

ACADEMIC PLAN
ENGLISH
CLASS VI
SESSION 2025-2026

Month	Topic	Learning Intentions	ACTIVITIES/ASSIGNMENT
APRIL	<u>Game-</u> <u>Knowing me</u> <u>Knowing You</u> <u>E.P.B</u> <u>Unit -1</u> Putting it together	To help kids build their confidence, sense of identity, and feeling of belonging to a class. *Recapitulation of grammar of grade 5-(Nouns ,Verbs, Adverbs ,Adjectives, Prepositions) * to enable students to use the grammatical concepts appropriately and accurately	This game will give students an opportunity to chat with their classmates using prompt cards to stimulate conversation Activity-1 ICT based activities *Class room activity (games on Prepositions ,Adjectives). Book exercises on Nouns, Pronouns, Prepositions. Assignment on Putting it together.(Do as directed)
	Reader I-Celebration	*To appreciate, learn and respect different cultures. Analytically answer factual ,inferential and evaluative questions. *To trigger the thought process of the students .	A.I Activity -2(card making) Thank you card for grandparents Assignment- "THANK YOU NOTE" Sample+ 1 question

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MAY	Literature L-How Daddy decided what he wanted to be	<ul style="list-style-type: none"> *To comprehend the story and the main ideas in the text. *Read for information and building vocabulary *Read for pleasure. *Students will develop reading skill through comprehension of the Story events. 	<p>Activity-3 My Future Career Vision Board” (Collage & Reflective Writing) Lesson will be introduced through PPT on various professions. In their notebooks, Students draw or paste pictures related to their dream job (e.g., tools used, workplace, uniform, famous people in that field). Assignment – (pg5 +3 extra questions+diary entry)</p>
	EPB Regular & Irregular Verbs	<ul style="list-style-type: none"> *Students will be able to define and identify different types of verbs. *Students will be able to demonstrate correct usage of verbs, including past and present tense verbs and helping verbs. 	<p>Assignment- Do as directed- (Worksheet)+ 5 sentences of Jumbled sentences</p>
	Literature I-3 (leisure)	<ul style="list-style-type: none"> *To identify poetic devices like metaphors and similes to appreciate nature. * To recite with proper stress and intonation 	<p>*Class discussion on City Life vs Village life. Activity-4(Graphic organiser. Students will make a small ppt(3-5 slides) on comparison between village life vs City life and present it in the class. Assignment- Pg 18(Q2,3,4)+RTC</p>

JULY	EPB Subject Verb Agreement	<p>*To identify the parts of a sentence (subject verb)</p> <p>*To examine and discover the agreement of subject and verb in a sentence.</p>	<p>Activity-Fix the Errors Identify the Mistakes Students will write few sentences in their notebooks and they will them to find and correct the subject-verb agreement errors. Example sentences: The boy play in the park every evening. Assignment- Do as directed.</p>
	Literature I-2 (The white elephant	<p>*To encourage empathy towards animals</p> <p>Validate the relation between humans and animals.</p>	<p>Activity-5 A video on animal poaching followed by class discussion. Poster on poaching awareness *Character sketch of the white elephant and The king will be done by the students in the notebook. Talk on various organisations working for the welfare of animals. Assignment- Q1,2,3,4(pg 11,12)</p>
	EPB Determiners	<p>*To Illustrate the use of determiners in sentences of their own</p>	<p>Activity-6 ICT based Activities on Determiners in the form of fill ups, Encircle the correct answer. Assignment- Fill ups</p>
	Reader Unit-2 (Hobbies)	<p>*Encourage learners to describe their favourite pastime.</p> <p>*Enunciate the vocabulary words correctly and to understand their usage.</p>	<p>Activity-7 Group discussion on what students like doing in their leisure time (discussion). Assignment- Informal letter Striking a balance between curricular and co-curricular activities.</p>

	Notice Writing)	*To express ideas clearly, concisely, correctly and appropriately.	Assignment- Sample+ 1 question
	Literature -My experiments with Truth	* To make the learners understand why telling the truth is important. *To help students to familiarise with the concept of autobiography	S.I Activity-8 Class discussion on Which sport they like and why playing sports is important? Collage on Gandhi's Principles A short clip on life of Mahatama Gandhi' life. Assignment-Q4,5,6,7+long question Assignment- Hots+value based+life skills+diary entry
	Literature I-5(Today and Tomorrow	*To recite with proper stress and intonation *to make the students understand the importance of utilizing their time properly	Activity-9 Wall magazine using proverbs on time. Assignment- Assignment - RTC 1,2

August	Literature I-5(Today and Tomorrow	<p>*To recite the poem with proper stress and intonation</p> <p>*to make the students understand the importance of utilizing their time properly.</p>	<p>Activity-10</p> <p>Wall magazine using proverbs on time.</p> <p>Graphic organizer</p> <p>Assignment - RTC 1,2</p>
	EPB Tenses part 1	<p>*Illustrate the use of simple tense in sentences of their own</p>	<p>Activity-11</p> <p>Assignment- Make sentences in simple tense(words will be provided)</p>
	Reader I- Thrill in school life	<p>*Encourage students to share their experiences at school in order to generate engagement with the theme</p>	<p>Activity-12</p> <p>Students will share their experiences of exciting instances/events they had during their formative years.</p> <p>Assignment- Formal</p> <p>Application on attending an event / arrangement of books, change of section/bus route.</p>

Month	Topic	Learning Intentions	Activities/Assignments
September	Half yearly		Revision
October	<p>Literature L-Bharat desh</p> <p>Reader Unit- Performing Arts</p>	<p>To facilitate students engagement with the notion of Developed India as envisioned by the poet.</p> <p>*To encourage/motivate students to develop interest in co-curricular activities.</p> <p>* Distinguish between verb tenses.</p>	<p>Activity-13 Speaking Activity- Role Play: "A Conversation with a National Hero" Students pair up, with one acting as a famous patriot (e.g., Mahatma Gandhi, Nelson Mandela, George Washington) and the other as an interviewer. Assignment-RTC 1 and 2 Speaking assessment- Any topic of students choice based on patriotism</p> <p>Activity 14 Complete Performer Challenge Group Creativity Showdown” (Team Challenge) Students will showcase their talent in whatever they are good at.</p>

	EPB Tenses -2 &3 Literature	<p>*Relate forms of actions to the time of happening.</p> <p>*Use different forms of verbs according to time.</p>	<p><u>Assignment-Fill ups</u></p>
	I- Our tree	<p>*Demonstrate an understanding of keeping our environment green and clean.</p> <p>*Apply critical thinking skills to provide sustainable solutions in saving our trees.</p>	<p><u>Activity 15 Adopt a Tree” Creative Writing & Sketching</u></p> <p>Activity: Students choose a tree in their area, make a sketch of and write a short diary entry from the tree’s perspective.</p> <p>Assignment- Q/A+1 RTC</p>
November	EPB Modals	<p><input type="checkbox"/> Complete sentences using appropriate modal.</p> <p><input type="checkbox"/> Cite the importance of using a modal in a sentence</p>	<p>ICT based exercises.</p> <p>Assignment- Worksheet on Modals.</p>
	Reader Vacation Time	<p><input type="checkbox"/> To familiarize students with different activities that people pursue during their vacation.</p>	<p>Activity-16</p> <p>Make a travel brochure (Any one Indian state)</p> <p>Assignment- Five activities/Things I would like to do during this winter break.</p>

December	EPB Conditionals	<ul style="list-style-type: none"> □ To be able to use basic grammatical □ Structures(conditionals)in short conversations and discussions 	<p>ICT Based Exercises. Assignment- Worksheet on Conditionals.</p>
	Literature I- Attila	<p>*To enable students to comprehend the story and enjoy the humourous adventures of Attila,the dog.</p>	<p>Activity-17 Idioms on Dogs Students will make foldable(with the help of A4 sheet) where they will write idioms which will be followed by framing sentences with those idioms. Eg-Idiom-Every dog has its day. Also students will read any short story of R K Narayan. Assignment- Q2.3,4,5,6,7</p>
	Message writing	<p>*To familiarize students with various types of formal writing *To plan ,organise and present ideas coherently</p>	<p>Assignment Sample question+ 1 question</p>
	Active passive voice	<p>*Distinguish between active and passive voice in sentences. *Understand why active or passive voice is appropriate to use in certain contexts *Change sentences from active to passive voice and vice-versa.</p>	<p>Assignment- 4 sentences+ process writing.</p>

January	Literature I- The case of copied question paper (Activity Based)	To inculcate values like honesty kindness in students. * Reproduce dialogues using characters from the story	Activity-18 Dramatization of the play
February	Reader Unit- Tinsel world	*To familiarize students about various aspects of film making. *To draw student's responses about Tinsel world. Revision	Activity- 19 Class discussion on media person they(students) admire the most and why. Assignment- Movie review of student's favourite movie. Extra assignment- My favourite media personality.(Paragraph)

पाठ्य योजना

2025-2026

कक्षा-छठी हिंदी

मास	पाठ संख्या तथा नाम	उद्देश्य /जीवन मूल्य/ कौशल विकास/ SDG	गतिविधियाँ गृहकार्य कला एकीकरण
अप्रैल	1 – साथी हाथ बढ़ाना	मिलजुल कर रहने का सन्देश देना SDG17 लक्ष्य हेतु भागीदारी	अभ्यास-कार्य पठित काव्यांश
	2 – चिट्ठी के अक्षर	छात्रों को सुंदर लेख के महत्त्व से परिचित करवाना SDG8 उत्कृष्ट कार्य आर्थिक वृद्धि	अभ्यास कार्य गतिविधि: बाएँ और दाएँ हाथ द्वारा पाठ से संबंधित सूक्ति लिखते हुए अंतर (कला एकीकरण AI and HC)
	3 - बरसते जल के रूप		गतिविधि: जल-चक्र (कला एकीकरण AI and HC)

	अनेक (परियोजना कार्य हेतु)	छात्रों को बदलते पर्यावरण की जानकारी देना । SDG13 जलवायु कार्यवाही	बधाई पत्र - पाँचवी कक्षा में सफलता प्राप्ति पर मित्र को पत्र
मई	4 – पुरस्कार	छात्रों को सत्य बोलने की प्रेरणा देना । SDG4 गुणवत्तापरक शिक्षा	अभ्यास कार्य गतिविधि: भारत के प्रसिद्ध 5 पुरस्कार विजेताओं का कोलाज (प्रयोगात्मक अधिकरण DC) उपदेशात्मक पत्र - सत्संगति का महत्व समझाते हुए छोटे भाई को पत्र
	5 – सीखो	केवल वाचन हेतु	केवल वाचन हेतु
	6 – अनोखा वरदान	मुसीबत में फँसे आदमी की मदद करना । SDG17 लक्ष्य हेतु भागीदारी	अभ्यास कार्य अपठित गद्यांश अनुच्छेद: मेरे आदर्श

जुलाई	7 – सुन्दरलाल	छात्रों में परोपकार की भावना का विकास । SDG3 उत्तम स्वास्थ्य और खुशहाली	अभ्यास कार्य गतिविधि: पेड़ों से प्राप्त होने वाली किन्हीं 5 वस्तुओं के नाम लिख कर उन्हें कॉपी में चिपकाइए (प्रयोगात्मक अधिकरण HC) पर्यावरण सम्बन्धी अनुच्छेद: पर्यावरण संरक्षण
जुलाई	8 – नजानू कवि बना (परियोजना कार्य हेतु /आंतरिक मूल्यांकन)	काव्य-रचना की प्रेरणा देना SDG4 गुणवत्तापरक शिक्षा	पाठ का नाटकीय मंचन (कला एकीकरण AI) गतिविधि: संवाद लेखन
अगस्त	9 – दोहे 10 - पोंगल	जीवन मूल्यों से परिचय SDG1 शून्य गरीबी भारतवर्ष में मनाए जाने वाले त्योहारों की जानकारी	अभ्यास कार्य गतिविधि: शब्द चक्र (कला एकीकरण AI) अभ्यास कार्य

		SDG3 उत्तम स्वास्थ्य और खुशहाली	राष्ट्रीय पर्व संबंधी अनुच्छेद - हमारे राष्ट्रीय पर्व
सितम्बर	अर्द्धवार्षिक परीक्षाएँ	परीक्षा हेतु पुनरावृत्ति	परीक्षा हेतु पुनरावृत्ति
अक्तूबर	11 – तेनालीराम ने चोरों को उल्लू बनाया	केवल वाचन हेतु SDG13 शांति, न्याय और सशक्त संस्थाएँ	केवल वाचन हेतु
	12 – दस आमों की कीमत	माता-पिता के प्रति सम्मान की भावना का विकास SDG4 गुणवत्तापरक शिक्षा	अभ्यास कार्य गतिविधि: T-CHART- समय का सदुपयोग से लाभ-दुरुपयोग से हानि विद्यार्थी जीवन संबंधी अनुच्छेद - विद्यार्थी जीवन में अनुशासन का महत्त्व (CR)
	13 – अनोखी दौड़	खेलों के प्रति उत्साह व विश्वास पैदा करना SDG10 असमानता में कमी	अभ्यास कार्य गतिविधि: विभिन्न खेलों के चित्र का कोलाज तथा अपने प्रिय खेल का वर्णन (HC)

नवम्बर	<p>14 – एक रोमांचक यात्रा (परियोजना कार्य हेतु /आंतरिक मूल्यांकन)</p> <p>15 – परिश्रम</p> <p>16 – धान का महत्व</p>	<p>पर्वतीय यात्रा की कठिनाइयों से परिचित करवाना । SDG17 लक्ष्य हेतु भागीदारी</p> <p>परिश्रम करने की भावना का विकास SDG4 गुणवत्तापरक शिक्षा</p> <p>विज्ञापन के प्रारूप से परिचित SDG13 जलवायु कार्यवाही केवल वाचन हेतु</p>	<p>गतिविधि: प्रसिद्ध पर्वतारोहियों की सूची, विवरण (प्रयोगात्मक अधिकरण DC)</p> <p>अभ्यास कार्य शिकायती पत्र- प्रधानाचार्या जी को पुस्तकालय की पुस्तकों की दशा तथा कमी बताते हुए पत्र ।</p> <p>गतिविधि: विज्ञापन निर्माण (कला एकीकरण AI)</p> <p>केवल वाचन हेतु अनुच्छेद- मेरा प्रिय त्योहार</p>
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दिसम्बर	<p>17 – यात्रा और यात्री</p> <p>18 – पञ्च परमेश्वर</p> <p>19 – सिकंदर और साधु</p>	<p>गतिशील रहने की प्रेरणा देना । SDG13 जलवायु कार्यवाही</p> <p>निष्पक्ष निर्णय का महत्व समझाना । SDG13 शांति, न्याय और सशक्त संस्थाएँ</p> <p>संवाद के प्रारूप से परिचय SDG10 असमानता में कमी केवल वाचन हेतु</p>	<p>अभ्यास कार्य</p> <p>अभ्यास कार्य शिकायती पत्र: नगर-निगम अधिकारी को क्षेत्र की सड़कों की अव्यवस्था बताते हुए पत्र</p> <p>संवाद लेखन (HC) केवल वाचन हेतु</p>
जनवरी	20 – आया वसंत	<p>प्राकृतिक सुन्दरता से परिचय । SDG15 थलीय जीवों की सुरक्षा</p>	<p>अभ्यास कार्य पर्यावरण सम्बन्धी अनुच्छेद: मेरी प्रिय ऋतु (CR) शिकायती पत्र- स्वास्थ्य अधिकारी को क्षेत्र की सफाई हेतु पत्र</p>

फरवरी	वार्षिक परीक्षा	परीक्षा हेतु पुनरावृत्ति	परीक्षा हेतु पुनरावृत्ति
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NOTE : Key to the following abbreviations for the activities :-

1. CR – Content Related
2. SI – Sports Integrated
3. HC – Happiness Curriculum
4. AI – Art Integrated
5. DC – Deshbhakti Curriculum

HANSRAJ MODEL SCHOOL
PUNJABI BAGH, NEW DELHI

ACADEMIC PLAN
SESSION 2025-2026
SUBJECT - MATHEMATICS

CLASS VI

TERM 1/ Half Yearly

<u>MON TH</u>	<u>TOPIC-SUBTOPIC</u>	<u>LEARNING INTENTIONS</u>	<u>ACTIVITY</u>	<u>ASSIGNMENTS</u>
APRIL	Bridging the gap	To enable the students to <ul style="list-style-type: none">• Understand the importance of accessibility• Identify barriers and challenges• develop strategies for bridging gaps	Value Voyage, Comparison Quest, Román Rumble, Number Bond, Rounding Ranger	<u>Activity Sheets</u>

<p><u>APRIL</u></p>	<p><u>Chap-1</u> <u>NATURAL NUMBERS AND WHOLE NUMBERS</u></p> <ul style="list-style-type: none"> • Roman numerals • Number line • Successor and predecessor • Operations on whole numbers 	<p>To enable the students to</p> <p>a) understand and write Roman Numerals</p> <p>b) represent whole numbers on number line</p> <p>c) Perform mathematical operations and manipulations with confidence, speed and accuracy.</p> <p>d) Understand BODMAS rule and perform arithmetic operations within the brackets using it.</p> <p>e) Students will be able to develop life skill and critical thinking.</p>	<p>Roman numeral tiles, Venn Venture</p>	<p><u>Single line blue copy</u> <u>A1</u> : WS 1 Q3 (b,c) WS-2 Q7, 10 WS-3 Q4 (c,d) Q9</p> <p><u>A2</u> : Ws-4 Q2 WS-5 Q2(c), Q3 (d), Q4 (b, e) Ws-6 Q3, 5</p> <p><u>A3</u> : WS-7 Q4 WS-8 Q6 Ws-9 Q5 BT Q1.B (a) ,Q3, Q9(b) Q12 (b,c)</p> <p>Special Assignment on Natural and Whole Numbers</p>
<p>MAY</p>	<p>Ch -8 BASIC GEOMETRICAL CONCEPTS</p> <ul style="list-style-type: none"> • Properties of a point and a line • Collinear points • Intersecting lines • Parallel lines • Concurrent lines 	<p>To enable the students to</p> <p>a)Recapitulate the concept of Point, line, ray &Line segments.</p> <p>b) Identify the given figures as ray, line or line segments.</p> <p>c) Understand the properties of a Point and a line.</p> <p>d)Understand the concept of Collinear points, Parallel lines, intersecting lines, concurrent Lines and point of Concurrence.</p> <p>e) Students will be able to develop life skill Creative Thinking.</p> <p>To enable the students to</p> <p>a)Understand LCM and HCF and</p>	<p>FRAYER’S MODEL Using wooden toothpick In example and non – Example.</p> <p>Mathletics :- finding</p>	<p><u>GEOMETRY COPY(</u> <u>Single line interleaf)</u> <u>A1</u> : Definitions and Properties. WS-1 Q5, 8, Q9.</p> <p><u>A2</u> : BT Q2, Q3 , Q4.</p> <p>Special Assignment on Basic Geometrical concepts</p>

	<p>Ch 2 FACTORS & MULTIPLES</p> <ul style="list-style-type: none"> • Divisibility tests • Prime factorisation • HCF • LCM • Properties of HCF and LCM 	<p>analyse the relationship between them. b)Relate the concept of LCM and HCF in their daily life situations. c)Understand the concept of factors and multiples. d)Understand and use the divisibility rules. e) Students will be able to develop life skills critical thinking</p>	<p>Factors and multiples using square grid.</p> <p>To find HCF of two numbers using Coloured strips.</p>	<p><u>A4</u> : WS-1 Q9, 10 (c) WS-2 Q2(g) WS-3 Q2(b) Q3 (c) , Q4 (f) Ws-4 Q1 (f,i) Q3 , Q4 (c) , Q5 (d)</p> <p><u>A5</u> : WS-5 Q1 b , Q2 c, Q3 (e,h), Q8. WS-6 Q3 (c,f,g) Q6</p> <p><u>A6</u> : WS-7 Q3, 5 Brain Teasers: Q1.B. (d), Q3, 7 (b) Q8 b , Q9a , Q14.</p> <p>Special Assignment on Factors and Multiples</p>
JULY	<p>Ch 2 (continued)</p> <p>Ch 3 INTEGERS</p> <ul style="list-style-type: none"> • Number line • Absolute value • Operations on integers • Power of integers 	<p>To enable the students to a) Understand the need for Integers. b) Represent Integers on Number Line. c) Find the absolute value of Integers. d) Compare the integers. e)Perform four fundamental operations on Integers Using its properties. f) Solve powers of Integers. g) Students will be able to develop critical thinking.</p>	<p>Maze Activity on integers</p> <p>“Dot” Game on Integers</p>	<p><u>A7</u> : WS-2 Q3(b, d) , Q6b, Q7a WS-3 Q1 (c), Q2 (c,f) Q3 (d,e,i)</p> <p><u>A8</u> : WS-4 Q3 (c,d,h) Ws-5 Q3 (f,i) Q6 Q8 (e,f) WS-6 Q3 (e, f) Q4 ((e,f)</p> <p><u>A9</u> : Ws-8 Q4(c) Q5 e Q6 c , Q7(d,f) ,</p>

				Q11 d. BT Q1.A.d(solve Q1.B.(e) Q7a, Q9 c. Special Assignment on Integers
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AUGUST	Ch 9 LINE SEGMENTS <ul style="list-style-type: none"> • Comparison of line Segment • Measuring line Segments • Construction of a Line segment 	<p>To enable the students to</p> <p>a) Draw the line segments using ruler.</p> <p>b)Construct the line segments using ruler and Compass.</p> <p>c)Compare the pairs of line segments using divider</p> <p>d)Construct and analyses the sum and Difference between two line segments.</p> <p>e) Students will be able to develop life skills creative Thinking</p>	<p>(to be assessed by an activity)</p> <p>(NOT TO BE INCLUDED AS PEN PAPER TEST)</p>	<p>All Definitions</p>
	CH 10 ANGLES <ul style="list-style-type: none"> • Interior and exterior Of an angle • Pairs of angles 	<p>To enable the students to</p> <p>a)Understand about different types of angles.</p> <p>b)Understand the interior and exterior of an Angle</p> <p>c)Understand about the Pairs of angles (adjacent angles, complementary angles, supplementary angles, linear pair & vertically opposite angles)</p> <p>d) Students will be able to develop life</p>	<p>Forming different Angles using paper Folding.</p>	<p><u>A3</u> : Definitions Pg – 159 Q4(b,f) Ws-1 Q1, 4, 7</p> <p><u>A4</u> : WS-2 Q2, Q4 (a,d ,f, g, h) Q5(a,d,e) Q6 (d,e,f) Q7, Q13 Q15 (b,d)</p> <p><u>A5</u> : Brain Teasers</p>

		skills Creative Thinking		Q1.b.(a,c,d,e) Q2, Q4.
	<p>CH 11</p> <p>TRANSVERSAL AND PAIR OF LINES</p> <ul style="list-style-type: none"> Angles made by the Transversal <p>CH 16</p> <p>STATISTICS</p> <ul style="list-style-type: none"> Data Pictograph 	<p>To enable the students to</p> <p>a)_Understand the concept of transversal and the angles made by a transversal.</p> <p>b)_Analyse the classification of angle made by a transversal as Interior & Exterior angles, Corresponding and Alternate angles.</p> <p>c) Students will be able to develop life skills creative thinking</p> <p>To enable the students to</p> <p>a) Understand the concept of data, pictograph and tally marks.</p> <p>b) Arrange numerical data in a tabular form.</p>	<p>Colour the same angles Formed by a transversal And parallel lines.</p> <p>Collect the information of birthday month and represent the data in the form of Bar Graph or Tally marks</p>	<p><u>A6</u> : Definitons WS-2 Q1, 2 WS-3 Q1. BT Q1. B (a, b,e) Q2 (b) Q4, 5.</p> <p>Special Assignment on Transversal and pair Of lines</p> <p><u>A7</u> : WS- 1 in book , WS-2 in graph . Special Assignment on Statistics</p>

	<ul style="list-style-type: none"> Tally marks Interpretation of bar graph Drawing of bar graph 	c) Interpret the data in the form of pictograph. d) Understand and read the data represented through bar graph. e) Represent data in the form of bar graph. f) Develop life skill creative thinking		
SEPTEMBER	Revision	Term 1/ half yearly examination		

TERM 2 / FINAL

OCTOBER	CH 4 RATIO, PROPORTION AND UNITARY METHOD <ul style="list-style-type: none"> Ratio Proportion Unitary Method 	To enable the students to a) Compare two quantities by division. b) Understand the terms ratio and proportions. c) Apply the concept of unitary method on word Problems related to daily life situations.	Make a pattern on a graph sheet and find the ratio.	<u>A1</u> :WS-1 Q3 (d,e,f) Q4 (a,d,e) , Q5 (c) , Q 8, Q 10
	CH 5	To enable the students to a) Infer the concept of percentage	Percent magic square	<u>A 2</u> :WS-2 Q1(c,f) , Q2(a,d) , Q3(b) , Q4(b,c) <u>A 3</u> :WS-3 Q1,3,5,8 BT Q1 B(a,d), Q2(c) , Q3(b) Q7, 11 Special Assignment on Ratio, proportion and unitary method

	<ul style="list-style-type: none"> • Powers of variables <p>Ch-7 linear equations</p> <ul style="list-style-type: none"> • To form linear equation using variables and constants. • To solve linear equation by elimination method. • to solve linear equation and check the corresponding answer. • Substitute the variable and solve the equation 	<p>Explain What is a linear equation Using degree of the equation.</p> <p>b)Form an equation using the constant Variables and arithmetic operations.</p> <p>c)To solve linear equations using different Methods(elimination, transposing)</p> <p>d)To prove that LHS = RHS using substituti Method.</p>		<p>Ws-4 Q7,9,10,12</p> <p>A11 Ws-5 Q2,3,4,6 BT-Q1.B.(a,c,e) Q4 (b,d) Q5 (a,c) Q6b</p> <p>Special Assignment on Linear Equation</p>
<u>DECEMBER</u>	<p>CH 14 CONSTRUCTIONS</p> <ul style="list-style-type: none"> • Perpendicular Bisector • Bisect a given angle • Construction of special angles 	<p>To enable students to</p> <p>a) Construct a perpendicular bisector of a given line segment.</p> <p>b) Bisect a given angle.</p> <p>c)Construct angles of different measures (30°, 45°, 60° , 90° , 120° , 180°) using ruler and compass.</p> <p>d) Develop life skill problem solving</p>	<p>Transparent tape activity (to introduce the bisector concept)</p>	<p>A1 Definitions Page 204 Q1(c,d,f) Ws-1 Q3, Ws-2 Q2</p> <p>A2 WS-3 Q1(b,d,e) Q3 ws-4 Q1, Q3 BT Q4,6</p>

	<ul style="list-style-type: none"> Construction of a perpendicular from a point on the line and not on the line Construction of a parallel line <p>CH-13 CIRCLES</p> <ul style="list-style-type: none"> Centre Radius Diameter Quarter Semicircle Circumference Chord Arcs 	<p>To enable students to</p> <ul style="list-style-type: none"> A) To differentiate between radius and diameter. B) To locate centre C) To find the radius and diameter using formula D) To draw circle of given radius and diameter E) To differentiate between chords and radius 	<p>To be assessed by an activity (not to be included in pen and paper test)</p>	<p>Special Assignment on Constructions</p> <p>All definitions And construction of circle using given radius and diameter.</p>
	<p>CH 15 PERIMETER AND AREA</p> <ul style="list-style-type: none"> Perimeter and area of a rectangle 	<p>To enable the students to</p> <ul style="list-style-type: none"> a)<u>Understand</u> the concept of perimeter and area of a closed figure. b)<u>Relate</u> the concept of perimeter and area in daily life. c)Calculate the perimeter and area of rectangles and squares. d) Develop life skill critical thinking and problem solving 	<p>To find the area of a shape of a body (eg: human or animal) on a square grid paper.</p>	<p>A3 Page 217 Q2(d) Q3(c) Q5 Page 218 Q2c Q3a , Q5</p> <p>A4 Ws-1 Q2,4,5,7 Ws-2 Q1,3,5 BT Q1.B.(a,c,d) Q3(ii)</p>

HANSRAJ MODELSCHOOL
PUNJABIBAGH, NEWDELHI
CURRICULUM SESSION:2025-26

SUBJECT: SOCIAL SCIENCE
CLASS:VI

<u>MONTH</u>	<u>TOPIC/SUB- TOPICS</u>	<u>LEARNING INTENTIONS/ LEARNING OBJECTIVES/COMPETENCIES</u>	<u>ACTIVITIES</u>	<u>ASSIGNMENTS</u>
APRIL	INTRODUCTION OF THE SUBJECT Sub Topics <ul style="list-style-type: none"> ❖ History ❖ Civics ❖ Geography 	After studying this chapter students will be able to: 1. Acquire knowledge about ancient history. 2. Understand the social system through the culture and values. 3. Enhance their knowledge about the world and create a multi-ethnic society.		
APRIL	<u>UNIT-7</u> <u>LESSON-8</u> STUDYING THE PAST Sub Topics	After studying this chapter students will be able to - 1. Enhance understanding about the	<u>ART INTEGRATION</u> ‘OUR WINDOW TO THE PAST’ -Paste/Draw pictures of different artifacts like coins, tools ,pottery,	Assignment -Flow chart-1 (History) Assignment -Flow Chart-2 (Sources of information) Assignment-Key Terms

	<ul style="list-style-type: none"> ❖ Prehistory ❖ History ❖ Sources of information 	<p>concept of pre-history and history.</p> <p>2. Enlist the various sources of information of history.</p> <p>3. Distinguish between literary and archaeological sources of history.</p> <p>4. Develop critical thinking .</p>	<p>Inscription, manuscripts, jewelry etc (AI)</p> <p>SDG 11- Sustainable cities and Communities</p>	<p>Assignment -Question and Answers (Part C-1, 2 and Part D-2, 5)</p> <p>Assignment – WORKSHEET</p> <p>Assignment – Activity work SDG 11- Sustainable cities and Communities</p>
APRI	<p>UNIT -</p> <p>LESSON-2</p> <p>REPRESENTATION OF THE EARTH</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Globe ❖ Map ❖ Components of Map ❖ Types of Maps ❖ Plan ❖ Atlas 	<p>After studying this chapter students will be able to:</p> <p>1. Explain the significance of representing the Earth through maps and globe.</p> <p>2. Understand the advantages and disadvantages of a globe and a map.</p> <p>3. Comprehend the components of map and various types of maps.</p> <p>4. Arrive at real life task-based learning, evolve psychomotor skills and problem solving.</p>	<ul style="list-style-type: none"> ➤ “MY PLACE ON EARTH’-Make-a map Flipbook showing yourself on the map with details like my street, City, State, Country, Continent, Planet. ➤ “UNLOCK THE MAP” Students assemble a puzzle of Indian states and UTs, naming each and identifying neighbours. A timed challenge can make it more engaging 	<p>Assignment</p> <ul style="list-style-type: none"> • UNDERSTANDING THE GLOBE-Advantages and Disadvantages. Map- Advantages and Disadvantages <p>Assignment -Key Terms</p> <p>Assignment- Question and Answers (Part D-5 and Part E-2, 3,4,5)</p> <p>Assignment - WORKSHEET</p> <p>Assignment- Activity Work</p>

APRIL	UNIT-I LESSON-1 THE PLANET EARTH AND THE SOLAR SYSTEM Sub Topics <ul style="list-style-type: none"> ❖ Celestial bodies ❖ Galaxy ❖ Stars ❖ Constellations ❖ Planets ❖ Earth a Unique Planet ❖ Moon 	After studying this chapter students will be able to : <ol style="list-style-type: none"> 1. Describe evolution of the Solar system, the Sun, the Planets and other celestial bodies of the Solar system. 2. Explain the terms galaxies, Stars, Meteors, Asteroids, Constellations. 3. Comprehend about earth as a unique planet with moon as our nearest companion. 4. Sensitise towards our mother Earth 	<ul style="list-style-type: none"> ➤ INTERACTIVE SESSION -On the various Heavenly bodies like Planets ,Comets,Stars etc. • MY COSMIC PASSPORT-Create a passport showing visit to different Celestial bodies like planets, stars, Satellites, Galaxy, Constellations, Meteors Asteroids, Comets. (AI and HC) 	SDG 13- CLIMATE ACTION
MAY	UNIT -II LESSON-21 OUR COMMUNITY LIFE: UNITY IN DIVERSITY Sub Topics <ul style="list-style-type: none"> ❖ Community life ❖ Community and Interdependence ❖ Cultural Development ❖ Economic 	After studying this chapter students will be able to : <ol style="list-style-type: none"> 1. Apprise about the importance of community life. 2. Develop an understanding about the various levels of community life and their interdependence i.e. the family, school and 	DIVERSITY TREE -On A4 sheet draw a tree with different branches ,on each branch write examples of diverse culture in India of different states.(language, food, dresses festival etc.) (DC and HC)	<ul style="list-style-type: none"> • Assignment - Question and Answers (Part D-2,3 and Part E-1,2,4) Assignment- WORKSHEET Assignment- Activity work ➤ SDG 5- GENDER EQUALITY

	<ul style="list-style-type: none"> ❖ Development ❖ Unity in Diversity ❖ Rural and Urban Community 	neighbourhood. 3. Identify and compare the rural and urban communities of India. 4. Develop Patriotism and National Integration		
MAY	UNIT - I LESSON -22 DEMOCRACY AND GOVERNMENT Sub Topics <ul style="list-style-type: none"> ❖ Democracy ❖ Goals of Democracy ❖ Representative Democracy ❖ Levels of Government 	After studying this chapter students will be able to: 1. Appreciate the importance of democracy. 2. Understand the role of Representative democracy. 3. Compare functions of a democratic government at different levels in India. 4. Develop skills like social responsibility.	MY COUNTRY, MY LEADERS <ul style="list-style-type: none"> • Name the Prime Minister and President of your Country • Chief minister of Delhi (Paste Pictures also) *CONDUCTING-MOCK ELECTIONS BY USING MODEL OF EVM MACHINE (DC and HC)	Assignment - Question and Answers (Part E-1,3,4 and Extra Q) Assignment WORKSHEET Assignment – Activity work ➤ SDG-16 Peace Justice and Strong Institution
MAY	UNIT - I LESSON-9 LIFE OF EARLY MAN Sub Topics Phases of Stone Age <ul style="list-style-type: none"> ❖ Palaeolithic Age ❖ Mesolithic Age ❖ Neolithic Age 	After studying this chapter students will be able to: 1. Gain an insight about the stone age era. 2. Enlist the three main phases of stone age. 3. Compare the features of	<u>PROJECT WORK ONLY</u> Prepare a project on the different stages of stone Age Palaeolithic Age Mesolithic Age Neolithic Age	

			Chalcolithic Age (The Project should	
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	❖ Chalcolithic Age	*Palaeolithic age *Mesolithic age *Neolithic age 4. Comprehend the reasons that led to the end of stone age and beginning of metal age. (Chalcolithic period) 5. Promote Analytical and creative skills.	include the features of different stages of Stone Age, sites, related pictures etc)	
JULY	UNIT -1 LESSON-3 LOCATING PLACES ON THE EARTH Sub Topics <ul style="list-style-type: none"> ❖ Latitudes ❖ Heat Zones ❖ Longitudes ❖ Grid System ❖ Longitude and Time ❖ Standard Time 	After studying this chapter students will be able to: 1. Comprehend the concept of latitudes and Longitudes. 2. Differentiate between the various heat zones of the earth. 3. Appraise the learners about the concept of time zones. 4. Have an understanding for the need for standard meridian in India. 5. Learn analysing and synthesizing skills	CREATIVE DEPICTION “EXPLORING EARTH'S HEAT ZONES”- Using glaze paper create a 3D model to represent the earth's heat zones. Label important latitudes also (AI, HC)	Assignment -Question and Answers (Part D-4,5 and Part E- 1,2,4,5) Assignment -Diagrammatic representation of the Heat Zones of the Earth Assignment -Map work Assignment - WORKSHEET
JULY	UNIT -II LESSON -10 DEVELOPMENT OF A	After studying this chapter students will be able to:	“ECHOES OF HARAPPA”-+	Assignment – Question and

	CIVILISATION Sub Topics <ul style="list-style-type: none"> ❖ Civilisation ❖ Indus Valley Civilisation <ul style="list-style-type: none"> • The City Planning • Occupations • Religion • Script ❖ End of the Civilisation 	1. Appraise about the development of Indus valley civilisation. 2. Analyse the development/changes that occurred during Harappan civilisation- well planned cities, occupation and life of the people. 3. Appreciate the religion and script of Indus valley civilisation. 4. Sensitise towards our heritage .	Seal making and Jewellery making of Indus Valley Civilisation using m-seal, dough, Shilpkar etc (AI and HC)	Assignment - (Part D-2,3,4,5 and Part E- 1,3) Assignment-Map Skills, Worksheet SDG-9 Industry Innovation and Infrastructure SDG-11- Sustainable cities communities
JULY	UNIT 3 LESSON -11 THE IRON AGE CIVILISATION Sub Topics <ul style="list-style-type: none"> ❖ The Vedic Civilisation • Social Conditions • Political Conditions • Occupations 	After studying this chapter students will be able to: 1. Compare the Early Vedic Period and the later Vedic period. 2. Explain political and social conditions during the Vedic Civilisation. 3. Comprehend the occupation, religion and achievements of the Vedic Civilisation. 4. Appreciate the Vedic	‘THE CASTE PYRAMID OF ANCIENT INDIA’	<ul style="list-style-type: none"> • Assignment - Question and Answers (Part E- 1,2,3,4) Assignment - WORKSHEET Assignment – Activity work

	<ul style="list-style-type: none"> Achievements 	<p>culture.</p> <p>5. Enhance values like-love, respect, honesty etc.</p>		
JULY	<p>UNIT-II LESSON -12 JANAPADAS AND MAHAJANAPADAS</p> <p>Magadh- The successful empire</p>	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Appraise learners about Janapadas and Mahajanapadas 2. Appreciate the social life, economic life, religion and administration of the people of Magadha. 3. Apply, innovate according to the people 	<p>(FOR INTERNAL ASSESSMENT ONLY)</p> <ul style="list-style-type: none"> • ‘STAMPING HISTORY: PUNCH MARKED COINS.’ Make a model of punch marked coins of Mahajanpadas using clay/ cardboard or foil, engrave or draw symbols of sun,tree,animals etc. 	
AUGUST	<p>UNIT-I LESSON -4 THE MOTIONS OF THE EARTH</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Rotation of the Earth ❖ Revolution of the 	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Enhance the knowledge about the two motions of the Earth-Rotation and Revolution. 2. Explain the concept of day and night. 3. Have an 	<p>‘FLIP FOR DAY AND NIGHT’</p> <p>Students will create a rotating earths model with one side yellow(day) and the other black(Night) by flipping it ,they observe how rotation causes day and night.</p> <p>SEASONS IN MOTION-</p> <p>Students will create a 3D model Showing earth revolution around the sun with four positions for different seasons, by rotating it, they observe how Earth tilt and orbit cause seasonal changes.</p>	<ul style="list-style-type: none"> • Assignment - Question and Answers (Part-D 4 and Part-E 1,3,4+EQ) (Distinguish between Rotation and Revolution) • Assignment - Tabular chart + Diagram. (Revolution of the earth and the

	<p>Earth</p> <ul style="list-style-type: none"> ❖ Revolution of the earth and the Seasons. 	<p>understanding about the change of seasons in both the hemispheres.</p> <p>4. Learn experimental and analysing skills.</p>		<p>seasons)</p> <p>Assignment - WORKSHEET</p> <p>(HC and AI)</p>
AUGUST	<p>UNIT-II</p> <p>LESSON -13</p> <p>MAURYAS AND SUNGAS.</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Important rulers ❖ Ashoka's Buddhism ❖ Administration ❖ Social and Economic Conditions ❖ Mauryan Art and Architecture. ❖ Decline of Empire 	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Explain about the Mauryan empire 2. Understand the social, economic, and political conditions that existed during the Mauryan empire. 3. Appreciate the art and architecture of Mauryan empire. 4. Develop moral values 	<p>‘MAURYAN MASTER PIECES’</p> <p>PICTORIAL CHART on the Art and Architecture of Mauryan Dynasty.</p> <p>(AI AND CR)</p>	<ul style="list-style-type: none"> • Assignment – Question and answers (Part D-2 and Part E- 2,3,4,5) • Assignment - Map Skills Assignment- WORKSHEET <p>Assignment- Activity work</p>
AUGUST	<p>UNIT-III</p> <p>LESSON-14</p> <p>EARLY HISTORY OF DECCAN AND SOUTH INDIA</p> <p>Sub Topics</p> <ul style="list-style-type: none"> • Cholas • Cheras • Pandyas 	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the significance of ‘Megaliths’ 2. Develop an understanding about the 	<p>FOR INTERNAL ASSESSMENT ONLY</p> <p>➤ CONCEPT MAP- Prepare a Concept map on Cholas, the Pandyas and the Cheras .(CR)</p>	<p>TABULAR CHART-Prepare a tabular chart showing a comparison among the Cholas,the Pandyas and the Cheras based on the extent of their kingdom important rulers ,capital etc.</p>

		<p>rise of Megalithic culture in Deccan and South India.</p> <p>3. Understand about the emergence of the Cholas, the Pandyas and the Cheras.</p> <p>4. Compare the social conditions, religious, beliefs and administration of the Cholas, the Pandyas and the Cheras.</p> <p>5. Develop social skills</p> <ul style="list-style-type: none"> • Revision for Half Yearly Exams. • Half Yearly Exams 	<p>STONE CIRCLE ART’- Students use clay,stones or cardboard to create different types of megalithic structures(Dolment,cist,stones circles etc.)</p>	
SEPTEMBER		HALF YEARLY EXAMS		
OCTOBER	<p><u>UNIT-1</u> <u>LESSON-5</u> THE REALMS OF THE EARTH</p> <p>Sub Topics</p> <ul style="list-style-type: none"> • LITHOSPHERE • ATMOSPHERE 	<p>After studying this chapter students will be able to:</p> <p>1.Develop an understanding about the realms of earth i.e- Lithosphere,</p>	<p>‘LANDFORM EXPLORER ALBUM’ Create an album of A3 size showcasing major landforms in India like Mountain, Plateaus, Plains.</p>	<ul style="list-style-type: none"> • Assignment - Question and Answers (Part-E 1,2,3,4,5) • Assignment -Map work. Assignment - Worksheet

	<ul style="list-style-type: none"> • HYDROSPHERE • BIOSPHERE 	Atmosphere, Hydrosphere and Biosphere. 2. Explain about the different types of landforms, water bodies and the composition of air. 3. Locate the various Continents and Oceans on the World map. 4. Promote Psychomotor, imaginative, creative and artistic skills.		
OCTOBER	UN 17 _ESSON -15 NORTH INDIA AFTER MAURYAS AND SUNGAS Sub Topics Kanishka (78-101 CE)	After studying this chapter students will be able to: 1. Understand the reasons behind many invasions after the fall of the Sungas. 2. Appreciate the art and architecture during the Sungas. 3. Analyse influence of Greek culture in the fields of science, literature and art in India.	RESEARCH WORK: Find out the differences and similarities between the Mathura and Gandhar school of art in ancient India (Draw or paste pictures related to the topic). (CR)	<ul style="list-style-type: none"> • Assignment – Page-128 'Kanishka was famous in Indian history'. Justify your statement with relevant facts. Assignment - WORKSHEET

		4. Establish critical thinking Arrive at Comparison and Research		
OCTOBER	UNIT-I LESSON-16 THE GUPTA EMPIRE Sub Topics <ul style="list-style-type: none"> ❖ Important Rulers ❖ Administration ❖ Social and Economic Conditions ❖ Religion ❖ Art and Architecture ❖ Language and Literature ❖ Science and Technology ❖ Golden Age 	After studying this chapter students will be able to: 1. Familiarise about the Gupta dynasty and the important rulers during that era. 2. Compare the social and economic conditions as well as the religious beliefs of the people of Gupta dynasty. 3. Analyse the reasons for the rise of the period as the golden age of ancient India. 4. Develop skills like social responsibility	HERITAGE WALK – TO ANY HISTORICAL MONUMENTS OF INDIA (HC and DC) <ul style="list-style-type: none"> ● A guided tour in which students step into history learning stories beyond the monument. 	<ul style="list-style-type: none"> ● Assignment - Question/Answers (Part D-4 and Part-E 1,2,3,4,5) Assignment - WORKSHEET
NOVEMBER	UNIT-II LESSON-23 OUR RURAL GOVERNANCE. Sub Topics <ul style="list-style-type: none"> ● Gram Panchayat ● Nyaya Panchayat 	After studying this chapter students will be able to: 1. Understand the different levels of self- governing bodies in rural areas.	ROLE PLAY- Students will do an enactment (dividing students into group of 10) on the story Panch Parmeshwar.	Assignment -Question and Answers (Part D 1,2 and Part E 1, 3,4,5) Assignment - WORKSHEET

	<ul style="list-style-type: none"> Block Samiti Zila Parishad 	<p>2. Compare the functions at various levels of the self-governing bodies of rural areas.</p> <p>3. Appraise about the relationship among the - governing bodies and the state government.</p> <p>4. Flourish their five C's</p>		<p>➤ SDG 17 -Partnership for Goals</p>
NOVEMBER	<p>UNIT-1</p> <p>LESSON-6</p> <p>INDIA MY MOTHER LAND</p> <p>Sub Topics</p> <ul style="list-style-type: none"> India's location on the Globe India's Extent Physical features of India Political Divisions 	<p>After studying this chapter students will be able to:</p> <p>1. Enhance the understanding about Latitudinal and Longitudinal extent of India.</p> <p>2. Describe the Physical features of India.</p> <p>3. Identify and locate the neighbouring Countries of India on a political map of India.</p> <p>4. Explore and blossom love for our motherland which can be used for learning.</p>	<p>AMALGAM OF VARIOUS PHYSICAL FEATURES OF INDIA-Depicting the Physical Features of India like Northern Mountains, Northern Plains, Desert etc using clay, pulses, colours etc (AI, HC and DC)</p>	<ul style="list-style-type: none"> Assignment -Map work Assignment - Question/Answers (Part D 3 and Part E- 1,3,4,5) Assignment - WORKSHEET Assignment – Activity Work
NOVEMBER	<p>UNIT-1</p> <p>LESSON-17</p> <p>THE ERA OF HARSHA</p>	<p>After studying this chapter students will be able to:</p>	<p>MIND MAP</p> <ul style="list-style-type: none"> On the 	<ul style="list-style-type: none"> Assignment - Question and Answers (Part D 5

	Sub Topics <ul style="list-style-type: none"> • Important Rulers • Administration • Economic and Social conditions • Religion 	1. Familiarise about Hierarchy of Vardhaman dynasty. 2. Appreciate the administration religious policies, social and economic conditions during the period of Harsha. 3. Develop love, care, kindness for others	achievements of king Harsha Vardhana's period. (CR)	and Part E- 1,2,3,4) <ul style="list-style-type: none"> • Assignment - Map Work • Assignment- WORKSHEET
DECEMBER	UNIT –I LESSON 7 THE LAND OF MONSOON CLIMATE Sub Topics <ul style="list-style-type: none"> ❖ Seasons of India ❖ Natural Vegetation ❖ Conservation of Forest ❖ Wild Life ❖ Conservation of Wildlife 	After studying this chapter students will be able to: 1. Comprehend about various Seasons of India. 2. Know the significance of forests and wild life in India. 3. Sensitize them about the conservation of wild life and forests. 4. Develop skills like Environmental awareness	Activity work on WILD LIFE SANCTUARY/NATIONAL PARK OF INDIA Students will do the activity on any one Wildlife Sanctuary or National Park of India.	Assignment -Question and Answers (Part D-1 and Part E-2,3,5) Assignment - Tabular chart (Natural vegetation of India) Assignment -Map work Assignment - WORKSHEET Assignment – Activity work
DECEMBER	UNIT –II LESSON -18	After studying this chapter Students will be	<ul style="list-style-type: none"> • VIRTUAL TRIP - To 	<ul style="list-style-type: none"> • Assignment – Question/Answers (Part E-1,2,3,5)

R	<p>DECCAN AND SOUTH INDIA</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Chalukyas ❖ Pallavas • Administration • Religion • Art and Architecture 	<p>able to: Learners will be able to:</p> <ol style="list-style-type: none"> 1. Develop an understanding of important rulers of Chalukya and Pallava kingdoms. 2. Explain the importance of administration and religious beliefs of the people during that time. 3. Appreciate the art and architecture of the temples in south India during the rule of Chalukya and Pallava kingdoms. 4. Evolve into research, Comparison and explore. 	<p>temples of Chalukya and Pallava kingdoms during ancient India. (AI and HC)</p>	<ul style="list-style-type: none"> • Assignment - Map work • Assignment - WORKSHEET
DECEMBER	<p>UNIT-III LESSON -24 OUR URBAN GOVERNMENT</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Nagar Panchayat ❖ Municipal Council ❖ Municipal Corporation ❖ District 	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Explain about the various types of urban local bodies in our Country. 2. Understand the advantages and 	<p>POSTER / FLYERMAKING 'Reality of Urban Cities' Pointers- -Cleanliness -Water Supply -Sanitation</p>	<ul style="list-style-type: none"> • Assignment – Question and Answers (Part D- 1,2,4 and Part E- 1,4,5) <p>Assignment - WORKSHEET</p>

	Administration	disadvantages of living in rural and urban areas. 3. Compare the function of the various urban self-governing bodies in India. 4. Arrive at real life task-based learning and problem solving. 5. Acquire social skills and team spirit.		
JANUARY	UNIT-II LESSON-20 THE INDIAN RELIGIONS <ul style="list-style-type: none"> Hinduism Zoroastrianism Judaism Christianity Jainism 	After studying this chapter students will be able to: <ol style="list-style-type: none"> 1. Explain about the major religions practiced in ancient India. 2. Inculcate values that the students imbibe through various religious teachings. 3. Learn respect for all religion 	PROJECT WORK ONLY On Major religions practiced in ancient India . * Symbol *Founder *Teaching *Holy Book	
JANUARY	UNIT-II LESSON-19 INDIA AND THE OUTSIDE WORLD <ul style="list-style-type: none"> India's contact with China 	After studying this chapter students will be able to: <ol style="list-style-type: none"> 1. Appraise students about India's contact 	FOR INTERNAL ASSESSMENT ONLY) ► MIND MAP India's contact with neighbouring countries like Srilanka, China etc. during	

	<ul style="list-style-type: none"> • India's contact with Srilanka • India's contact with Central Asia • India's contact with west • India's contact with south-east 	<p>with the west and its impact on trade.</p> <p>2. Develop an understanding about our contact with China and its impact on religion and trade in India.</p> <p>3. Sensitize the students about the global relations.</p> <p>4. Grow communication and collaboration skills.</p> <p>.</p>	ancient period. (CR)		
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Note: key to the following abbreviations for the activities

1) CR - Content Related

2) HC - Happiness curriculum

3) AI - Art Integrated

4) SC - Sports curriculum

**HANSRAJ MODEL SCHOOL PUNJABI
BAGH, NEW DELHI ACADEMIC PLAN
SESSION: 2025 -2026
SUBJECT: SCIENCE
CLASS: VI**

FIRST TERM

- 1) **L-1 OUR ENVIRONMENT**
- 2) **L-3 NATURE OF MATTER**
- 3) **L-4 SEPARATION OF SUBSTANCES**
- 4) **L-6 MEASUREMENT AND MOTION**
- 5) **L-7 THE WORLD OF LIVING**
- 6) **L-8 STRUCTURE AND FUNCTION OF LIVING ORGANISMS-PLANTS**
- 7) **L-12 LIGHT AND SHADOW**

SECOND TERM

- 1) **L-2 FOOD**
- 2) **L-5 CHANGES AROUND US**
- 3) **L-9 STRUCTURE AND FUNCTION OF LIVING ORGANISMS-ANIMALS**
- 4) **L-10 WORK AND ENERGY**
- 5) **L-11 ELECTRIC CURRENTS AND CIRCUITS**
- 6) **L-13 MAGNETS**
- 7) **L-14 FABRIC FROM FIBRE**

Note- Key to the abbreviations used for activities

- CR - Content related
- AI - Art integration
- HC - Happiness Curriculum
- DC - Deshbhakti Curriculum

FIRST TERM

<u>MONTH</u>	<u>TOPIC/SUBTOPIC</u>	<u>LEARNING INTENTIONS</u>	<u>ACTIVITIES</u>	<u>ASSIGNMENT</u>
APRIL	<u>LESSON -1</u> <u>OUR ENVIRONMENT</u> <ul style="list-style-type: none">• Biotic and Abiotic components• Autotrophs and Heterotrophs• Decomposers and scavengers• Recycling of minerals (Mineral Cycle)• Soil, Air, temperature, light, Humidity, Water	After the completion of the chapter, the learners will be able to - <ul style="list-style-type: none">• Understand and identify biotic and abiotic components of the environment.• Understand and identify biodegradable and non- biodegradable materials• Enumerate the effects of abiotic components on survival of organisms.• Differentiate between:<ul style="list-style-type: none">➤ Autotrophs and Heterotrophs➤ Decomposers and Scavengers.➤ Primary and Secondary consumers• Develop skills like environmental awareness, use of four R's and social responsibility.	<ul style="list-style-type: none">• Twin Bin System (AI) (SDG 6)• Compost making• Aerobin system (<i>visit in the school</i>)• Use a paper plate to show the circle of life (food chain) AI/HC	A-1 (E: 1,2,3 D: 1,2) A-2 (E:4,5,6 D: 5)

<u>MONTH</u>	<u>TOPIC/SUBTOPIC</u>	<u>LEARNING INTENTIONS</u>	<u>ACTIVITIES</u>	<u>ASSIGNMENT</u>
APRIL	<u>LESSON -3</u> <u>NATURE OF MATTER</u> <ul style="list-style-type: none"> • Constitution of matter • Properties of matter • Classification of matter 	<p>After studying this chapter students will be able to-</p> <ul style="list-style-type: none"> • Realise the importance of classification of materials • Understand classification on the basis of similarities and dissimilarities. • Understand and assimilate various properties of matter like: <ul style="list-style-type: none"> *Transparency *floating/sinking *Diffusion *Dissolution *Solubility • Develop critical thinking and analysis 	<ul style="list-style-type: none"> • Masti With Halwa (Solubility increases with temperature increase). (CR/HC) • To study floating and sinking by using coin, ball, wood, ice, stone, paper boat etc. (HC/CR) • Holy Dot Activity. (HC/AI) • Experiments-Diffusion and solubility 	<p>A-3 (D:1,3,4,5 E:3)</p> <p>A-4 (E 4,5)</p>

MAY	<u>L-7 THE WORLD OF LIVING</u> <ul style="list-style-type: none"> • Characteristics of living things • Classification of plants • Classification of animals • Importance of plants and animals 	After studying this chapter students will be able to- <ul style="list-style-type: none"> • Understand living and non - living things • Learn the characteristics of a living thing • Understand classification of plants and animals • Appreciate the importance of plants and animals • Develop observational and aesthetics skill 	<ul style="list-style-type: none"> • Pocket Dictionary (AI/HC) • Watch Them Grow (Seed Germination)SDG4 • Nature walk (SDG15) • Project work-Me and my diversity(AI/HC) 	A-5 (D: 1 E: 1,3,4,5) A-6 (D:4 E :6,7)
JULY	<u>L-4 SEPARATION OF SUBSTANCES</u> <ul style="list-style-type: none"> • Pure substances and mixtures • Types of mixtures • Separating the components of mixture • Combining two or more methods of separation 	After studying this chapter students will be able to- <ul style="list-style-type: none"> • Understand the concept of pure substance and Mixture and need for separation of substances. • Differentiate between-Homogeneous and heterogeneous mixtures Classify Mixtures and separate: solid –solid mixture solid- liquid mixture liquid-liquid mixture <ul style="list-style-type: none"> • Understand combined methods of separation • Arrive at experimental results, omparison, and research. • Arrive at Real life task-based learning, evolve psychomotor skills and problem solving • Establish critical and creative skills 	<ul style="list-style-type: none"> • Mind Mapping (Foldable Craft) • To make a winnow basket using coloured pastel sheets. (AI/HC) 	A-7 (D:2,4,5 E:1,2,7) Page No. 69 (Q 1) A-8 (E: 3,4,5,6,8) Page No. 69 (Q 3)

<u>MONTH</u>	<u>TOPIC /LESSON</u>	<u>LEARNING INTENTIONS</u>	<u>ACTIVITIES</u>	<u>ASSIGNMENT</u>
JULY	<u>LESSON -6 MEASUREMENT AND MOTION</u> <ul style="list-style-type: none"> • Direct measurement of length • Three basic physical quantities and their SI Units • Time • Rest and motion • Types of motion • Force and its effects 	<p>After studying this chapter students will be able to -</p> <ul style="list-style-type: none"> • Understand Measurement and its importance • Realise the importance of need to have standard unit of measurement. • Describe about measurement of length by using a scale and length of a curved line. • Explain Concept of rest and motion. • Differentiate between different types of motion • Explain Force and its effects. • Investigate real-world problems and finding creative ways to solve them and advance into information literacy. 	<ul style="list-style-type: none"> • Measure the length of a curved line with the help of a coloured thread/wool and Scale. (HOA/CR) • Visit an amusement park with your family . Look closely at each ‘ride’ and make a model showing different types of motion • Sports Event- Races using stopwatch. (HC) • Science log sheet • Take pictures of different objects, having different types of motion. Label the type/ types of motion in each case and make a collage titled “ A Moment of Movement “. The pictures may be taken from old magazines/newspaper/books etc. 	<p>A-9 (D:2 E:1,2,3)</p> <p>A-10 (D:5 E: 4,5,6)</p>

AUGUST	<p><u>LESSON-8 STRUCTURE AND FUNCTION OF LIVING ORGANISMS- PLANTS</u></p> <ul style="list-style-type: none"> ● Root system and its classification ● Modifications of the root ● Shoot system ● Modifications of the stem ● Structure of a leaf ● Modifications of a leaf ● Structure of a flower ● Seeds and fruit 	<p>After studying this chapter students will be able to -</p> <ul style="list-style-type: none"> ● Understand the structure of flowering plants. ● State the functions of the root, stem and leaves and their modifications. ● Understand the structure of a flower and its functions. ● State the functions of seed and fruit. ● Develop observational and aesthetics skills and drawing skills 	<ul style="list-style-type: none"> ● Playing With Clay or Shilpakar (Making structure of tap root and fibrous root by using clay or shilpkar). (AI/CR) ● Using cardboard make a model of different types of leaves showing Reticulate & parallel venation (using wool) & types of root they have . 	<p>A-11 (D:1 E:1,2,3,4,6)</p> <p>A-12 (D:6 E:5) Page No.139 (Q 2)</p>
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	<p><u>L-12</u> <u>LIGHT AND SHADOW</u></p> <ul style="list-style-type: none"> • Light and different types of objects • Shadow and its characteristics • Solar and lunar eclipse • Pin hole camera • Reflection of light • Regular and irregular reflection • Image formed by a plane mirror 	<p>After studying this chapter students will be able to-</p> <ul style="list-style-type: none"> • Understand the concept of light being a form of energy. • Understand the formation of shadow and its characteristics • Understand the rectilinear propagation of light. • Understand the formation of image using a plane mirror and properties of image. • Develop investigatory skills, critical thinking and creative skills 	<ul style="list-style-type: none"> • The Joy of Sharing (Solar/Lunar Eclipse Craft). (CR/HC) • Make a pinhole camera. (AI/HC) • Make shadow puppets. Use your puppets and your imagination, to set up a short play that makes use of the characteristics of light and shadow.& stage the play . 	<p>A-13 (D: 3,4) Extra questions related to shadow</p> <p>A-14 (E: 1,2,3,4,5)</p>
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***SEPTEMBER : Revision for half yearly exam**

<u>MONTH</u>	<u>TOPIC /LESSON</u>	<u>LEARNING INTENTIONS</u>	<u>ACTIVITIES</u>	<u>ASSIGNMENT</u>
OCTOBER	<u>LESSON -2 FOOD</u> <ul style="list-style-type: none"> • Sources of food • Food and its components • Mineral deficiencies • Vitamin deficiencies • Balanced diet • Malnutrition and obesity 	After studying this chapter students will be able to - <ul style="list-style-type: none"> • Identify various plants and animals' sources of food • Understand functions of carbohydrates, fats, proteins, vitamins and minerals. • Explain importance of roughage and water in our diet • Discuss causes and symptoms of various deficiency diseases • Discuss causes and prevention of obesity • Explain importance of balanced diet • Arrive at experimental results, comparison, and research. 	<ul style="list-style-type: none"> • To test the presence of proteins, sugar, starch, and fats in various food samples. (CR) • Eat Well Plate (Balanced diet)(SDG 3). (AI/HC) or Poster on Healthy living representing Balanced Diet. 	A-1 (D: 1,2,5 E: 3,6) A-2 (E:2,4,5) Extra questions related to Malnutrition.
	<u>L-5 CHANGES AROUND US</u> <ul style="list-style-type: none"> • Slow and fast changes • Reversible and irreversible changes • Physical and chemical changes • Changes involve energy 	After studying this chapter students will be able to - <ul style="list-style-type: none"> • Understand the concept of change. • Understand various types of changes and differentiate between: <ul style="list-style-type: none"> -Slow and fast changes -Reversible and irreversible changes -Physical and chemical changes • Develop observational skills and logical reasoning skills • Appreciate the idea that there is science behind everyday experiences. 	<ul style="list-style-type: none"> • Formation of curd /cheese (HC/CR) • Create your own Crossword puzzle on different types of changes. • Use your own pictures doing day to day life Activities & Identify the types of changes in them. 	A-3 (D: 1,2,3,4,5) A-4 (E:1,2,3,4)

<u>Month</u>	<u>Topic/Lesson</u>	<u>Learning intentions</u>	<u>Activities</u>	<u>Assignment</u>
DECEMBER	<u>L-10</u> <u>WORK AND ENERGY</u> <ul style="list-style-type: none"> • Factors affecting the work done • Different forms of energy 	After studying this chapter students will be able to - <ul style="list-style-type: none"> • Understand the concept of Work and its relation to Energy. • Understand the factors on which work done depends. • Understand various types of energy and their uses in our day- to-day life. • Make real-world applications • Approach problems in creative ways • Develop investigatory skills • Appreciate the idea that there is science behind everyday experience. 	<ul style="list-style-type: none"> • Make a Rubber Band Toy car motion to show how one energy transforms to another form. (AI/CR) • Hand fan/ wind mill 	A-9 (D: 1,2,5 E: 1,2) A-10 (E: 3,4) Extra questions
	<u>L-13 MAGNETS</u> <ul style="list-style-type: none"> • Natural and artificial magnets • Permanent and temporary magnets • Magnetic and non-magnetic materials • Strength of a magnet • Interaction between bar magnets • Properties of a bar magnet • Earth as a magnet • Making a magnet • Magnetic compass 	After studying this chapter students will be able to- <ul style="list-style-type: none"> • Differentiate between <ul style="list-style-type: none"> -natural and man-made magnets. -Permanent and Temporary magnets • Understand magnetic and non- magnetic materials. • Discuss properties of a bar magnet. • Apply, adapt and innovate to the things available to them. • Arrive at experimental results, comparison and research 	<ul style="list-style-type: none"> • Make an Electromagnet by using iron nail, copper wire and battery. (CR/HC) • Make a magnetic Board Game / Magnetic Toy 	A-11 (D: 1,2,3,4,5) A-12 (E: 1,2,3,4,5)

<u>Month</u>	<u>Topic/Lesson</u>	<u>Learning intentions</u>	<u>Activities</u>	<u>Assignment</u>
JANUARY	<u>LESSON -14</u> <u>FABRIC FROM FIBRE</u> <u>Natural fibres synthetic fibres</u> <u>Production of cloth</u>	After studying this chapter students will be able to- <ul style="list-style-type: none"> • Identify various types of fabrics. • Differentiate between various plants and animal fibres. • Discuss various steps involved in production of cloth • Promote psychomotor, imaginative, creative artistic and curiosity skills 	<ul style="list-style-type: none"> • Paper Weaving • Batik /Tie -dye /Stencil printing (AI/HC) 	A-13 (E:1,2,3,4,5) A-14 Extra Questions

FEBRUARY: Revision for final exam

पाठ्य-योजना (2025-2026)
संस्कृतम् कक्षा-षष्ठी

माह	पाठ एवम् शीर्षक	शिक्षण-उद्देश्य	गतिविधि	कार्य-प्रपत्र(ASSIGNMENT)
अप्रैल	मम परिचयः प्रथमःपाठः- पुरःपुरःप्रगच्छ रे! व्याकरण-कार्य-संस्कृत-वर्णमाला *अव्ययपदानि द्वितीयः पाठः मम-विद्यालयः *क्त्वा प्रत्ययः व्याकरण-कार्य एतत्, तत्,किम् (सर्वनाम-शब्दानां प्रयोगः)	*छात्रों को संस्कृत में लघु वाक्य-लेखन क्रिया का अभ्यास *छात्रों में संस्कृत-गायन क्रिया का विकास करना *स्वदेशप्रेम की भावना का विकास करना (केवल गतिविधि) SDG-4 (गुणवत्तापूर्ण शिक्षा), 8 -(सम्मानजनक-कार्य) छात्र संस्कृत-वर्णमाला से परिचित होंगे वे स्वरों एवं व्यञ्जनों के भेद को समझेंगे। वर्णों के उच्चारण का अभ्यास करेंगे। वर्ण-विन्यास एवं वर्ण-संयोजन की क्रिया से अवगत होंगे। साथ ही अपने विद्यालय के खिलाड़ियों के विषय में जानेंगे। छात्र संस्कृत में वाक्य के पठन एवं लेखन में समर्थ होंगे।छोटे-छोटे वाक्य समझने एवं वाक्य रचना करने में समर्थ होंगे। SDG-4 (गुणवत्तापूर्ण शिक्षा), 16 -(शांति,न्याय और सुदृढ संस्थान) 17 -(लक्ष्य के लिए भागीदारी) छात्र सर्वनाम शब्दों से परिचित होंगे वे सर्वनाम शब्दों का प्रयोग करना जानेंगे। साथ ही कर्ता –क्रिया के द्वारा लघु वाक्य करने में समर्थ होंगे।	*छात्रों द्वारा कक्षा में सस्वर गीत-गायन(देश-भक्ति) *उत्तर-पुस्तिका में राष्ट्र ध्वज बनाकर उचित वर्णों से सजाएँ एवं उनके रंगों के विषय में लिखें। (HC,DC) *वर्णों का उच्चारण * अपने विद्यालय के विषय में चित्र सहित सूचना एकत्र करके उत्तर पुस्तिका में लगाएँ।अथवा PPT बनाएं (SI) * छोटे-छोटे वाक्यों की रचना द्वारा कक्षा में कर्ता- क्रिया का प्रयोग	*छात्र कक्षा में लघु वाक्यों के द्वारा अपना परिचय लिखेंगे। *छात्र पुस्तक में अभ्यास-कार्य पूरा करेंगे। *कार्य-प्रपत्र (स्वर एवम् व्यञ्जन में भेद,वर्ण-विन्यास एवं संयोजन) * जी.ओ. चार्ट (अव्ययपदानि) *‘क्त्वा’ प्रत्ययः जी.ओ.निर्माण *छात्र पुस्तक में अभ्यास-कार्य पूरा करेंगे। कार्य-प्रपत्र(तत्,एतत्,किम् शब्दों के प्रथमा विभक्ति में प्रयोग द्वारा वाक्य रचना) ‘उपसर्गः’ जी.ओ. चार्ट
मई	तृतीयःपाठः- चत्वारि प्रियमित्राणि *उपसर्गः	*छात्रों में मित्रता की भावना का विकास करना *एक दूसरे के प्रति समर्पण की भावना का विकास करना	छात्रों द्वारा अभिनयात्मक कथा-वाचन अथवा कथा-लेखन (AI)	*छात्र पुस्तक में अभ्यास-कार्य पूरा करेंगे।

<p>जुलाई</p>	<p>व्याकरण-कार्य</p> <p>सर्वनाम-शब्द-रूप(युष्मद्-अस्मद्)</p> <p>चतुर्थःपाठः मधुराः श्लोकाः (अन्वयः एवं भावार्थः)</p> <p>व्याकरण-कार्य शब्द-रूप (कारक-प्रयोग) *उपपद-विभक्ति *दीर्घः सन्धिः</p>	<p>SDG-4(गुणवत्तापूर्ण शिक्षा), 8-(सम्मानजनक-कार्य) कथा-पूर्तिः</p> <p>छात्र युष्मद् एवं अस्मद् के रूपों से परिचित होंगे। छात्र युष्मद् एवं अस्मद् के शब्दों के प्रयोग द्वारा वाक्य-रचना को समझेंगे।</p> <p>छात्र मधुर-वचन के महत्त्व को समझेंगे। वे परिश्रम के महत्त्व से अवगत होंगे। छात्र “वसुधैव कुटुम्बकम्” की भावना को समझेंगे। वे सहनशीलता एवं संतोष के महत्त्व को समझेंगे।</p> <p>SDG-4(गुणवत्तापूर्ण शिक्षा), छात्र अकारान्त , आकारान्त इकारान्त,उकारान्त शब्दों के भेद को समझेंगे एवं विभक्ति-प्रयोग से परिचित होंगे। उपपद-विभक्ति से परिचित होंगे। छात्र स्वरसंधि से परिचित होंगे एवं दीर्घसंधि समझेंगे।</p>	<p>* छात्रों द्वारा सस्वर श्लोकोच्चारण अथवा लेखन (HC)</p>	<p>कार्य-प्रपत्र (अस्मद् युष्मद् शब्दों का प्रथमा,द्वितीया एवं षष्ठी विभक्ति में प्रयोग) कथा-पूर्तिः (कार्य-प्रपत्र)</p> <p>*छात्र पुस्तक में अभ्यास-कार्य पूरा करेंगे।</p> <p>*कार्य-प्रपत्र (अकारान्त,आकारान्त इकारान्त,उकारान्त शब्दों की पहचान) पुल्लिङ्ग शब्दों में लघु वाक्य-रचना</p> <p>*उपपद-विभक्ति वाक्य रचना *संधिः जी.ओ. चार्ट एवं अभ्यास प्रपत्र</p>
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<p>अगस्त</p> <p>सितम्बर</p>	<p>पञ्चम:-पाठ: “जले अपि वसन्ति जीवाः”</p> <p>व्याकरण-कार्य धातु-रूप(लट्लकार एवं लृट्लकार)</p> <p>षष्ठःपाठः “वीरबालिका गुञ्जनसक्सेना”</p> <p>व्याकरण-कार्य संख्या अपठित-गद्यांश , चित्र – वर्णनम् , पत्र लेखनम् एवं संवाद- पूर्ति:/कथा-पूर्ति:</p> <p>पुनरावृत्ति</p>	<p>छात्र जल में रहने वाले जीवों के विषय में जानेंगे जल और थल दोनों में रहने वाले जीवों से परिचित होंगे। SDG-6 (शुद्ध जल एवं स्वच्छता)14 (जल में जीवन)</p> <p>छात्र लट्लकार एवं लृट्लकार के रूपों से परिचित होंगे। मातृ-भूमि के प्रति अपने कर्तव्य को समझेंगे। गुञ्जनसक्सेना के द्वारा देश के प्रति किए गये साहसपूर्ण कार्यों से परिचित होंगे। SDG-5 (समलैङ्गिकता),17(उद्देश्य के लिए भागीदारी)</p> <p>*1 से 25 तक संख्या (1 से 4 तीनों लिङ्गों में) *चित्र वर्णन *अपठित गद्यांश अपठित-गद्यांश , चित्र – वर्णन, पत्र लेखनम् एवं संवाद- पूर्ति:/कथा-पूर्ति:</p> <p>पठित पाठों का अभ्यास कराया जाएगा</p>	<p>*अपनी उत्तर-पुस्तिका में जलजीवों की सूची बनाकर चित्र निर्माण करें अथवा पेस्ट करें । (CR)</p> <p>*गुञ्जनसक्सेना के प्रति अन्य सूचना एकत्र करके कक्षा में सुनाएँ अथवा PPT बनाएँ। अथवा *आप अपने देश की सेवा के लिए क्या करना चाहते हैं PPT के माध्यम से प्रस्तुत करें । (DC)</p>	<p>*छात्र पुस्तक में अभ्यास-कार्य पूरा करेंगे ।</p> <p>*छात्र पुस्तक में अभ्यास-कार्य पूरा करेंगे । कार्य-प्रपत्र (क्रिया-प्रयोग)</p> <p>कार्य-प्रपत्र (संख्या) *चित्र वर्णन (कार्य-प्रपत्र) *अपठित गद्यांश (कार्य-प्रपत्र) * पत्र लेखनम् एवं संवाद- पूर्ति:/कथा-पूर्ति: (कार्य-प्रपत्र)</p>
<p>अक्तूबर</p>	<p>सप्तम:-पाठः “प्रहेलिकाः” (केवल-गतिविधि:)</p>	<p>छात्र चित्रों के माध्यम से भाषा को समझने में समर्थ होंगे। वाक्य वाचन एवं लेखन में समर्थ होंगे।</p>	<p>छात्र किसी अन्य प्रहेलिका को खोजकर उत्तर -पुस्तिका में लिखें और सुनाएँ ।</p>	<p>कार्य-प्रपत्र (उपसर्ग संयोजन एवं विभाजन , उचित अव्यय पदों द्वारा रिक्त-स्थानपूर्ति)</p>

नवम्बर	<p>व्याकरण-कार्य उपसर्ग एवं अव्यय धातु -रूप (लङ्लकार)</p> <p>अष्टम:पाठ: “धन्या मातुः महिमा”</p> <p>व्याकरण-कार्य शब्द-रूप (इकारान्त पुल्लिङ्ग एवं स्त्रीलिङ्ग)</p> <p>नवम:पाठ:- “सिक्किमप्रदेशस्य सौन्दर्यम्”</p>	<p>छात्र अव्यय शब्दों को भली भाँति जानेंगे। उनके अलग-अलग प्रयोग को समझेंगे। छात्र लङ्लकार के रूपों से परिचित होंगे। वे स्त्रीलिङ्ग शब्दों के अलग-अलग वचनों को समझेंगे।</p> <p>माता के प्रति अपने कर्तव्य को समझेंगे। SDG-4(गुणवत्तापूर्ण शिक्षा), 8-(सम्मानजनक-कार्य)</p> <p>छात्रों को इकारान्त एवम् उकारान्त शब्दों से परिचित कराना। वे इकारान्त स्त्रीलिङ्ग, पुल्लिङ्ग एवं उकारान्त पुल्लिङ्ग शब्दों के अलग-अलग वचनों को समझेंगे।</p> <p>*संवादात्मक पाठ द्वारा छात्रों में वार्तालाप की योग्यता का विकास छात्रों को पूर्व प्रदेश सिक्किम प्रदेश की सुन्दरता एवं विशेषताओं से परिचित कराना।</p>	<p>*पाठ्य-पुस्तक से उपसर्गयुक्त शब्दों की सूची तैयार करें। (HC) तंबोला</p> <p>*थामस अल्वा एडीसन द्वारा आविष्कृत उपकरणों की चित्र सहित सूची तैयार करें अथवा थामस अल्वा एडीसन के जीवन पर आधारित पी.पी.टी. तैयार करें। (CR)</p> <p>भारत के किसी एक प्रदेश के विषय में सूचना एकत्र करके कोलाज बनाएँ (उत्तर-पुस्तिका में) अथवा सिक्किम प्रदेश पर ppt तैयार करें। (AI)</p>	<p>*छात्र पुस्तक में अभ्यास-कार्य पूरा करेंगे।</p> <p>इकारान्त स्त्रीलिङ्ग एवं पुल्लिङ्ग शब्दों द्वारा लघु वाक्य रचना कार्य प्रपत्र (इकारान्त एवं उकारान्त शब्दों की पहचान) *छात्र पुस्तक में अभ्यास-कार्य पूरा करेंगे।</p> <p>*छात्र पुस्तक में अभ्यास-कार्य पूरा करेंगे।</p>
दिसम्बर जनवरी	<p>दशम:पाठ: “योग्यः शिष्यः”</p> <p>व्याकरण-कार्य *उपपद-विभक्ति *सन्धि: एकादश:पाठ:-</p>	<p>पाठ के माध्यम से गद्यवाचन कौशल का विकास। छात्रों में गुरु सम्मान की मूल्यात्मक भावना का विकास करना। SDG-4(गुणवत्तापूर्ण शिक्षा), 8-(सम्मानजनक-कार्य)</p> <p>उपपद-विभक्ति से परिचित होंगे। कारक एवं उपपद-विभक्ति में अन्तर समझाना। छात्र स्वर संधि से परिचित होंगे एवं दीर्घ संधि समझेंगे।</p>	<p>कक्षा में कथा-वाचन अथवा लेखन (AI)</p>	<p>*छात्र पुस्तक में अभ्यास-कार्य पूरा करेंगे। उपपद-विभक्ति का प्रयोग करते हुए वाक्य रचना</p> <p>*छात्र पुस्तक में अभ्यास-कार्य</p>

फरवरी	<p>“मधुराणि-वचनानि” व्याकरण तुमुन् प्रत्यय एवम् संख्या</p> <p>पुनरावृत्ति: *अपठित-गद्यांश *चित्र-वर्णन * पत्र *संवादपूर्ति:/ कथापूर्ति:</p>	<p>*छात्र माता के स्नेह को समझेंगे। *वे निद्रा के महत्त्व को समझेंगे। *छात्र विद्या एवं मधुर वचन के महत्त्व को समझेंगे। *छात्र क्त्वा एवं तुमुन् प्रत्यय से परिचित होंगे। *छात्र संस्कृत में 1 से 30 तक संख्या का पुनराभ्यास करेंगे। SDG-4(गुणवत्तापूर्ण शिक्षा), 8-(सम्मानजनक-कार्य)</p> <p>पठित-पाठों एवं व्याकरण का पुनरभ्यास</p>	<p>(कला-एकीकरणम्) छात्रों द्वारा कक्षा में सस्वर श्लोक-वाचन (सामूहिक) (CR)</p>	<p>पूरा करेंगे।</p> <p>कार्य-प्रपत्र (संख्या , क्त्वा एवं तुमुन् प्रत्यय)</p> <p>अपठित – गद्यांश ,चित्र – वर्णन, पत्र</p>
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NOTE:Key to the following abbreviations for activities

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| 1. C.R. – Content Related | 2. S.I. – Sports Integrated |
| 3. H.C. – Happiness Curriculum | 4. A.I. – Art Integrated |