Law.**
Components Used: Breadboard, Led, Resistor, Buzzer (Kit No. 1)		
June + July (4+27) = 31 Days	**Switches and Series - Parallel Concept**	**Module 2: (Continue….....)** • Series and Parallel Circuit with Leds ✓ **Lab Activity 2: Build a circuit related to Series and Parallel.** **Assignment 3: Based on SWITCHES and Series and parallel concept.**
Components Used: Breadboard, Switches, Buzzer, Resistor (Kit No. 1)		

Aug **25 Days**	**Introduction to Arduino**	**Module 3: Introduction of Arduino Boards** • Introduction of Arduino UNO. • Software Installation, Booting Up, Uses and Components. • Starting of code. ✓ **Lab Activity 4: Students write programs for Digital Output : Blinking an LED**
Components Used: Arduino Uno, Arduino Cable, Led, Breadboard		
Sep **24 Days**	**Revision Project**	**Challenge Task:** • **Make a Lamp using Led, Switch and Resistor**
Oct **21 Days**	**Sensors Introduction**	• **Sensor Introduction** • Types of Sensors • IR Sensor Introduction • Components used on IR Module ✓ **Lab Activity 5: Make a circuit Based on IR Sensor. Assignment 4: Based on Arduino Uno Board and sensors.**
Components Used: Arduino Uno, Arduino Cable, IR Sensor, Breadboard, Led		
Nov **19 Days**	**LDR Sensor**	**Continue….** • **Introduction to LDR Sensor** • **Pin Description of the sensor** • **Connection of the Sensor** ✓ **Lab Activity 6:** To make a circuit to show the working LDR Sensor.
Components Used: LDR Sensor, Arduino Uno, Arduino Cable		
Dec **25 Days**	**3D Designing: 3D Pen/3D Printer**	• **Introduction to 3D Designing** • Introduction to software Tinker Cad • How to design 3D Object • Loading and Unloading of Filament in 3D Printer/3D Pen ✓ **Lab Activity 7: Make a 3D object of Key Chain with 3D Pen/3D Printer** **Assignment 5: Based on 3D printer**
Software Used: Tinker Cad. **Hardware Required: 3D Pen/3D Printer, Filaments**		
Jan **21 Days**	**Mechanical Construction**	• **Introduction of Mechanical Construction** ✓ **Lab Activity 6: Construct a Scribbling robot**
Materials Required: Colored Pen, Paper Glass, Motor and Bottle cap, Battery and Battery Clip, Scissors, Glue, Tape. Uno, Led (Kit No. 1)		
Feb **24 Days**	**Revision**	**Challenge Project** • **Make a Street Light using Led and sensor**

SUMMER HOLIDAY HOMEWORK

1. English- **Enrichment Activities-1** (Pg. 49) **21st Century English Coursebook** Students will be divided into groups and be alloted a specific topic. They have to prepare a quizlet of 20 QA as a group. The most creative and innovative team will be awarded the most.
2. Hindi - १ से १०० तक (अंकों तथा शब्दों में) गिनती लर्नर्स कोमेट में लिखिए।
   नव मधुश्री हिन्दी पाठमाला (पाठ-२ न्यायमूर्ति हरिपंत) योग्यता आधारित गतिविधियाँ (पृष्ठ संख्या ३१) ज्ञान-विस्तार - प्रश्न संख्या २ (क) "भारतीय इतिहास/कथाओं से एक न्यायप्रिय व्यक्ति पर आधारित सचित्र परियोजना-कार्य" पूरा कीजिए। (व्याकरण उत्तर-पुस्तिका कार्य) (गृहकार्य)
3. Maths Logical reasoning assignment to be done in Enrichment Booklet.
4. Sanskrit - परियोजना निर्माण कार्यम्– पृ0 सं0 35, प्र0 सं0 1, 2 (समस्त गृहकार्य संस्कृत उत्तर पुस्तिका में किए जाऐंगे ।)
5. Music- गायन, वादन तथा नृत्य–तीनों कलाओं के क्षेत्र से एक–एक कलाकार के चित्र के साथ संक्षिप्त परिचय दीजिए ।
6. Art & Craft - "Art Exploration" Intricate Pen Patterns: Flowers - Pg. No. 42–43, DIY: Handmade Jute Tassel Key Ring - Pg. No. 51, DIY: Jute Rope Bowl - Pg. No. 53
7. EVS- Find and make a list of the electronic devices based on the "Alternative sources of Energy" that can be installed at home to reduce the carbon footprint and electricity bill.
8. Disaster Management-

Roll No. 1 to 15	Show the causes of sea / ocean / river water pollution through graphic organizer.
Roll No. 16 to 30	Create an advertisement to spread awareness to protect marine life.
Roll No. 31 onwards	Design a poster /Create a poem or a story on "Save life below water"

9. Read anyone book from the list of suggested reading given in your syllabus and write in Reading Log.
10. Read the book 'Charlie and the Chocolate Factory' for Reading for Pleasure.
11. **Kaushal Bodh Project- Animation and Games (Page no. 81 –100) Project -1**
    Students will follow the guidelines and format given in English Learners Comate, complete it in Skill & Vocational Education Register and submit it to the subject teacher for Evaluation. Also, student will share the link of the game that they have created through a google form which will be shared by subject teacher in the holiday home work guidelines. (In Summer Enjoyment)

Note : The homework should be submitted to the subject teacher by 01st July 2026. No homework will be accepted after the due date.

WINTER HOLIDAY HOMEWORK

1. English- **Enrichment Activities-2** (pg. 123) **21st Century English Course book** Create a bucket list of things you want to achieve in your life. Arrange them in order from most important to least important. Circle top five goals or dreams. Create a goal setting chart or poster to achieve them. It must include your goals, reason, ways to achieve, time line to achieve, obstacles you might face and how you will overcome them, etc.
2. Hindi - नव मधुश्री हिन्दी पाठमाला (पाठ-१४ जीवन की सीख) योग्यता आधारित गतिविधियाँ (पृष्ठ संख्या १५४) (व्याकरण उत्तर-पुस्तिका कार्य) (गृहकार्य)

   ज्ञान विस्तार - प्रश्न संख्या १ 'पूरी मेहनत थोड़ा ध्यान, संभव हो हर काम' पर चार-छः पंक्तियों की कविता रचना परियोजना-कार्य के रूप में कीजिए। (व्याकरण उत्तर पुस्तिका-कार्य) गृहकार्य
3. Sanskrit - परियोजना निर्माण कार्य–पृ0 सं0 86, प्र0 सं0 1, 2– छात्र कार्य पुस्तिका में करेंगे। (समस्त गृहकार्य संस्कृत उत्तर पुस्तिका में किए जाऐंगे।)
4. Art & Craft - "Art Exploration". Watercolour Pencil: Stacked Cup-Pg. No. 22 (to be done in notebook), Still Shade Tone -Pg. No. 20, The Photographer and The Storyteller - Pg. No. 81 (photograph can be submitted in Google Classroom).
5. Social Studies - Know more about Banaras- The Sacred City. Collect information about your city and do the assignment given in History Comate.
6. **Kaushal Bodh Project- Biodiversity Register (Page no. 34 –53) Project-3**
   Students will follow the guidelines and format given in English Learners' Comate, and document the details in Skill & Vocational Education Register and submit it to the subject teacher for evaluation. Utilize your artistic skills to decorate the pages in your preference style

Note : The homework should be submitted to the subject teacher by 08th Jan 2027. No homework will be accepted after the due date.

The Sunbeam Value Tree

