

CURRICULUM PLAN

2025-2026

Class-VI

Contents

Subjects

1. English
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3. Mathematics
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6. Sanskrit
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10. Sports
11. Art

CURRICULUM PLANNER
ENGLISH
CLASS-VI (2025-26)

General Objectives :

To enable the learners to-

- communicate confidently and appropriately in real life situations.
- grasp the central idea of what is heard.
- use appropriate word stress, sentence stress and elementary intonation patterns.
- develop and integrate the use of the four language skills i.e. reading, listening, speaking and writing.
- develop interest in and encourage appreciation of the English language.
- revise, reinforce and apply structures already learnt.

Bonus Reading-

Term 1 - Getting Granny's Glasses- Ruskin Bond (link- <https://amzn.in/d/d4Mzr0g>)

Term 2 -World's Greatest Leaders: Biographies of Inspirational Personalities For Kids (link-
<https://amzn.in/d/9B0MH4k>)

Month/No of Days	Chapter Name	Methodology	Learning Outcomes
April (20 days)	How Daddy Decided What He Wanted to Be	<ul style="list-style-type: none"> ● Sequencing ● Graphic organizers-Word web ● Speech on ‘Aim of your Life’ ● Grammar chunk targeted- Parts of speech. ● Sustainable Development Goals-17 Partnership for the goals 4 Quality Education 	<ul style="list-style-type: none"> ● Imbibe values from the story ● Students will be able to listen , converse and understand the topic
	Practice Book Putting It Together	<ul style="list-style-type: none"> ● Sequencing ● Graphic organizers-Word web ● Grammar chunk targeted- Parts of 	<ul style="list-style-type: none"> ● Will be able to learn the correct usage of Nouns and Pronouns.

<p>May (15 days)</p>	<p>Reader Celebrations</p>	<p>speech</p> <ul style="list-style-type: none"> ● Board game on 'Nouns' <ul style="list-style-type: none"> ● Word web ● Sustainable Development Goals-17 Partnership. ● Grammar chunk targeted-Parts of Speech 	<ul style="list-style-type: none"> ● Will be able to write and speak grammatically correct sentences. ● Will be able to read comprehensively. ● Will be able to grasp the meaning of new words and phrases used. ● Will be able to draw inference/conclusion <ul style="list-style-type: none"> ● Will be able to read the poem with proper pronunciation, intonation and flow. ● Will be able to understand the poetic devices and the new words.
	<p>Literature Leisure</p>	<ul style="list-style-type: none"> ● Reading the main idea ● Mind map ● Poetic devices ● How do you spend your leisure time? Draw pictures or paste pictures showing different activities on A4 sheet ● SDG- 3 Good health and well being 15 Life on land 	<ul style="list-style-type: none"> ● Will be able to read the poem with proper pronunciation, intonation and flow. ● will be able to understand the poetic devices and the new words.

<p>July (24 days)</p>	<p>The White Elephant Practice Book</p> <p>Regular and irregular verbs</p> <p>Reader Hobbies</p> <p>Literature My Experiments With Truth</p>	<ul style="list-style-type: none"> ● Venn diagram ● Poster Making - stop cruelty towards animals/ Search the name of organisations which stand for Animals rights (Look for logos) ● Grammar chunk targeted ● Regular and irregular verbs ● Error correction ● Classification table ● Stand and Sit Game-The teacher will speak a verb, if the verb is regular the student will stand up, if it is irregular, they will keep sitting ● SDG- 15 Life On Land ● Class discussion ● Grammar chunk focused - regular and irregular verbs. ● Class discussion on truthfulness, discipline in a student's life. ● Graphic 	<ul style="list-style-type: none"> ● Will be able to comprehend the story ● Will be able to appreciate the story ● Will be able to understand the message/theme. ● Will be able to enhance vocabulary. ● Will be able to learn the correct usage of the verbs. ● Will be able to understand the common errors in the usage of verbs. ● Will be able to read extensively on their own. ● Will be able to assess the importance of having a good hobby. ● Will be able to appreciate the story. ● Will be able to understand the message/ theme.
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	<p>Today and Tomorrow</p> <p>Practice Book Determiners</p> <p>Reader Thrill in School Life</p>	<p>organizer-Crossword Puzzle</p> <ul style="list-style-type: none"> ● Video on the topic ● Grammar chunk focused - past tense ● SDG-16. peace, justice and strong institution <ul style="list-style-type: none"> ● Proverbs on ‘time ● Word web ● Audio listening ● SDG-8 Decent work and economic growth <ul style="list-style-type: none"> ● The class will be divided into two groups. One group will speak out a word. The other group will add a determiner to it. ● SDG-4 Quality Education <ul style="list-style-type: none"> ● Grammar chunk focused -subject-verb agreement 	<ul style="list-style-type: none"> ● Will be able to understand the literary devices and the new words. <ul style="list-style-type: none"> ● Will be able to read the poem with proper pronunciation, pause, intonation, reasonable speed and flow. ● Will be able to understand the poetic devices and the new words ● Will be able to understand the message of the poem <ul style="list-style-type: none"> ● Will be able to write and speak grammatically correct sentences. <p>To be discussed (given in holiday homework)</p> <ul style="list-style-type: none"> ● Will be able to
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<p>August (21 days)</p>	<p>Performing Arts</p>	<ul style="list-style-type: none"> • Write a thankyou note to a friend/ helper who helped you in your times of need. • Video based on the chapter • Graphic organizer- Cause and effect • SDG-14 Life below water 15 Life on land 16 Peace and justice 	<p>understand the passage and poem comprehensively</p> <ul style="list-style-type: none"> • Will be able to grasp the meaning of new words and phrases used. • Will be able to draw the inference/
<p>October (17 days)</p>	<p>Literature The Helpful Young Man</p> <p>Practice Book Subject -verb agreement</p> <p>Tenses I</p>	<ul style="list-style-type: none"> • Class discussion. • SDG-1. No Poverty • Integrated grammar exercises. 	<ul style="list-style-type: none"> • Will be able to comprehend • Will be able to appreciate the story. • Will be able to understand the message/ theme. • Will be able to understand the new words. • Will be able to learn the correct usage of the Subject- Verb Agreement & Modals. • Will be able to write and speak grammatically correct sentences • Will be able to understand the common errors in the usage of subject -verb agreement • Will be able to learn the correct usage of the

November (22 days)	Tenses II		<p>tenses</p> <ul style="list-style-type: none"> ● Will be able to write and speak grammatically correct sentences.
	Literature Bharat Desh	<ul style="list-style-type: none"> ● Word web ● Poetic devices ● Classroom discussion ● SDG-8 Decent work and economic growth 	<ul style="list-style-type: none"> ● Will be able to read the poem with proper pronunciation, intonation and flow.
	Hanuman and I	<ul style="list-style-type: none"> ● Mind map ● Crossword puzzles ● Role play ● Grammar chunk targeted -tenses ● SDG- 16 peace and education 10 Reduced inequalities. 	<ul style="list-style-type: none"> ● Will be able to grasp the meaning of new words and phrases used. ● Will be able to understand the message/ theme.
	Grammar Tenses III Modals	<ul style="list-style-type: none"> ● Integrated grammar ● Intensive reading ● Grammar chunk focused -tenses 	<ul style="list-style-type: none"> ● Will be able to learn the correct usage of the tenses and modals. ● Will be able to write and speak grammatically correct sentences.
	Reader Vacation Time	<ul style="list-style-type: none"> ● Mind map ● Graphic organiser ● Grammar chunk focused -Modals ● SDG 13 climate action. 	<ul style="list-style-type: none"> ● Will be able to read extensively on their own

December (22 days)	Literature Our Tree	<ul style="list-style-type: none"> ● Mind map ● Grammar chunk targeted -modals ● Classroom discussion ● SDG- 2 zero hunger 	<ul style="list-style-type: none"> ● Will be able to comprehend the text ● Will be able to enrich vocabulary ● Appreciate the content
	Atilla	<ul style="list-style-type: none"> ● Integrated grammar ● SDG- 10 decent work and economic growth 	<ul style="list-style-type: none"> ● Active learning through activities
	Grammar Conditionals	<ul style="list-style-type: none"> ● Intensive reading ● Grammar chunk targeted -subject verb concord 	<ul style="list-style-type: none"> ● Will be able to learn the correct usage of the conditionals. ● Will be able to understand the common errors in the usage of verbs
	Reader Tinsel World	<ul style="list-style-type: none"> ● Graphic organizer- word web ● Grammar chunk targeted -modals 	<ul style="list-style-type: none"> ● Will be able to comprehend the text
	Literature The Case of The Copied Question Papers	<ul style="list-style-type: none"> ● Role play ● SDG- 4 Quality education 16 Peace justice and strong institution 	<ul style="list-style-type: none"> ● Will be able to understand the theme of the chapter. ● Will be able to develop problem solving and logical reasoning skills ● Will be able to appreciate the content

	Grammar Active and Passive voice	<ul style="list-style-type: none">• Integrated grammar• SDG- 7 Affordable and clean energy.	<ul style="list-style-type: none">• Will be able to frame grammatically correct sentences
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विषय - हिन्दी

कक्षा - VI

(सत्र 2025-26)

भाषा शिक्षण उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना।
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
- भाषा के स्वरूप और व्यवस्था को समझना।
- स्कूल की भाषा, बच्चों की भाषा के बीच के संबंध को जानना।
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना।
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना।
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- भाषा और साहित्य के संबंध को जानना।
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
- भावों और विचारों की स्वतंत्रता अभिव्यक्त करना।
- भाषायी बारीकियों के प्रति संवेदनशील होना।
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना।
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के अवसर जुटाना।
- भाषा के मूल्यांकन की प्रक्रिया को जानना।
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की सराहना की समझ बनाना।
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना।

हिंदी पाठ्यक्रम 2025-26

कक्षा - छठी

पाठ्य पुस्तकों के नाम - ज्ञान सागर और अभ्यास सागर

मास/कार्य दिवस	पाठ का नाम	कार्यविधि	शिक्षण के उद्देश्य / गतिविधियाँ
अप्रैल 20 दिवस	पाठ 1 साथी हाथ बढ़ाना (कविता)	उच्चारण व तुकांत शब्द	प्रस्तुत गीत को कक्षा में गाकर सुनाएँगे । एस डी जी - 1 लक्ष्य हेतु भागीदारी
	पाठ अनुनासिक 2 चिट्ठी के अक्षर	अनुस्वार व	हिंदी समाचार पत्रों के नाम ,संपादक, प्रकाशन की सूची बनाएँगे । एस डी जी- 10- असमानता में कमी एस डी जी 8- उत्कृष्ट कार्य आर्थिक वृद्धि
	पाठ 3 बरसते जल के रूप अनेक	संज्ञा के भेद	जल के विभिन्न स्रोतों के चित्र बनाएँगे व चिपकाएँगे। एस डी जी 15 - थलीय जीवों की सुरक्षा
मई 15 दिवस	पाठ 4 पुरस्कार	सर्वनाम के भेद	छात्र विगत वर्ष में बहादुरी पुरस्कार पाने वाले बच्चों के चित्र उनके नाम के सहित चिपकाएँगे । एस डी जी 4- गुणवत्तापूर्वक शिक्षक

	पाठ 5 सीखो (कविता) (केवल पढ़ने के लिए)	डायरी लेखन	
जुलाई 24 दिवस	पाठ 6 अनोखा वरदान	विशेषण व भेद	छात्र प्रस्तुत कहानी का कक्षा में नाट्य मंचन करेंगे। एस डी जी 10- असमानता में कमी
	पाठ 7 सुंदरलाल	'र' के विभिन्न रूप	छात्र पर्यावरण को कैसे सुरक्षित रखेंगे? इस पर स्लोगन लिखेंगे। एस डी जी 3- उत्तम स्वास्थ्य और खुशहाली एस डी जी 13- जलवायु परिवर्तन एस डी जी 15- थलीय जीवों की सुरक्षा
अगस्त 21 दिवस	पाठ 8 नजानू कवि बना	विराम चिन्ह	छात्र नाट्य मंचन करेंगे एस डी जी 4- गुणवत्तापूर्ण शिक्षा एस डी जी 5- लैंगिक समानता एस डी जी 17- लक्ष्य हेतु भागीदारी
	पाठ 9 दोहे	अनेकार्थी शब्द	पाठ्य पुस्तक से अतिरिक्त दोहों का लेखन व वाचन करेंगे। एस डी जी 17- लक्ष्य हेतु भागीदारी

सितंबर 11 दिवस	पाठ 10 पोंगल	काल	छात्र चावल के विभिन्न व्यंजन कक्षा में बना कर लाएँगे एस डी जी 3- उत्तम स्वास्थ्य और खुशहाली
	पाठ 11 तेनाली राम ने चोरों को उल्लू बनाया(केवल पढ़ने के लिए)	डायरी लेखन	तेनालीराम से संबंधित किस्से कक्षा में सुनाएँगे ।
	पाठ 12 -10 आमों की कीमत	नुक्ता का प्रयोग	
अर्द्धवार्षिक परीक्षा (पाठ 1 से 10 तक)	मौखिक और लिखित परीक्षा द्वारा पुनर्पठन		
अक्टूबर 17 दिवस	पाठ 13 अनोखी दौड़	उपसर्ग	छात्र किसी प्रसिद्ध दिव्यांग व्यक्ति का चित्र चिपकाए या बनाएँगे और उसके विषय में लिखेंगे ।
	पाठ 14 एक रोमांचक यात्रा	कारक	छात्र अपनी अविस्मरणीय यात्रा का वर्णन अनुच्छेद के रूप में करेंगे। एस डी जी 4- स्वच्छ जल और स्वच्छता एस डी जी 13- जलवायु कार्यवाई

	पाठ 15 परिश्रम (कविता)	समरूपी भिन्नार्थक शब्द	विद्यालय में श्रमदान दिवस मनाएँगे । एस डी जी 12- समस्या और निदानात्मक उपाय
नवंबर 22 दिवस	पाठ 16 धान का महत्व	विज्ञापन	भारत के मानचित्र में धान की उत्पत्ति वाले क्षेत्र दर्शाएँगे।
	पाठ 17 यात्रा और यात्री (कविता)	प्रत्यय	प्रस्तुत पाठ से संबंधित पी. पी .टी बनाएँगे। एस डी जी 13- जलवायु कार्यवाही एस डी जी 17- लक्ष्य हेतु भागीदारी
	पाठ 18 पंच परमेश्वर	क्रिया	मित्रता से संबंधित कहानी पढ़ेंगे- जैसे श्री कृष्ण सुदामा ,राम और सुग्रीव आदि और उसे कक्षा में सुनाएँगे एस डी जी 8- गुणवत्ता पूर्ण शिक्षा एस डी जी 16-उत्कृष्ट कार्य करने और आर्थिक वृद्धि
दिसंबर 22 दिवस	पाठ 19 सिकंदर और साधु (केवल पढ़ने के लिए)	संवाद वाचन	

	पाठ 20 आया वसंत (कविता)	विविध शब्द प्रयोग-	विभिन्न ऋतुओं से संबंधित सुंदर सा चित्र बनाएँगे और बसंत ऋतु की विशेषताएँ कक्षा में सुनाएँगे। एस डी जी 4- स्वच्छ जल और स्वच्छता एस डी जी 13- जलवायु कार्यवाही
जनवरी 17 दिवस द्वितीय मासिक परीक्षा	पाठ 12 - 10 आमों की कीमत पाठ 13 - अनोखी दौड़ पाठ 14 - एक रोमांचक यात्रा पाठ 15 - परिश्रम (कविता)	मौखिक और लिखित परीक्षा द्वारा पुनर्पठन	
फरवरी वार्षिक परीक्षा		मौखिक और लिखित परीक्षा द्वारा पुनर्पठन	

MATHEMATICS

CLASS- VI

2024-2025

Specific Objectives:

The objective of teaching mathematics at this level are

1. Developing a positive attitude towards learning mathematics.
2. Performing mathematical operations and manipulations with confidence, speed and accuracy.
3. Thinking and reasoning precisely, logically and critically in any given situation.
4. Developing investigating skills in Maths.
5. Comprehend, analyse, synthesise, evaluate and make generalizations to solve mathematical problems.
6. Collecting, organizing, representing, analysing, interpreting data and making conclusions and prediction from its results
7. Developing willingness to work collaboratively.
8. Communicating Mathematical ideas.
9. Applying Mathematical knowledge & skills to familiar and unfamiliar situations.

<u>MONTH/ No. OF DAYS</u>	<u>CHAPTER NAME</u>	<u>TEACHING METHODOLOGY</u>	<u>LEARNING OBJECTIVES</u>
APRIL (20 DAYS)	<p>1. Natural Numbers and whole numbers</p> <ul style="list-style-type: none"> ● Roman Numerals ● Successor and predecessor ● Operations on whole numbers ● Word problems involving distributive property of multiplication ● Rearrange and add ● Rearrange and multiply <p>2. Factors and Multiples</p> <ul style="list-style-type: none"> ● Prime, composite numbers ● Divisibility Test (2,3,4,5,6,7,8,9,10,11) ● Prime Factorization ● H.C.F ● L.C.M ● Properties of H.C.F & L.C.M 	<ul style="list-style-type: none"> ● Number Line working model ● Black Board/Smart Board ● Properties of addition and Multiplication of whole numbers viz. closure commutative, associative, distributive, through examples. ● Counter examples to show that properties do not hold good for subtraction and division. On rearranging the order of numbers multiplication, addition becomes easy <p><u>ACTIVITIES:</u></p> <ol style="list-style-type: none"> 1. Roman numerals (1 to 10) using matchsticks 2. Frayer model <p>Class discussion on prime and composite numbers</p> <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> ● Factor tree. ● Foldables on divisibility test 	<ul style="list-style-type: none"> ● To make numbers more interesting and easier to handle ● Students will be able to solve world problems based on mathematical operations and distributive property of multiplication ● Students can covert Hindu Arabic numerals to their corresponding Roman Numerals ● Skills: - Mental ability Reasoning skills, computation, enhanced skill <p>Students will be able to:</p> <p>-</p> <ul style="list-style-type: none"> ● To state whether given number is prime or composite by listing their factors ● Solve word problems based on H.C.F & L.C.M ● To test divisibility without actual division. ● Skills: - problem solving, thinking skills, computation and enhanced skills

<p>MAY (15 DAYS)</p>	<p>Basic geometrical concept</p> <ul style="list-style-type: none"> ● Plane Properties of points, lines, and concurrent lines 	<ul style="list-style-type: none"> ● Geometrical instruments Black board/Smart Board <p>Activities: -</p> <ul style="list-style-type: none"> ● Frayer's model ● Abstract art using perpendicular and parallel lines 	<p>Students will be able to:-</p> <ul style="list-style-type: none"> ● Define a line, line segment and ray. Drawing all of them. Pair of parallel and concurrent lines ● Reflect and appreciate the application of geometry in everyday life
<p>JUNE</p>	<p>HOLIDAY HOMEWORK: PPT on factors and multiples (12 slides only) Worksheets of chapter 1,2 and 3</p>		<p>Skills: Drawing, creative, classification</p>

<p>JULY (24 days)</p>	<p>Circles</p> <ul style="list-style-type: none"> ● Elements of a circle ● Concept of radius ● Diameter, Chord, Arc, Semicircle, and circumference <p>Construction of circles</p> <p>Integers</p> <ul style="list-style-type: none"> ● Representation of integers on number line ● Absolute value of integers ● Operation on integers ● Powers of integers 	<ul style="list-style-type: none"> ● Geometrical instruments <p>Black board/Smart Board</p> <p>Activities: - ART INTEGRATION- Mandala art</p> <ul style="list-style-type: none"> ● Number line working model ● Need of integers ● Properties of addition and Multiplication will be explained through patterns ● Showing that division by zero is meaningless ● Introducing Power of integers using formula of area of a square and volume of a cube <p>Activity</p> <ul style="list-style-type: none"> ● Puzzle activity 	<p>Students will be able to :-</p> <ul style="list-style-type: none"> ● Define radius, diameter, arc, semicircle, circumference, quadrant of a circle ● Construct a circle from given diameter/radii <p>Students will be able to:-</p> <ul style="list-style-type: none"> ● Arrange given integers in ascending and descending order ● Add the integers by taking their absolute values ● Multiply and divide the integers ● Compute the power of integers <p>Skills: - problem solving, critical thinking skills, computation and recognition</p>
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<p>AUGUST (21 days)</p>	<p>Introduction to algebra</p> <ul style="list-style-type: none"> ● Algebraic Expressions ● Operations on Algebraic Expressions ● Finding value of an algebra expression <p>Linear equations in one Variable.</p> <ul style="list-style-type: none"> ● Formation of linear equation ● Solving linear equation ● Checking linear equation 	<ul style="list-style-type: none"> ● Introducing algebra through generalizations, patterns ● Introduction to an algebraic expression, its terms and coefficients like and unlike terms ● Operations on algebraic expression using properties ● Concept of constant and variable with examples. ● Power of literal numbers using concept of exponent <p>ACTIVITIES:</p> <ul style="list-style-type: none"> ● Pattern activity (any two alphabets) ● Frayers Model <ul style="list-style-type: none"> ● Formation of linear equation ● Solving linear equation ● Checking linear equation <p>Activities: -</p> <ul style="list-style-type: none"> ● crossword puzzle ● calendar ● Two step equation maze 	<p>Students will be able to:-</p> <ol style="list-style-type: none"> 1. Write algebraic expressions using numbers, Literals and Arithmetic operations 2. Add and subtract algebraic expressions. 3. Find the value of an algebraic expression for given values of variables. <p>Skills: Basic, Intellectual Problem Solving</p> <p>Students will be able to: -</p> <ul style="list-style-type: none"> ● To identify a linear equation and to be able to solve and check equation ● To apply the knowledge in solving real life problems <p>Skills: - Intellectual songs Values: - Precision, Interpreting</p>
<p>SEPTEMBER</p>	<p>Revision for Mid Term Examination</p>		

<p>OCTOBER (17 days)</p>	<p>Perimeter And Area</p> <ul style="list-style-type: none"> ● Perimeter of square and rectangle ● Area of square and rectangle ● Word Problems <p>Ratio, Proportion and Unitary method</p> <ul style="list-style-type: none"> ● Ratio ● Proportion ● Unitary Method 	<ul style="list-style-type: none"> ● Black Board/Smart Board ● Deductive Method <p>Activities:</p> <ul style="list-style-type: none"> ● To find the perimeter of given figures drawn on the graph paper without actually measuring it. ● Foldable ● Art Integration: Area and perimeter of a ROBOT drawn on graph sheet <ul style="list-style-type: none"> ● Ratio, and Proportion as equality of two ratios ● Use of Unitary Method (with direct variation only) _ ● Ratio of number of girls to total number of students ● Ratio to the numbered boys to total number of students ● Ratio of number of girls to the total number of students 	<p>Students will be able to:-</p> <ul style="list-style-type: none"> ● Understand the concept of perimeter and area and apply knowledge in solving practical problems. ● Value: - Precision ● Skills: - Creative, Thinking Designing <p>Students will be able to:-</p> <ul style="list-style-type: none"> ● Understand the concept of solving world problems by Unitary Method ● Recapitulate the concept of proportion continued proportion mean proportion <p>Skills: Basics, Practical computation problem solving</p> <p>Values: - concern, accuracy</p>
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<p>NOVEMBER (22 days)</p>	<p>Angles</p> <ul style="list-style-type: none"> • Types of Angles • Interior and Exterior of an Angle • Pairs of Angles <p>Pairs of Lines & Transversal</p> <ul style="list-style-type: none"> • Types of triangles • Exterior & Interior of a triangle • Exterior angles of a Triangle <p>Triangles</p> <ul style="list-style-type: none"> • Types of triangles • Exterior and Interior of a triangle • Exterior angles of a triangle. 	<p>Geometrical Instruments and Discussion on Types of Angles</p> <p>Activities:</p> <ul style="list-style-type: none"> • Representation of Different Angles by paper folding activity • Make a Protractor by paper folding • Vocabulary (Frayer's model) <p>Geometrical Instruments and Discussion on Types of Angles</p> <p>Activities:</p> <p>Representation of Different Angles by paper folding activity (Vertically opposite and Linear pair)</p> <ul style="list-style-type: none"> • Recapitulate definition of a triangle & classification of triangle on basis of sides n angles • Using Properties of triangle • Angle Sum Property of triangle <p>Activities:</p> <ul style="list-style-type: none"> • Angle sum property • Triangle inequality 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of an angle, pairs of angles viz. Linear Supplementary Complementary Adjacent Vertically Opposite Angles • And apply the knowledge in day to day life • Skills: Critical Thinking, Problem Solving <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of an angle, pairs of angles viz. Linear Supplementary Complementary Adjacent Vertically Opposite Angles • And apply the knowledge in day-to-day life <p>Students will be able to</p> <ul style="list-style-type: none"> • Calculate 3rd angle of a triangle if two angles are given • Define triangular region, exterior & interior of a triangle • Recapitulate side opposite to a vertex and vertex opposite side • Understand the concept of exterior angle of a triangle and be able to write interior adjacent and interior opposite corresponding exterior angle of a triangle.
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<p>DECEMBER (22 days)</p>	<p>Constructions</p> <ul style="list-style-type: none"> ● Bisector of a line segment ● Construction of angles with compass (multiple of 15°) ● Construction of an angle equal to a given angle ● Construction of a perpendicular to a given point 1.) Which does not lie on the line 2.) Which lie on the line ● Construction of a line parallel to another line through a point not lying on it <p>WINTER HOLIDAY HOMEWORK</p> <ul style="list-style-type: none"> ● Worksheet related to chapters done in the month of November and December. 	<ul style="list-style-type: none"> ● Geometrical instruments ● Smart Board/Black Board ● CONSTRUCTION OF AN ANGLE EQUAL TO GIVEN ANGLE 	<p>Students will be able to:-</p> <ol style="list-style-type: none"> 1. Draw a perpendicular to a given line from a point on the line and outside the line 2. Construct angle with the compass 3. Acquire skill of drawing geometrical figures 4. To handle geometrical instrument with ease and proficiency and measures accurately <p>Skills: - Designing skills Values: -</p> <ul style="list-style-type: none"> ● Accuracy ● Presenting attractively ● Solving problems
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<p>September (22 days)</p>	<p>Chapter6 Measurement and Motion</p> <p>Mid- term examination</p>	<p>To measure the length of curved line by using thread and note the result.</p> <p>To measure the width of desk, blackboard and classroom using handspan or foot span. To identify different types of motion in daily life.</p> <p>Revision work</p>	<p>Students will be able –</p> <ul style="list-style-type: none"> ❖ To know the importance of proper measurement in our daily life. <p>To make accurate measurements by correctly using standard and appropriate units of measurement.</p>
<p>October (17 days)</p>	<p>Chapter-8 Structure and function of living organism (Plants)</p> <p>Chapter-14 Fabric from fibre</p>	<p>*Visit to the School Garden* Identify Tap root and Fibrous root system. To locate the parts of a plant and paste them in scrapbook. To collect different types of leaves to see the structure and venation. Paste them in scrapbook. To observe the germination of seeds. To perform an experiment to show transportation through stem. Paste different part of the flower</p> <p>Hands on Activity obtain cotton yarn from cotton wool</p>	<ul style="list-style-type: none"> ❖ To know importance of each part of plant ❖ To understand the adaptations adopted by various plants. ❖ To appreciate the beauty of nature and processes. <p>The students will be able to-</p>

		<p>To collect information about wool yielding animal around the world “History of clothing”</p>	<ul style="list-style-type: none">❖ List the conditions required for growth of cotton and jute plant.❖ Understand the process of obtaining fabric from fibre
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<p>November (22 days)</p>	<p>Chapter-9 Structure and function of living (Animals)</p> <p>Chapter 9 Structure and function of living organisms(animals) Contd.....</p> <p>Chapter-10 Work and Energy</p>	<p>To make chart on different human body system. To compare heartbeat and pulse rate of different age group doing different activities.</p> <p>SURVEY:</p> <p>Read and collect five kinds of diseases which affect our body system and note down your observation in the activity file/ scrapbook.</p> <p>Lets innovate: Model to show Energy Conversions Flash card activity Work – Energy relation</p>	<p>The students will be able-</p> <ul style="list-style-type: none"> ❖ To know the coordination of different organ system in our body. ❖ To know the consequences of bad habits like smoking on our health <p>Students will be able-</p> <ul style="list-style-type: none"> ❖ To know the relationship between work and energy ❖ To analyse different kinds of work done.
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December (22 days)	Chapter-11 Electric Current and Circuit	<p>Group discussion: Imagine there is no electricity for the month</p> <p>Hands on Activity: Make working electric circuit. To make a list of appliances/devices without switch, with one switch, or more than one switch.</p>	<p>The students will be able-</p> <ul style="list-style-type: none"> ❖ To know decode symbols used in electrical appliances. ❖ To understand the importance of saving electricity for future.
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December (22 days)	Chapter-12 Light and Shadow	<p>Demonstration activities</p> <ul style="list-style-type: none"> • To demonstrate that light propagates along a straight line. • Pin hole camera. • Shadow formation. • Image Formation by Plane mirror. • Eclipse <p>To make a list of magnetic and non-magnetic materials after observation. To show the strength of bar magnet near the pole.</p> <p>To show the attractive, repulsive and directive</p>	<p>The students will be able –</p> <ul style="list-style-type: none"> ❖ To understand importance of light for continuing life on Earth. ❖ To understand the phenomenon of shadow formation. <p>The students will be able-</p> <ul style="list-style-type: none"> ❖ To know applications of magnet in our daily life based on their properties
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January (17 days)	Chapter 13 Magnets	properties with the help of two bar magnets. To make a temporary magnet and simple compass. (internal assessment)	
February	Revision		
March	Examination		

Summer Holidays Homework

- 1) Portfolio Activity: Make a vocabulary folder using A3 size sheets related to scientific terms. Also paste/draw the pictures related to the terms.
(Chapter 1,2,3,7)
- 2) Portfolio Activity: Pamphlet designing : To spread awareness among people design a colourful and informative pamphlet on My healthy diet
- 3) Model Making: Who Eats Whom - Make a food chain(with 4-5 organisms) wall hanging using cardboard and threads. Draw images of the organisms involved in the food chain.

Winter Holidays Homework:

1. Design an innovative science toy using simple electric circuit/mirrors/shadow formation/Energy transformations.
2. Science toon – Design a cartoon based illustration based on the topic “ Electricity Saved is Electricity conserved”
3. Revise all chapters.

SOCIAL STUDIES

(2025-26)

CLASS VI

The Social Sciences curriculum draws its content mainly from History, Geography and Political Science.

They provide a comprehensive view of society over space and time, and in relation to each other.

Each subject's distinct methods of enquiry help the learners to understand and view a society from different angles and form a holistic opinion.

The main objectives are to

- Develop among learners an understanding of the process of change & development – both in terms of time and space.
- Make learners realize that the process of change is continuous and any event/phenomenon/issue cannot be viewed in isolation but in a wider context of time and space.
- Develop qualities clustered around the personal, social, moral, national, and spiritual values that make a person humane and socially effective.

MONTH /NO. OF DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
20 DAYS (APRIL)	Geography THE PLANET EARTH AND SOLAR SYSTEM (CHAPTER 1)	*Flow chart and pictures of celestial bodies will be drawn in class board. *Smart board content. ACTIVITIES: (To be done in Geography Notebook) Diagrams: a) The Eight Planets in the Order of their distance from the sun. b) Various phases of Moon. and c) Model on any of the topic mentioned above. (Activity will be assessed for multiple Assessment)	To enable the learners to: 1. Gain knowledge about the universe, the planets, and the solar system. 2. Analyze why life exists on the earth. 3. Differentiate between the celestial bodies and understand their formation. Skill Developed: Logical & Rational Thinking.
	History STUDYING THE PAST (CHAPTER 8)	1. Explanation of the lesson using notes and worksheets. 2. Explanation of Archaeological & Literary sources. 3. Explanation with the help of examples and different pictures of monuments, coins, inscriptions, the religious and non-religious literature. * Smart board content. ACTIVITY: 1) Draw/paste pictures (3 Each) of Archaeological & Literary Sources in History Notebook.	1. Understand the importance of studying history as a subject and respect their past. 2. Differentiate between the different source materials and analyze the importance of each. 3. Develop an idea of the rulers of the ancient period. Skills Developed: Creative Thinking & Self Awareness.

		<p>2) Scratch out a page on the recent archaeological site found in India (To be done in history notebook).</p> <p>(Activity will be assessed for Art integrated subject enrichment)</p>	
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	<p>Civics</p> <p>OUR COMMUNITY LIFE: UNITY IN DIVERSITY (CHAPTER 21)</p>	<p>1. Explanation of lesson. 2. Discussion on Diversity of India.</p> <p>* Smart board content.</p> <p>ACTIVITY: (To be done in Civics notebook) On an outline political map of India, locate & label the following:</p> <p>A) Any two North Indian States where Green Revolution took place. B) The State where Pongal is celebrated. C) The State to which Bihu dance is associated with. D) The State which is famous for Garba dance.</p> <p>(Activity will be assessed for multiple Assessment)</p> <p><u>AIL PROJECT:</u> Name of the activity collage making Topic: Paste pictures of different attire of India to show diversity.</p>	<p>1. Learn about the culture – food, dances, religion etc. of the different states through communication with each other. 2. They will understand the rule of the different units of a society and respect them. 3. The students will dress up to observe and recognize the Indian dresses. 4. Analyzing the two communities will be clear to the students as to how the rural people live and the difficulties faced by them.</p> <p>Skills Developed: Problem Solving & Self Awareness</p>
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<p>15 DAYS (MAY)</p>	<p>Geography Representation of the Earth (CHAPTER 2)</p>	<p>1. Showing of virtual globe and map to differentiate between the two representations of the earth. 2.Explaining the components of maps like Conventional symbols.</p> <p>ACTIVITY: (To be done in Geography Notebook) Draw conventional symbols of the following features: A) Metalled Road. B) Temple C) Bridge. D) Spring</p> <p>(Activity will be assessed for multiple Assessment)</p>	<p>1. To enable the students to: Differentiate between a globe and a map.</p> <p>2. Understand about different types of maps.</p> <p>3. Learn about different components of a map.</p> <p>Skills Developed: Creative and Logical Thinking.</p>
	<p>History JANAPADAS & MAHAJANAPADAS (600-100 BCE) (CHAPTER 12)</p>	<p>1. Explanation of the lesson Highlighting the social, economic, religious conditions of the people.</p> <p>2. Describing the caste system present during this period.</p> <p>(This chapter will be discussed and given as project for summer vacation and to be done in scrap book)</p> <p>(Activity will be assessed for Art integrated subject enrichment)</p>	<p>To enable the learners to:</p> <p>1. Define the terms like ‘Janapadas’ and ‘Mahajanapadas’.</p> <p>2. Gain knowledge about the way in which these kings ruled the empire – the economic, social condition.</p> <p>Skills Developed: Critical Thinking and Logical Thinking.</p>
	<p>Geography The Motions of the Earth (CHAPTER 4)</p>	<p>1. Explanation of lesson. 2. Description of the causes of occurrence of Day & Night as well as changes in seasons. 3. Highlighting the importance of different position of the Earth on 21st June, 23rd September, 22nd December, and 21st March. ACTIVITY: (To be done</p>	<p>To enable students to:</p> <p>(a) Learn and understand the formation of day and night as well as the seasons. (b) Analyse why there is a change in seasons in the two hemispheres – Northern and Southern Hemisphere.</p> <p>Skills Developed: Logical Thinking</p>

		<p>in scrap book) Draw Diagram of ‘Revolution of the Earth and the length of a day and night. (This chapter will be discussed and given as project for summer vacation. (Activity will be assessed for multiple Assessment)</p>	
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(JULY) 24 DAYS	<p>History LIFE OF EARLY MAN (CHAPTER 9)</p>	<p>Description of the lesson by flow chart and story.</p> <p>1. Activity based on comparison of tools of the Early Man in various phases of life. . Shown pictures of stone tools of Early Man. *Smart board content. ACTIVITY: Discussion on tools used by man in Paleolithic, Mesolithic & Neolithic Age.</p>	<p>To enable students to: (a) Understand the making of tools with the help of stones and analyze the meanings of the words paleo, meso, neo, and lithic. b) Analyse how the invention of fire took place and the importance of the fire and wheel for the men. Skills Developed: Creative and critical thinking.</p>
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	<p>History DEVELOPMENT OF CIVILIZATION CHAPTER 10</p>	<p>1. Map of World to show the development of four early civilizations.</p> <p>ACTIVITY: (To be done in History Notebook) On political map of India, locate and label the following places: a) A place where dockyard has been discovered b) A Harappan site in Rajasthan C) Rupar (Activity will be assessed for multiple Assessment)</p>	<p>To enable students to: (a) Identify various civilizations, their location and the countries to which they belong. (b) Analyse the reasons for the growth of the civilizations around the water bodies. Skills Developed: Curiosity & imagination.</p>
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	<p>GEOGRAPHY LOCATING PLACES ON THE EARTH (CHAPTER 3)</p>	<p>1. Showing Globe to Refers Axis and Poles. 2. Differentiating between Latitudes and Longitudes.</p> <p>ACTIVITY: (To be done in Geography Notebook). Diagram: Heat Zones (Activity will be assessed for Art integrated subject enrichment)</p>	<p>Locate any place on map with the help of latitudes and longitudes Skills Developed: Critical & Logical Thinking and</p>
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AUGUST 21 DAYS	<p style="text-align: center;">CIVICS DEMOCRACY AND GOVERNMENT (CHAPTER 22)</p>	<p>1. Explanation of chapter by showing various pictures of important buildings like the President’s House, Parliament, Secretariat. 2. Describing concepts of universal Adult Franchise, Representative democracy, Levels of Govt. etc.</p> <p>ACTIVITY: Discussion on topic “Why should we pay taxes honestly and regularly to our government”? Activity will be assessed for Art integrated subject enrichment)</p>	<p>1. Analyse the working system of Government at the three levels. 2. Apply this knowledge to their lives and realize/ understand their role in society as citizens of the country. 3. Analyse the importance of their vote in a democracy Skills Developed: Democratic temperament</p>
	<p>HISTORY THE IRON AGE CIVILIZATION (CHAPTER 11)</p>	<p>1. The uses of iron and advantages of Iron in comparison to bronze. 2. Explaining the importance of Vedas as a means of explaining 3. Describing the lesson with the help of self – made notes and flow chart.</p> <p>ACTIVITY: (This activity will be done in class through chits) To be done in History Notebook) (Activity will be assessed for Art integrated subject enrichment)</p>	<p>1. List out the advantages of iron as compared to bronze. 2. Understand that bronze was replaced by iron and how it led to the beginning of the Iron Age Civilizations. 3. Compare four stages of Ashramas with their own life and analyze how it works in their daily lives.</p> <p>Skills Developed: Curiosity and critical thinking</p>
	<p>History The Mauryan Dynasty (CHAPTER 13)</p>	<p>1. Explanation of the lesson. Map of Mauryan Empire will be done. 2. Highlighting the important Mauryan Rules and their Administration.</p> <p>ACTIVITY: Crossword Puzzle. Activity will be assessed for multiple assessment)</p>	<p>Analyze the importance by co-relating to the emblem on the coins and currency of India to that in the Mauryan period.</p> <p>Skills Developed: Critical Thinking & Problem Solving.</p>

SEPTEMBER (22 DAYS -11 DAYS FOR TERM I EXAMS)

. Revision of syllabus of term 1 Exams to be held in September 2023

MONTH / NO.OF DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
OCTOBER (17 DAYS)	GEOGRAPHY THE REALMS OF THE EARTH (CHAPTER 5)	1. Explanation of Importance/significance of Four Spheres. Map work: showing continents of the world. ACTIVITY: (To be done in Geography Notebook) A) On an outline physical map of the world, locate & label Continents of the world. B) On an outline physical map of the world, locate & label Oceans of the world. (This activity will be assessed as Subject Enrichment)	To enable the learners to: (a) Differentiate among four spheres of earth. (b) Locate the position of the different oceans and continents on the world map. Skills Developed: Analytical Skills and Comparative Study of Different Spheres
	History The Gupta Empire (Chapter 16)	1.Explanation of important Gupta Rulers. 2.Discussion of Administration, Social, and Economic conditions and their achievements. ACTIVITY: Make a mind map of Gupta empire rulers and their achievements.	(a) Respect the rich culture of the Gupta period and reasons that made it the Golden Age. Skill developed, critical and logical thinking
	Civics Our Rural Governance (Chapter 23)	1.Describing the lesson by telling the Story of Panch Parmeshwar. 2.Explaining the differences between Gram Sabha and Gram Panchayat. 3.Describing the functions performed by Gram Sabha, Gram Panchayat, Block Samiti & Zila Parishad. ACTIVITY: Election of Gram Panchayat (Classroom activity). (This activity will be assessed as Subject Enrichment)	To enable the students to: Learn the importance of ‘Sarpanch’ in the working of rural local bodies. Skill Developed Skill of leadership.
	Geography India my motherland (Chapter 6)	1. Explanation of lesson. 2. Showing a virtual model of Earth to explain the position of India in the world. 3. Depicting neighboring countries of India on the map of	(a) Analyze the position of their motherland in relation to size by comparing with the other countries of the world. (b) Gain knowledge about the Physical features of country

		<p>Asia.</p> <p>ACTIVITY (To be done in geography notebook): Locating and labeling neighboring countries of India on political map of Asia. <i>(This activity will be assessed as Subject Enrichment)</i></p>	<p>and to analyze their importance.</p>
<p>NOVEMBER (22 DAYS)</p>	<p>History The Era of Harsha (Chapter 17)</p>	<p>1. Explanation of the lesson. Pictures of Nalanda University, 2. Hiuen Tsang, and the Chinese traveler pictures will be shown in class.</p> <p>Activity: Make a map mind on the achievements of the Harsha's period.</p> <p>(This activity will be assessed as Subject Enrichment)</p>	<p>1. Appreciate Harsha as a benevolent king.</p> <p>2. Understand the advent of Buddhism.</p> <p><u>Skills Developed:</u> Curiosity and imagination.</p>
	<p>Civics Our Urban Governance (Chapter 24)</p>	<p>1. Explanation of the lesson by differentiating different Municipal bodies and their sources of Income.</p> <p>2. Explanation of the functions of District Officer.</p> <p>ACTIVITY: You are the Head boy/ Head girl of your school and invite the Municipal Councilor of your area to your school. Enlist five questions that you would like to ask him/her for the improvement of your area. <i>(This activity will be assessed as Subject Enrichment)</i></p>	<p>To enable the learners to:</p> <p>(a) Comprehend the functioning of the local bodies and differentiate between them based on population.</p> <p>(b) Analyze the work of the local body of their area and analyze also whether they are functioning as per their duties.</p> <p>(c) Understand the functions of the District Officer and his/her importance in the functioning of the district.</p> <p>Skills Developed: Problem Solving.</p>
	<p>Geography India the land of monsoon climate (Natural Vegetation and Wildlife)</p>	<p>Explanation of the content by:</p> <p>1. Showing a map of India and different vegetation found in India.</p> <p>2. Discussion based on different seasons of the country and their characteristic features.</p>	<p>To enable the learners to:</p> <p>(a) Understand the different seasons of India.</p> <p>(b) Analyse the features of each season as well as their importance.</p>

	(CHAPTER 7)	<p>*Smart board content. ACTIVITY: (To be done in Geography Note book . This activity will be assessed as Subject Enrichment) AIL PROJECT: Name of the activity: Sketching from nature and surrounding.</p>	<p>(c) Analyze and conclude the reasons for different types of vegetation in India. Skill Developed: Logical and Critical Thinking</p>
DECEMBER (22 DAYS)	<p>History Deccan and South India (Chapter18)</p>	<p>1. Explanation of the lesson. 2. Discussion on administrative systems of different kingdoms in Deccan and South India. *Smart board content. Activity: Collect the pictures of temples built by Chalukyas and Pallavas and write details about them in a project file. Activity will be assessed for Art integrated subject enrichment)</p>	<p>Understand the administrative and architectural aspects of Chalukya and Pallava Dynasties. Skills Developed Curiosity and Creativity.</p>
	<p>History India and the outside world (Chapter 19)</p>	<p>1. Explanation of lesson highlighting relation of India with countries like China, Cambodia, Sri Lanka, Vietnam, and Afghanistan. * Smart board content. MAP ACTIVITY 1. Explanation of the lesson. 2. Showing a map of India and highlighting different vegetation found in India. 3. Discussion based on different seasons of the country and their characteristic features. (This activity will be assessed as Subject Enrichment</p>	<p>1. To enable students to: (a) Appreciate contact of India with China, Cambodia, Sri Lanka, Vietnam and Afghanistan. (b) Analyze India's trade relations with the Roman countries. (c) Understand and gain knowledge about the spread of Buddhism in various parts of the world. Skills Developed: Curiosity & imagination.</p>
	<p>History The Indian religion (Chapter 20)</p>	<p>1. Explanation of the lesson. 2. Short introduction will be given of Buddhism, Jainism and Christianity. Activity: 1. Complete the table given on page no.171(Do this activity in scrap book) 2. Prepare a chart of the teachings of all religions with the pictures of</p>	<p>To enable students to understand different regions with their teachings and founder. Skills Developed: Curiosity & imagination</p>

		their founders.	
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This chapter will be discussed and given as project for winter vacation.

JANUARY (17 DAYS)

Revision of syllabus of annual exams to be held in February 2024

SUMMER HOLIDAY HOMEWORK

Prepare project on (Roll no. wise)

- ❖ (1) THE MOTIONS OF THE EARTH (Roll no. 1-25)
- ❖ (2) JANAPADAS AND MAHAJANAPADAS (Roll no. 26-50)

WINTER HOLIDAY HOMEWORK

Prepare a project on the teachings of the Indian religion with picture of their founders (Ch.20 The Indian religion)

LIST OF MAPS (To be done in the entire session).

APRIL - AUGUST:

1. Chapter 02: States, Capitals, and Union Territories of India.
2. Chapter 10: Map Skill
3. Chapter 13: Map Skill
4. Chapter 21: Map Skill

SEPTEMBER – JANUARY:

1. Chapter 05- Map skill
2. Chapter 06 – Standard Meridian of India, Kanyakumari, Neighbouring countries of India, The Himalayan mountains (Karakoram Range), Aravalli Range, Northern Plains, Deccan Plateau, Arabian Sea and Bay of Bengal.
3. Chapter 07 – Wildlife Sanctuaries / National Park: Sanjay Gandhi, Rajaji, Dachigam, Gir, Manas, and Periyar.
4. Chapter 16 – Ajanta and Ellora caves, Mathura, Kaushambi, Bharukachha, Ujjain.
5. Chapter 23- Map Skill
6. Chapter 19: Map Skill (This map activity will be assessed as Subject Enrichment Activity)

पाठ्यक्रम - 2025-26

कक्षा – षष्ठी

विषय – संस्कृतम्

अधिगम – उपगमा

1. संस्कृतभाषया कथितान् निर्देशान् अवगच्छेयुः ।
2. संस्कृतेन लिखिताः लघुकथाः पद्यानि च श्रुत्वा पठित्वा वा अवगच्छेयुः ।
3. संस्कृतभाषया लघुवाक्यानि वदेयुः ।
4. श्लोकानाम् सस्वरवाचने समर्था भवेयुः ।
5. सरलसंस्कृतवाक्यानि रचयेयुः ।

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
अप्रैल (20 दिवसाः)	1. पुर पुर प्रगच्छरे उपसर्गा अव्ययपदानि उपपद विभक्तयः	गीतगायनं संयोजन – वियोजनम् वाक्येषु प्रयोगः	सस्वरवाचनं नवीनपदानां रचना वाक्य – रचना

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
मई (15 दिवसाः)	2. मम् प्रियः विद्यालयः प्रत्यय – क्त्वा संख्या – 1-30	अनुच्छेदवाचनम् संयोजन – वियोजनम् सचित्रलेखनं	विषयावबोधनम् नवीनपदानां रचना लिंगानुसारं प्रयोगः

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
जुलाई (24 दिवसाः)	3. चत्वारि प्रिय मित्राणि 4. मधुरा श्लोकाः कारकस्य परिचय शब्दरूपाणि	संवादवाचनम् सस्वरवाचनं वाक्येषु प्रयोगः	विषयावबोधनम् भावावबोधनं वा

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
अगस्त (21 दिवसाः)	5. जले अपि वसन्ति जीवाः 6. वीर बालिका गुंजन सक्सेना सन्धिः - दीर्घ धातुरूपाणि	संवादवाचनम् कथावाचनम् शब्दयोजनम् वाक्येषु प्रयोगः	संभाषणम् नवीनपदानां रचना वा

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
सितम्बर (11 दिवसाः)	संवाद - पूर्तिः चित्र वर्णनम् अर्धवार्षिकी परीक्षा कृते पुनः अभ्यास	रिक्तस्थानपूर्तिः वाक्यपूर्तिः	भावाभिव्यक्तिः कल्पनाशक्तेः विकासः

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
अक्टूबर (17 दिवसाः)	7. प्रहेलिका : गुण सन्धिः संख्या 30-50	प्रश्नोत्तर माध्यमेन शब्दयोजनं वाक्येषु प्रयोगः	कथावबोधनम् नवीनपदानाम् रचना

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
नवम्बर (22 दिवसाः)	8. धन्याः मातुः महिमा 9. सिक्किमप्रदेशस्य सौन्दर्यम्	कथावाचनम् संवादवाचनम्	संभाषणम् नवीनपदानाम् रचना वा

	प्रत्यय – तुमुन् लृट्लकार	संयोजन – वियोजनम् वाक्येषु प्रयोगः	
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कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
दिसम्बर (22 दिवसाः)	10. योग्यः शिष्यः उपसर्गाः अव्ययपदानि प्रत्यय – ल्यप्	कथावाचनम् संयोजन – वियोजनम् वाक्येषु प्रयोगः	कथावबोधनम् नवीनपदानाम् रचना वाक्य – रचना

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
जनवरी (17 दिवसाः)	मधुराणि वचनानि संवादपूर्तिः चित्रवर्णनम्	सस्वरवाचनं रिक्तस्थानपूर्तिः वाक्य - संरचना	भावावबोधनम् पुनः अभ्यासः

कार्यदिवसाः	उपविषयाः	शिक्षणविधिः	लक्षिताधिगमाः
फरवरी	पुनः अभ्यासः	पुनः अभ्यासः	पुनः अभ्यासः

ग्रीष्मावकाश – गृहकार्यम्

- 1 . प्रतिदिनं एकं सुलेखनाभ्यास कुर्वन्तु
- 2 . पञ्च फलानाम्-शाकानाम्-पक्षिनाम् नामानि लेखनं कुर्वन्तु
- 3 . साप्ताहिक दिनानि नामानि लिखन्तु
- 4 . एकदिनस्य अवकाशम् कृते औपचारिक पत्रं लिखन्तु

शीतावकाश-गृहकार्यम्

1. श्लोकानाम् सस्वरवाचनस्य अभ्यासम् कुर्वन्तु

2. वार्षिक परीक्षायाः कृते सम्पूर्ण पाठ्यक्रमस्य पुनराभ्यासम् कुर्वन्तु

CURRICULUM
CLASS 6
Computer(ICT)
2025-2026

Learning Objective

The objective of ICT subject is to develop

- ✓ Enhance ICT skills of students by catering need of all types of learners.
- ✓ Integration of ICT skills with other subjects for application based learning.
- ✓ Enhancing capability and competency of students through experiential learning.

Month/No. of Days	Chapter Name	Methodology	Learning Outcome
April(20 days)	Let us Explore Computer Operating System, Application software Utility software	Demonstration and Illustration of concepts on smart board with explanation Interactive Discussion Discussion about Real life Applications of operating system in daily life. <u>Practical Activities</u> 1.Book page Page 4, 8, 19, 20 2. MCQ/Fill up discussion on the concepts.	Students will be able to learn various types of operating systems, application software's and their benefits. Students will be able to use correct software as per requirements.
	Chapter	Methodology	Learning Outcome
May(15 days)	Designing In Impress Themes Tools components of slides	Discussion and Demonstration of different components of Impress software and their tools on smart board with explanation. Discussion about Real life Applications and ICT Integration of Impress <u>Practical Activities</u> 1. Book Activity- page 22, 23, 31, 33, 35 2. Presentation on Science Topic	Children will be able to understand about different components of Impress software and their usage Children will be able to make presentation their own .
JUNE	Summer Holidays	1. Prepare an Impress Presentation on "Humanoid Robots." – 2. Create a quiz game using Impress or any other ICT software. 3. - Write five slogans/poems/role-play scripts for Cyber Safety Awareness. 4.Make a Snake & Ladder game on Cyber	Students will Do Holiday Homework

Month Name	Chapter	Methodology	Learning Outcome
July(24)	Modifying slides OO Impress Insertion of Images, modification of images Using Image Gallery	Explanation with the help of demonstration of software/Illustration combined with Hands on exercises and book activities given for experiential learning Real life application of Impress Activities 1. Book Activity- page 39, 42, 45, 51, 53 2.Presentation on Geometrical shapes of Mathematics -	Children will be able to insert images in presentations Children will be able to format presentations

	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOME
August (21 days)	Creating professional presentations and presenting presentations using OO Impress Header Footer Animations Protecting Slides by passwords Inserting Fields Symbols	Explanation with the help of demonstrations/Illustrations of software combined with Hands on exercises and book activities/projects given for experiential learning . Discussion about Real life Applications Discussion about ICT Integration of Impress in real life, <u>Practical Activities</u> 1.Book Activity- page 61, 63, 66, 68,71, 76, 79 2. Presentation on Mathematics (Fractions)	Children will be able to insert various symbols to create their own shapes Children will be able to insert Header/Footer /page number etc. in the presentation
September (11 days)	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOME
	Revision and Practical Assessments for Mid Term	Oral Questioning Answering Book Exercise based practical assessments on computer	Revision/ Recalling of important concepts To enhance speed and technical skills of students.
	Animation in Slides (Open office Impress) Real life applications of Impress software	Explanation with the help of demonstration of software combined with Hands on exercises on computer. Discussion about Real life Applications	Children will be able to understand and learnt creation of professional presentations by inserting animations, transition effects etc

		<p>Discussion about ICT Integration of Impress in real life,</p> <p><u>Practical Activities</u></p> <p>1. Activity-page 99, 106</p> <p>2. Activity of Advertisement Making using Impress.</p>	
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	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOME
October(17)	<p><u>Spreadsheet 1 (Calc)</u></p> <p>Cell, Row, column, worksheet ,</p> <p>workbook,</p> <p>Formula bar</p>	<p>Explanation with the help of demonstration of software/Illustration of calc software combined with Hands on exercises and projects given for experiential learning .</p> <p>Discussion about Real life applications of spreadsheet , formulas</p> <p><u>Practical Activities</u></p> <p>Book activity-Page 109, 111, 116, 121, 122, 124.</p> <p>- Activity of Bill Making for Hira Sweet/Bikaner Restaurant</p>	<p>Students will be able to do calculations in the spreadsheet software by making their own formulas.</p> <p>Students will be able to do simple formatting of their data sheets..</p>

November (22 Days)	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOME
December (22) Days	<p>Spreadsheet 2 – Open Office Calc</p> <p>Applying Formulas</p> <p>Functions</p> <p>Charts</p> <p>Types of Charts</p> <p>Real life applications of charts, formulas</p>	<p>Explanation with the help of demonstration of software/Illustration of calc software combined with Hands on exercises and projects given for experiential learning .</p> <p>Practical Activities</p> <p>1. Book activity pages:- 127, 129, 130, 135, 140, 141, 142</p> <p><u>Winter Holiday Homework</u></p> <p>1. Make a dummy Result sheet of Unit test.</p> <p>2. Make charts to compare number of</p>	<p>Students will be able to apply existing functions/formulas for doing long calculations for different purposes</p> <p>Children will be able to do analysis of data using charts,</p>

		<p>students of any 5 schools.</p> <ol style="list-style-type: none"> 3. Create a bill using Calc for 10 items with an 18% tax calculation for a Super Market. 4. Sort a spreadsheet with the names of 30 students alphabetically. 5. Enter names and ages of 20 participants and arrange them alphabetically. 	
	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOME
January(17)	<p>Projects on Impress and Calc</p> <p>Making of Digital products</p>	<p>Discussion of tools used to compile projects of different softwares.</p> <p>Presentation of projects by students</p> <p><u>Practical Activities</u></p> <ol style="list-style-type: none"> 1) Making of Birthday Invitation card Template 2) Making of Bill Generator software . 3) Making of Story Presentations 	<p>Children will be able to apply their knowledge for doing projects and develop self confidence and presentation skills.</p> <p>Children will be able to integrate all learning for increasing their efficiency and use if for daily life applications.</p>
<u>February(21)</u>	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOME
	<p>Revision and Assessments</p> <p>Revision and Practical Assessments for Final Term</p>	<p>Oral Questioning /Answering</p> <p>Exercise based practical on computer</p>	<p>Revision/ Recalling of important concepts</p> <p>To enhance speed and technical skills of students.</p>

MUSIC VOCAL

CLASS-6th

(2025-2026)

➤ Every class will begin with the chanting of (OM), ‘Gayatri Mantra’

Month/Number of Days	Activity Name	Methodology	Learning Objectives
<u>April 20 Days</u>	<ul style="list-style-type: none">● Vandematram and new prayer.	<ul style="list-style-type: none">● Sing the seven notes individually	<ul style="list-style-type: none">● Develop “SWAR” sense
<u>May 15 Days</u>	<ul style="list-style-type: none">● Alankar(basic 1-4)● Draw the picture of Tanpura.	<ul style="list-style-type: none">● Discuss about the origin of Tanpura .● Group singing	<ul style="list-style-type: none">● To develop awareness towards the music and instruments.
<u>July 24 Days</u> <u>August 21 Days</u>	<ul style="list-style-type: none">● Patriotic song● Community singing.● Alankar.	<ul style="list-style-type: none">● Children will learn the song and sing individual.● They will sing the community songs.● They will sing different (SA RE GA MA).	<ul style="list-style-type: none">● To develop singing skills● To be able to appreciate when others are singing.● They will sing different (SA RE GA MA).
<u>SEPT 11 Days</u> <u>OCT 17 Days</u>	<ul style="list-style-type: none">● Discussions about different sounds of nature.● Knowledge of different taals.	<ul style="list-style-type: none">● Children will listen to the sounds of each living organism and the teacher will tell them how it is actually a note by itself.● The song will be taught.	<ul style="list-style-type: none">● To develop rhythm sense.● To develop raag sense.

<p><u>NOV 22 Days</u> <u>DEC 22 Days</u></p>	<ul style="list-style-type: none"> ● Preparations of various competitions and functions. ● Discussion about thaat system. 	<ul style="list-style-type: none"> ● Children will learn specific song to be performed will learn difference in thaats. 	<ul style="list-style-type: none"> ● Develop swar Raag sense. ● To develop interest to participate in school function. ● To develop innovation.
<p><u>JAN 17 Days</u> <u>FEB- revision for annual examination</u></p>	<ul style="list-style-type: none"> ● Discussions on famous musicians. 	<ul style="list-style-type: none"> ● Children will bring picture of musicians and discuss about their contribution towards music. ● Finally they will paste the pictures on the chart papers. 	<ul style="list-style-type: none"> ● To develop reativity. ● Inter-personal relations. ● Able to work in groups.

CLASS :- VI (2025-2026)
SUBJECT :- DANCE

Learning Objectives :-

1. Knowledge of the rich cultural heritage of India .
2. Knowledge of different dance forms and gharanas .
3. Develop the dancing skill , creativity , imagination / innovation .

Month/Number of Days	Activity Name	Methodology	Learning Objectives
April 20 Days	<ol style="list-style-type: none"> 1. Bhumi Pranam 2. Discussion of Indian Classical Dance 	<ol style="list-style-type: none"> 1. Each step will be taught individually with the With the help of graceful steps and movements 2. Students will learn and try to perform 	<ol style="list-style-type: none"> 1. Importance of dancing skills
May 15 Days	<ol style="list-style-type: none"> 1. Classical Dance :- Hand Movements of classical dance 	<ol style="list-style-type: none"> 2. Children will be taught step by step individually . 3. Students will be taught about the different Mudras. <p>Activity- Students will PERFORM individually the same.</p>	<ol style="list-style-type: none"> 1. Will improve awareness towards Dance
July 24 Days	<ol style="list-style-type: none"> 1. Patriotic Dance 	<ol style="list-style-type: none"> 1. The meaning of the song will be explained by the teacher to improve the feel and enhance the quality of dance. 2. Students will then try and perform the same . 	<ol style="list-style-type: none"> 1. Feeling of Patriotism

August 21 Days	<ol style="list-style-type: none"> 1. Patriotic Dance 	<ol style="list-style-type: none"> 1. Children will also be taught in group to develop coordination among themselves. 2. Discussion of freedom fighters 	<ol style="list-style-type: none"> 1. Feeling of Patriotism 	
SEPT 11 Days	<ol style="list-style-type: none"> 1. Knowledge about Folk Dance 2. 5 Basic steps of folk Dance 	<ol style="list-style-type: none"> 1. Students will be told about different styles Folk Dances of India and related costumes 5 basic steps will also be taught to the teacher 2. Discussion of Folk Dance <p>Activity – Students will be asked to speak/ write about different states, costumes etc.</p>	<ol style="list-style-type: none"> 1. Knowledge of the rich culture heritage of India. 	
OCT 17 Days	<ol style="list-style-type: none"> 1. Basic Folk Dance Steps 2. Rhythm aspect of different folk dances of India. 	<ol style="list-style-type: none"> 1. Every student will be taught different Folk Dance Steps. 2. Discussion on different Folk dance Movements of different states. Students will practice individually as well as in group. 	<ol style="list-style-type: none"> 1. Enhance the dancing skills develop the stage Presentation Skills. 	
NOV 22 Days	<ol style="list-style-type: none"> 1. Shloka Dance 2. Knowledge of Shloka Meaning 	<ol style="list-style-type: none"> 1. Students will learn Shloka and the Meaning and also by heart the same. They will also be taught appropriate based on the meaning of Shloka 's. 2. Teaching Usage of Different Shloka 's Meaning 	<ol style="list-style-type: none"> 1. Students will learn to recite, explain the meaning and also dance with the Shloka. 	
DEC 22 Days	<ol style="list-style-type: none"> 1. Classical Dance 'Basic Tuka' 2. Knowledge about Mudra 	<ol style="list-style-type: none"> 1. Teaching will be done using different Mudras 2. Students will practice individually as well as in Group. 	<ol style="list-style-type: none"> 1. Enhance and develop dancing skills. 	

<u>JAN 17 Days</u>	<ol style="list-style-type: none"> 1. Patriotic Dance 2. Knowledge of famous freedom fighters name and work. 	<ol style="list-style-type: none"> 1. One by one steps will be taught with the meaningful movements according to the song. 2. Discussion of freedom fighters 	<ol style="list-style-type: none"> 1. To develop the acting skills and expressions 	
<u>FEB- revision for annual examination</u>	<ol style="list-style-type: none"> 1. Knowledge of Taal Teen Taal 	<ol style="list-style-type: none"> 1. Teen Taal will be taught in proper Rhythm with Taali, Khaali and Matra etc. 	<ol style="list-style-type: none"> 1. To build the Rhythm Sense 	

ACADEMIC PLAN(2025-2026)

SUBJECT:-SPORTS

CLASS:- 6th

Learning objective:-

- To provide sports opportunity to every student.
- To Build Competitive abilities.
- To provide Recreation and fun
- To practice mental hygiene
- To attain higher level of consciousness
- To improve the physical, social, mental and wellbeing of students

MONTH/ No. of Days	ACTIVITIES	METHODOLOGY	LEARNING OUTCOME
April (21 Days)	Fitness Exercises And SPORTS	Demonstration and explanation	Students will learn how to improve physical health through exercises.

MONTH/ No. of Days	ACTIVITIES	METHODOLOGY	LEARNING OUTCOME
May (16 Days)	Yoga And SPORTS	Demonstration and explanation	Students will learn how to increase their dynamic flexibility.

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MONTH/ No. of Days	ACTIVITIES	METHODOLOGY	LEARNING OUTCOME
July (25 Days)	How to Prevent from Lifestyle diseases Through Yoga.	Discussion	Students will learn how they can develop their body posture and Lifestyle to develop fitness level.

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MONTH/ No. of Days	ACTIVITIES	METHODOLOGY	LEARNING OUTCOME
August (22 Days)	Breathing exercises And SPORTS	Demonstration and explanation	Students will learn to perform proper breathing techniques.

MONTH/ No. of Days	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOME
September (22 Days)	Balanced Diet And SPORTS	Discussion and explanation	Students will learn about the components of diet and value of balanced and nutritional diet.

MONTH/ No. of Days	ACTIVITIES	METHODOLOGY	LEARNING OUTCOME
October (17 Days)	Meditation And SPORTS	Demonstration and explanation	Students will learn to improve their concentration power.

MONTH/ No. of Days	ACTIVITIES	METHODOLOGY	LEARNING OUTCOME
November (23 Days)	Aerobic exercises And SPORTS	Demonstration and explanation	Students will understand how cardiovascular health can be improved using aerobic exercises.

MONTH/ No. of Days	ACTIVITIES	METHODOLOGY	LEARNING OUTCOME
December (23 Days)	Yoga And SPORTS	Demonstration and explanation	Students will perform difficult poses to the greater extent of their ability.

MONTH/ No. of Days	ACTIVITIES	METHODOLOGY	LEARNING OUTCOME
January (17 Days)	Physical exercises And SPORTS	Demonstration and explanation	Students will learn how physical health can be improved.

MONTH/ No. of Days	ACTIVITIES	METHODOLOGY	LEARNING OUTCOME
February (22 Days)	Sitting, Standing Posture And SPORTS	Discussion	Students will understand why it is important to sit in a proper posture to improve muscle health.

Fine art [painting]

CLASS 6

<u>Month</u> <u>/No of</u> <u>working</u> <u>days</u>	<u>Topic to be</u> <u>covered</u>	<u>Methodology</u>	<u>Learning</u> <u>Objectives</u>
APRIL [24 days]	Introduction to art	students involves developing their creativity, fine motor skills, and understanding of various art techniques. The methodology for an art class at this level should aim to engage students in both the process and the product of creating art. Here's a structured approach:	Technical Skills: 1 creative thinking 3. Understanding Color Theory.

<p>MAY</p> <p>[24 days]</p>	<p>Clay modeling</p>	<p>Practical Skills Development:</p> <p>students develop fine motor skills, creativity, and spatial awareness. It encourages hands-on learning and provides students with a tactile way to explore the world of art. Here is a structured methodology to introduce clay modeling to Class 6 students.</p>	<p>Technical Skills:</p> <p>Fine motor skill, creativity</p>
<p>JULY- AUGUST</p> <p>[48 days]</p>	<p>Still life drawing</p>	<p>The methodology should focus on developing students observation skills, understanding of form ,and use of basic art materials.</p>	<p>Technical skill:</p> <p>Shading technique</p>
<p>SEP- OCT</p>	<p>Festival art</p>	<p>Practical Skills Development:</p>	<p>Technical skill:</p>

[48 days]		The methodology should focus on celebrating various culture traditions, incorporating festive themes into art, and allowing students to express their understanding of these events visually.	Traditional based creativity
NOV-DEC	Portrait study	<p>Media and Techniques:</p> <p>Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences.</p> <p>Composition:</p> <p>Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial.</p>	<p>Technical skill:</p> <p>Proportion, expression</p>
Jan-feb	Abstract art and expression /step by step	<p>Practical Skills Development:</p> <p>Abstract art ,unlike realistic art ,focuses on shapes, colours, lines, and forms rather than representing</p>	Technical Skills:

		the real world.	Imagination,
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