

# Syllabus for Class 6

2023-2024



---

## Montfort School

Ashok Vihar Phase I, New Delhi-110052

## ENGLISH (2023-24)

### SEMESTER 1

| S N | Duration | N.T.P | Chapter/Topic  | Syllabus covered   | Pedagogy (Learner-centred)   | Art Integrated/Other activities  |
|-----|----------|-------|--|--|--|--|
| 1   | April    | 17    | <ul style="list-style-type: none"> <li>➤ Dear Mrs Naidu</li> <li>➤ Paragraph Writing</li> <li>➤ Articles</li> <li>➤ I Opened a Book</li> </ul>   | Textbook questions, Extra questions, Topics for Paragraphs. Textbook and the questions from the back. Uses of articles, Textbook and the extra questions | Reading, Discussion, Illustration, Explanation, Peer-learning, Critical Analysis. Story-telling, Reading, Discussion, Animated video, short questions, Graphic Organizer | <p>Write a 'THANK U' note to anyone you love in five sentences.</p> <p>Draw/write about an imaginary futuristic world in 5-10 sentences.</p>             |
| 2   | May      | 22    | <ul style="list-style-type: none"> <li>➤ Sentences</li> <li>➤ In Father's Presence</li> <li>➤ Message Writing</li> </ul>   | Formulas of making tenses, Format of Message Writing and the Topics  | Explanation, Peer-teaching, discussion, self-evaluation, Reading, Class test Brain-storming, discussion, Peer-correction   | Draw or paste a picture of your dad and enlist a few of his wonderful characteristics. Write down a telephone conversation.                              |
| 5   | July     | 19    | <ul style="list-style-type: none"> <li>➤ Kinds of Nouns</li> <li>➤ Periodic Test-1</li> <li>➤ The Fighter</li> <li>➤ Leave Application</li> </ul>  | Various nouns and Worksheets Textbook with the back questions, Format of the Formal Letter.  | Explanation, self-assessment, class discussion, Class test Reading, Explanation, discussion, YouTube video, critical thinking  | Prepare a flowchart in your notebook on 'Kinds of sentences' with an example each. Paste and write on your favourite cricket star.                       |
| 7   | August   | 25    | <ul style="list-style-type: none"> <li>➤ Elephants Vs Insects</li> <li>➤ Collecting Activities</li> <li>➤ Returning Home</li> <li>➤ Extra Reading from "My Little Book of Literature"</li> </ul> | Extra questions and the back questions from the textbook Textbook and the questions from the back.   | Brain-storming, self-evaluation, reading, group discussion, explanation of the topic Reading, self-testing, peer-testing, PPT, Explanation, Group                        | <p>Create a new Indoor game that you can play with your family members.</p> <p>Paste and describe about 3 places where you've been with your family.</p> |

|   |           |   |                                   |                                     |  |   |
|---|-----------|---|-----------------------------------|-------------------------------------|--|---|
|   |           |   |                                   |                                     | discussion, short tests  |   |
| 9 | September | 5 | Revision and Preparation for SA-1 | Work sheets, Model Question Papers. | Discussion, class tests, peer-teaching, and evaluation, clearing doubts. | Prepare a worksheet on any topic of your syllabus for the peer. |

### **PERIODIC TEST -1(50 marks)**

1. Dear Mrs Naidu
2. I Opened a Book (Poem)
3. Paragraph
4. Articles
5. Sentences
6. Unseen Comprehension
7. Vocabulary from Living English

### ***SEMESTER EXAM SYLLABUS (60marks)***

#### ***LITERATURE (LIVING ENGLISH)***

1. Dear Mrs Naidu
2. In Father's Presence
3. I opened a Book (Poem)
4. The Fighter
5. Elephants Vs Insects (Poem)
6. Returning Home

#### ***WRITING SKILLS***

1. Paragraph Writing
2. Message Writing
3. Leave Application

#### ***GRAMMAR***

1. Sentences
2. Articles
3. Nouns

#### **Portfolio (5Marks):**

Assessment of the notebooks based on regularity, assignment completion, neatness, overall behaviour, and response in class.

## Multiple Assessments (5)

- Recitation:
  - An Information Bureau
- Spell check
  - Go Girl Go

## HOLIDAY HOMEWORK (Project 1)

### 1. Make a file, and it should include the following:

- a. List of 20 Idioms (Pictures if available)
- b. List of 20 Collective Nouns (Pictures if available)
- c. Paste an article from any newspaper and CIRCLE the articles in it.
- d. Paste a picture and write/describe ten lines on it.
- e. Complete a worksheet(provided)
- f. Read the lesson from Living English, “Debu and Mila,” and make a G.O. of its characters.
- g. Create a self-composed quotation on the G20 theme  
‘Vasudhaiva Kutumbakam.’

### 2. Complete half of the Cursive Writing Book.

### **Note: -**

- Extra Reading from My Little Book of Literature: 1. Foreign Lands, 2. Making Friends.
- The Literature Reader (My Little Book of Literature) will not be tested in exams.

## SEMESTER 2

| S.No. | Duration  |    | Chapter/Topic  | Syllabus covered  | Pedagogy (Learner-centred)  | Art Integrated/Other activities  |
|-------|-----------|----|--|---|---|--|
| 1     | September | 18 | <ul style="list-style-type: none"> <li>➤ Cooking Dinner</li> <li>➤ Notice Writing</li> </ul>   | Textbook questions, Extra questions, Topics for Notice and the format of Notice.  | Reading, Discussion, Illustration, Explanation, Peer-learning, Critical Analysis.   | Make a crossword Puzzle with food items.   |
| 2     | October   | 19 | <ul style="list-style-type: none"> <li>➤ Notice Writing (Cont'd)</li> <li>➤ Tenses</li> <li>➤ Food for Thought</li> <li>➤ Degrees of Comparison</li> </ul> | Format for the notice, topics, Formulas for tenses and worksheet<br>Textbook and the extra questions, Table of degrees as worksheet | Explanation, Brainstorming, Discussion, Explanation, Peer-teaching, discussion, self-evaluation, Reading, Class test            | Prepare a few slides to explain the topic.<br>Prepare the lyrics on a favourite tune based on the poem 'Food for Thought'.   |
| 4     | November  | 20 | <ul style="list-style-type: none"> <li>➤ Celebrity Chef</li> <li>➤ Informal Letter</li> <li>➤ From a Stem to a Stylus</li> </ul>                           | Format of informal letter, topics, Textbook with the back questions<br>Textbook with the back questions and extra questions         | Reading, Brainstorming, discussion, Peer-correction, Self-assessment<br>Explanation, self-assessment, class discussion, Reading | Write down the recipe for your favourite dish and paste a picture of it.<br>Draw your message using signs, symbols and emojis on an ivory sheet and paste it in your notebook. |
| 6     | December  | 23 | <ul style="list-style-type: none"> <li>➤ Descriptive Picture Composition</li> <li>➤ Periodic Test -2</li> <li>➤ The Birthday Present</li> </ul>            | Pictures.<br>Extra questions and the back questions from the textbook   | Brainstorming, Story-telling, Explanation, discussion, YouTube video, critical thinking   | Write a story based on any picture of your choice.<br>Paste a 'Birthday Card' for your dad/mom in your notebook.   |

|    |          |    |   |   |   |  |
|----|----------|----|---|---|---|--|
|    |          |    |   |   | self-evaluation, reading, group discussion, explanation of the topic  |  |
| 8  | January  | 13 | <ul style="list-style-type: none"> <li>➤ Conjunctions</li> <li>➤ Birds of Paradise</li> <li>➤ Collection of Activities</li> </ul> | Grammar Textbook and the exercises from the back, Worksheet Extra questions and the back questions from the textbook. | PPT, self-testing, peer-testing, Explanation, Group discussion, short tests Discussion, class tests, peer-teaching and evaluation, clearing doubts, Reading | Make a chart on various conjunctions. Paste any five pictures of birds and write about them. |
| 10 | February | 10 | Revision and Preparation for SA -2  | Worksheets, Model Question Papers.  | Discussion, class tests, peer-teaching and evaluation, clearing doubts.   | Prepare a question paper on the syllabus.  |

### **PERIODIC TEST -2 (50 marks)**

1. Cooking Dinner
2. Food For Thought (Poem)
3. Notice Writing
4. Degrees of Comparison
5. Tenses
6. Unseen Comprehension
7. Vocabulary from Living English

### ***FINAL EXAM SYLLABUS (60 marks)***

#### ***LITERATURE (LIVING ENGLISH)***

1. Dear Mrs Naidu
2. In Father's Presence

3. I opened a Book (Poem)
4. The Fighter
5. Elephants Vs Insects (Poem)
6. Returning Home
7. Cooking Dinner
8. Food For Thought (Poem)
9. Celebrity Chef
10. From a Stem to Stylus
11. The Birthday Present
12. Birds of Paradise (Poem)

### **WRITING SKILLS**

1. Paragraph Writing
2. Message Writing
3. Leave Application
4. Notice Writing
5. Informal Letter
6. Descriptive Picture Composition

### **GRAMMAR**

1. Sentences
2. Articles
3. Nouns
4. Tenses
5. Adjectives: Degrees of Comparison
6. Conjunctions

#### ✓ **Subject Enrichment Activity (5Marks):**

Art Integration Project (CBSE)

#### ✓ **Portfolio (5Marks):**

Assessment of the notebooks based on regularity, assignment completion, neatness, overall behaviour, and response in class.

### **MULTIPLE ASSESSMENT**

- Recitation:
  - I Made a New Password
- Spell check
  - The Leopard

- Comprehension
  - Anne with an 'E'

**Note:-**

- Complete the Cursive Writing Book.
- Extra Reading from My Little Book of Literature: 1. If Mice could Roar, 2. The Gift of the Magi.
- The Literature Reader (My Little Book of Literature) will not be tested in exams.



## CLASS 6 (HINDI)

### BREAKUP OF SYLLABUS (2023-24)

| क्रम संख्या | अवधि   | पाठ का नाम                                    | पीरियड | सिलेबस कवर कराया   | Pedagogy  | Art integrated act./ other act.  |
|-------------|--------|---|--------|--|---|--|
| 1           | अप्रैल | 1 बचपन<br>2. वह चिड़िया जो                    | 8      | 1.मौखिक वाचन<br>2.अनुकरण वाचन<br>3.प्रश्न-उत्तर<br>4.video modules                       | 1.कल्पनाशीलता का विकास<br>2.स्मरणशक्ति का व्यापक एवं सतत विकास                                      | 1.अपने बचपन का चित्र चिपकाकर घटना का वर्णन करें।<br>2.चिड़िया की स्वच्छंदता को दर्शाता हुआ एक पोस्टर |
| 2           | अप्रैल | 1 भाषा, व्याकरण<br>2.संज्ञा                   | 10     | 1.व्याकरण संबंधित विस्तृत जानकारी<br>2.भाषा अध्ययन<br>3.प्रश्न अभ्यास<br>4.video modules | 1.दृश्य-श्रव्य सामग्री व प्रश्न उत्तर के माध्यम से छात्रों को ज्ञान को आत्मसात करने में मदद मिलेगी। | 1.प्रश्न उत्तर<br>2.मौखिक अभ्यास<br>3.विभिन्न भाषाओं की लिपियों का ज्ञान।                            |
| 3           | मई     | 1.लिंग<br>2 वचन<br>3.कारक (परिचय)             | 9      | 1.भाषा अध्ययन<br>2.व्याकरण के विभिन्न तथ्यों का विश्लेषण<br>3.video modules              | 1.करके सीखने की प्रक्रिया का विकास<br>2.दैनिक व्यवहार में व्याकरण के नियमों का प्रयोग करना          | 1.भाषा वर्ग पहेली का निर्माण   |
| 4           | मई     | 1कारक ( परिभाषा एवं उदाहरण)<br>2. नादान दोस्त | 9      | 1.पाठ का सस्वर आदर्श व अनुकरण वाचन<br>2. प्रश्न उत्तर<br>4. Video modules                | 1.सूचनाओं के माध्यम से छात्रों के व्यवहार में परिवर्तन लाने का प्रयास<br>2.कल्पनाशीलता का विकास     | 1.नादान दोस्त कहानी में केशव और श्यामा की एक घटना को चित्र सहित प्रस्तुत करना                        |

|             |       |                               |        |   |   |   |
|-------------|-------|-------------------------------|--------|---|---|---|
| क्रम संख्या | अवधि  | पाठ का नाम                    | पीरियड | सिलेबस कवर कराया                          | Pedagogy  | Art integrated act./ other act.                     |
| 5           | जुलाई | 1.पी टी -1<br>2.अनुच्छेद लेखन | 11     | 1.किंही 5 दिए गए विषयों पर अनुच्छेद लिखें | विषयों से स्वयं को समायोजित करने में सक्षम हो सकेंगे। | मौखिक अभिव्यक्ति कोई 5 विलोम शब्द चित्र सहित लिखिए। |

|   |        |  |    |   |  |   |
|---|--------|--|----|---|--|---|
| 6 | जुलाई  | 1.नौकर<br>2.पर्यायवाची शब्द  | 10 | 1.पाठ का आदर्श वाचन<br>2.मौन व अनुकरण वाचन<br>3.दृश्य श्रव्य सामग्री<br>4.पश्न उत्तर                            | छात्रों की स्मरण शक्ति व कल्पनाशीलता का निर्माण                                    | गांधी जी का चित्र चिपकाकर उनकी विशेषताओं पर एकअनुच्छेद लिखिए।                                       |
| 7 | अगस्त  | 1.विलोम शब्द<br>2.चांद से गप्पे  | 9  | 1. कविता का भाव के साथआदर्श वाचन व अनुकरण वाचन  | 1.छात्र कविता में वर्णित अनुभव व ज्ञान से लाभ उठा सकेंगे।<br>विषय का व्यापक ज्ञान। | 1.सूर्य, चंद्रमा, पेड़, नदी व सड़क आदि में से कोई दो वस्तुओं से अपनी कल्पना के आधार पर गप्पे लड़ाएं |
| 8 | अगस्त  | 1.अपठित गद्यांश व पद्यांश<br>2. मोती जीवन के( नैतिक कहानियां)<br>3.पत्र लेखन                 | 11 | 1.बहुवचकल्पीयप्रश्न व उत्तर<br>2.श्रुतलेख<br>3.मौखिक परीक्षा<br>4. अपठित गद्यांश और पद्यांश के लिए अभ्यास कार्य | बौद्धिक विकास।<br>पूर्व ज्ञान के आधार पर नवीनतम तथ्यों का विश्लेषण करने में सक्षम। | कहानियों पर आधारित लघु नाटिका मंचन करें   |
| 9 | सितंबर | 1.प्रथम सत्रीय परीक्षा की पुनरावृत्ति<br>2.सभी पाठों की दृश्य-श्रव्य सामग्री का प्रस्तुतीकरण | 7  | 1.सभी पाठों की पुनरावृत्ति करवाई जाएगी<br>2.मौखिक व लिखित माक टैस्ट का अभ्यास।                                  | भावो, विचारों व कल्पना के आधार पर विषय को आत्मसात करने में सक्षम                   | पुनरावृत्ति प्रश्न अभ्यास कार्य करें  |

## PERIODIC TEST-1

**SUBJECT ENRICHMENT-1 : ART INTEGRATED PROJECT**

**MULTIPLE ASSESSMENT-1 : PROJECT EXPERIENTIAL LEARNING ACT./ ORAL TEST/ PARAGRAPH WRITING/ READING**

**PORTFOLIO: NOTEBOOKS AND OTHER ASSIGNMENT**

## TERM-2

| क्रम संख्या | अवधि    | पाठ का नाम  | पीरियड | सिलेबस कवर कराया  | PEDAGOGY   | Art integrated act.  |
|-------------|---------|---|--------|---|--|--|
| 1           | सितंबर  | 1.मैं सबसे छोटी होऊं<br>2.टिकट अलबम                   | 7      | 1.मौखिक वाचन<br>2.अनुकरण वाचन<br>3.प्रश्न उत्तर<br>4.वीडियो माड्यूल   | छात्रों को हिंदी की विपुल शब्द संपदा से परिचित कराना                 | अपनी मां का चित्र चिपकाकर लिखिए कि आपके जीवन में उनका क्या महत्व है? |
| 2           | अक्टूबर | 1.साथी हाथ बढाना<br>2.पर्यायवाची शब्द<br>3.विलोम शब्द | 9      | 1.कविता का वाचन<br>2.अनुकरण वाचन<br>3.गृहकार्य न करने पर बच्चों द्वारा बनाए गए बहाने(pre-requisitive knowledge)<br>4.वीडियो माड्यूल | 2.छात्रों के ज्ञान और ग्रहण कौशल का विकास करना।                      | 2.लघु नाटिका मंचन  |
| 3           | अक्टूबर | 1.ऐसे-ऐसे<br>2.श्रुतिसम शब्द                          | 9      | 1.नाटक के किसी पात्र का अभिनय कर छात्र मनोरंजक रूप में नाटक के भाव को प्रस्तुत करेंगे।  | 3.हिंदी साहित्य की परंपरा का ज्ञान छात्रों की रोचकता बढाने में सहायक | 3. श्रुतिसम शब्दों पर आधारित वर्ग पहेली                              |

|   |        |  |   |  |   |   |
|---|--------|--|---|--|---|---|
| 4 | नवंबर  | 1. सर्वनाम<br>(परिभाषा एवं उदाहरण)                 | 7 | 1.pre-requisitive knowledge द्वारा छात्रों के ज्ञान का मूल्यांकन किया जाएगा।<br>2. भाषा अध्ययन | 4. छात्रों में व्याकरण के प्रति समझ उत्पन्न करना। | 4. पाठ में वर्णित विशेषण शब्दों का collage बनाएं। |
| 5 | नवंबर  | 1. विशेषण<br>(परिभाषा एवं भेद)<br>2. अपठित गद्यांश | 9 | 1. प्रश्नोत्तर<br>2. भाषा अध्ययन<br>3. अभ्यास कार्य  | 5. छात्रों में भाषायी कौशल विकसित करना            | प्रत्यास्मरण / पुनरावृत्ति                        |
| 6 | दिसंबर | 1. जो देखकर भी नहीं देखते                          | 9 | 1. हेलेन केलेर के जीवन पर आधारित वीडियो माड्यूल  | 6. प्रकृति, समाज, विज्ञान व इतिहास में            | 6. हेलेन केलेर का चित्र चिपकाकर उनके विषय में     |

|    |        |                                    |   |  |  |   |
|----|--------|------------------------------------|---|--|--|---|
|    |        |                                    |   | 2. प्रश्नोत्तर 3. भाषा अध्ययन  | छात्रों की जिज्ञासा बढ़ाना   | सचित्र जानकारी लिखिए                                  |
| 7  | दिसंबर | 1. क्रिया विशेषण                   | 8 | 1. भाषा अध्ययन<br>2. प्रश्न अभ्यास                                     | छात्रों में भाषायी कौशल विकसित करना                                    | पाठ में वर्णित क्रिया विशेषण शब्दों का collage बनाएं। |
| 8  | जनवरी  | 1. मोती जीवन के (नैतिक कहानियां)   | 6 | 1. आदर्श व अनुकरण वाचन<br>2. लघु प्रश्न उत्तर बहुविकल्पीय प्रश्न उत्तर | छात्रों को स्थानीय ज्ञान से जोड़ने का प्रयास ग्रहण कौशल का विकास।      | कहानियों पर आधारित लघु नाटक का मंचन                   |
| 9  | जनवरी  | 1. अनुच्छेद लेखन<br>2. पत्र लेखन   | 9 | 1. मौखिक परीक्षा<br>2. पत्र लेखन (प्रारूप)                             | विद्यार्थियों के ज्ञान व कला संबंधित दक्षता में वृद्धि                 | मौखिक परीक्षा   |
| 10 | फरवरी  | वार्षिक परीक्षा के लिए पुनरावृत्ति | 9 | सभी पाठों का प्रत्यास्मरण  | पाठ्यसामग्री का अन्य शैक्षणिक विषयों से अंतर्संबंध स्थापित किया जाएगा। | प्रदूषण पर एक पोस्टर का निर्माण करें                  |

## **PERIODIC TEST-2**

**SUBJECT ENRICHMENT-2 : ART INTEGRATED PROJECT**

**MULTIPLE ASSESSMENT-2 : PROJECT EXPERIENTIAL LEARNING ACT./ ORAL  
TEST/ PARAGRAPH WRITING/ READING**

**PORTFOLIO: NOTEBOOKS AND OTHER ASSIGNMENTS**

**Class VI-(2023-24)**

**Hindi syllabus**

**प्रथम सत्र(I SEM)**

वसंत- 1. वह चिड़िया जो

2.बचपन

3.नादान दोस्त

4.चाँद से थोड़ी सी गप्पें

5.नौकर

व्याकरण-

1.भाषा,बोली,लिपि और व्याकरण

2.संज्ञा

3.लिंग तथा वचन

4.कारक

5.पर्यायवाची शब्द (1-25 pg no.37-38)

6.विलोम शब्द (1-30 pg no.43)

7.अनुच्छेद लेखन

8.अपठित गद्यांश/पद्यांश

9.पत्र लेखन (अनौपचारिक)

मोती जीवन के -

- 1.आपकी पहचान
- 2.आप और आपका जन्मदिन
- 3.आप और आपके माता-पिता
- 4.आप और आपकी यात्रा
- 5.आप और आपके मित्र

(केवल पठन ,रोल -प्ले,श्रुतलेख ,मौखिक परीक्षा व पठित गद्यांश)

## PERIODIC TEST -I

वसंत

1. वह चिड़िया जो (कविता)
- 2.बचपन
- 3.अपठित गद्यांश/पद्यांश
4. भाषा व्याकरण बोली तथा लिपि
5. संज्ञा, लिंग ,वचन ,कारक
6. पर्यायवाची शब्द (1-25)
- 7.विलोम शब्द (1-30)
- 8.अनुच्छेद लेखन

\*परियोजना कार्य (प्रथम सत्र)-PW

“जी-20 में भाग लेने वाले सभी देशों के नाम लिखें और उनके राष्ट्रीय ध्वजों के चित्र भी बनायें ।किसी एक देश से संबंधित एक पृष्ठ में चित्र सहित जानकारी भी दें ।

MA /PF /SE -(प्रथम सत्र)

- 1.'लोक गीत'और 'एक दौड़ ऐसी भी' -पाठ का सस्वर वाचन व क्रियात्मक कार्य
- 2.झाँसी की रानी -कविता का सस्वर वाचन

\*\*\*\*\*

## द्वितीय सत्र( II SEM)

वसंत

1. मैं सबसे छोटी होऊँ
2. ऐसे ऐसे
3. टिकट अलबम
4. जो देखकर भी नहीं देखते
5. साथी हाथ बढ़ाना

व्याकरण-

1. सर्वनाम
2. विशेषण
3. क्रिया विशेषण(अव्यय)
4. पर्यायवाची शब्द (26-54 pg no.38-39)
5. विलोम शब्द (31-60 pg no.43)
6. समश्रुत-भिन्नार्थक शब्द (1-32 pg no.50-51 )
7. अनुच्छेद लेखन
8. अपठित गद्यांश/पद्यांश
9. अनौपचारिक पत्र

मोती जीवन के -

1. आप और आपका खान-पान
2. आप और मनोरंजन
3. आप और विद्यालय
4. आप और आपकी वेशभूषा
5. आप और प्रकृति

(केवल पठन ,रोल -प्ले,श्रुतलेख ,मौखिक परीक्षा व पठित गद्यांश)

## Periodic test-II

वसंत

- 1.में सबसे छोटी होऊँ
- 2.टिकट अलबम
- 3.अपठित गद्यांश और पद्यांश
- 4.सर्वनाम
- 5.विशेषण
6. पर्यायवाची शब्द (26-54)
7. विलोम शब्द (31-60)
- 8.समश्रुत-भिन्नार्थक शब्द (1-32 )
9. .पत्र लेखन

**MA /PF /SE -( द्वितीय सत्र)**

- 1)“मत बाँटो इंसान”अथवा “वन के मार्ग में”कविता का आदर्श व सस्वर वाचन ( मौखिक अभिव्यक्ति)
- 2)संसार पुस्तक है -पाठ का वाचन /पत्र लेखन

**\*ART INTEGRATION ACTIVITY-**वसंत और व्याकरण से संबंधित क्रियात्मक कार्य समय समय पर पूरे वर्ष करवाया जाएगा।

**\*नोट:-** “प्रथम सत्र का संपूर्ण पाठ्यक्रम द्वितीय सत्र में भी सम्मिलित किया जाएगा”

---



**MATHEMATICS SYLLABUS****CLASS-VI (2023-24)****TERM – 1**

| S. No | Duration | Chapter/ Topic  | No. of Periods | Syllabus Covered   | Pedagogy (Learner - centred)  | Art Integrated/ Other Activities  |
|-------|----------|---|----------------|--|---|---|
| 1.    | April    | Knowing Our Numbers<br>+<br>Basic Geometrical Ideas   | 17             | Ex-1.1<br>Ex-1.2<br>+<br>Ex-4.1<br>Ex-4.2<br>Ex 4.3                | Activity Oriented, Inductive - Deductive, Brainstorming, E – Learning                         | Students will write the population of 5 large cities in India and express them in Indian and International system of Numeration in words. Also, write them in place value table and expand. |
|       |          |   |                |  |   | Classify the different curves as open/closed curves. Also identify the closed curves which are polygons and which are not. Book cover design using concept of geometrical shapes.           |
| 2.    | May      | Whole Numbers<br>+<br>Integers<br>+<br>Data Handling (Project-based)<br>+<br>Revision of Topics covered | 19             | Ex-2.1<br>+<br>Ex-6.1<br>Ex-6.2<br>Ex-6.3<br>+<br>Ex-9.1           | Activity Oriented, Demonstration, Inductive - Deductive, Brainstorming, Analytico – Synthetic | Performing addition/subtraction of integers using colored buttons activity.   |
|       |          |   |                |  |   | Collection of data, organising, analysing and drawing inferences from it. Drawing bar graphs to compare the performances of all the teams participating in the IPL tournament.              |
| 3.    | July     | Periodic Test-1<br>+<br>Playing with Numbers  | 21             | Ex-3.1<br>Ex-3.2<br>Ex-3.3<br>Ex-3.4<br>Ex-3.5<br>Ex-3.6<br>Ex-3.7 | Inductive - Deductive, Brainstorming, Analytico – Synthetic, Gaming                           | Listing prime and composite numbers up to 100 using the method of Sieve of Eratosthenes. Use of credit/debit/ATM cards to understand prime numbers.   |

|    |           |                                 |    |  |   |  |
|----|-----------|---------------------------------|----|--|---|--|
| 4. | August    | Understanding Elementary Shapes | 17 | Ex-5.1<br>Ex-5.2<br>Ex-5.3<br>Ex-5.4<br>Ex-5.5<br>Ex-5.6<br>Ex-5.7<br>Ex-5.8 | Gaming,<br>E – learning,<br>Inductive –<br>Deductive,<br>Brainstorming,<br>Analytico –<br>Synthetic,<br>Demonstration | Students will make an RA tester to identify acute and obtuse angles. They will also make an approximate protractor using paper folding activity. |
| 5. | September | Revision for Mid-Term Exams     | 10 | Revision   | Use of Multimedia,<br>Activity Oriented,<br>Demonstration   | Revision Worksheets.   |

**Note:** Mental Maths worksheets from Rapid Fire book will be done side by side with the above-mentioned topics.

**Periodic Test 1:**

Chapter-1: Knowing Our numbers

Chapter-2: Whole Numbers

Chapter-4: Basic Geometrical Ideas

**Project Based Activity:**

Project work based on 'Data Handling'.

**Multiple Assessment 1:**

Experiential Learning Activities/ Lab activities, MCQ tests, Worksheets, Oral Tests, etc.

**Portfolio 1:**

Notebooks and other Assignments

---

**TERM – 2**

| S. No | Duration | Chapter/ Topic  | No. of Periods | Syllabus Covered  | Pedagogy (Learner - centred)  | Art Integrated/ Other Activities   |
|-------|----------|---|----------------|---|---|--|
| 1.    | October  | Mensuration<br>+<br>Fractions                                       | 19             | Ex-10.1<br>Ex-10.2<br>Ex-10.3<br>+<br>Ex-7.1<br>Ex-7.2                  | E – learning,<br>Inductive<br>Deductive,<br>Analytico –<br>Synthetic,<br>Demonstration,<br>Activity<br>Oriented | Students will find the perimeter of the floor of the room in which they sleep.   |
|       |          |   |                |   |   | Students will find the area of the room in which they study by finding its length and breadth.<br>Students will find the area of different figures by counting the number of squares formed in it.   |
| 2.    | November | Fractions<br>(Contd.)<br>+<br>Decimals<br>+<br>Revision for<br>UT-2 | 18             | Ex-7.3<br>Ex-7.4<br>Ex-7.5<br>Ex-7.6<br>+<br>Ex-8.1<br>Ex-8.2<br>Ex-8.3 | E – learning,<br>Inductive<br>Deductive,<br>Analytico –<br>Synthetic,<br>Activity<br>Oriented                   | Students will find the fraction of the shaded part in the given figures and also shade the figures according to the given fraction.<br>Students will identify equivalent fractions according to the shaded portion in different figures of the same group. |
|       |          |   |                |   |   | Students will make a 10 x 10 grid using graph paper and express decimal numbers in it.<br>They will also fill the place value table using the expressed decimal numbers in the grid.   |

|    |          |                                   |    |                               |   |   |
|----|----------|-----------------------------------|----|-------------------------------|---|---|
| 3. | December | Decimals (contd.)<br>+<br>Algebra | 12 | Ex-8.4<br>+<br>Ex-11.1        | Brainstorming,<br>Demonstration,<br>Activity<br>Oriented,<br>Joyful Learning,<br>Analytico –<br>Synthetic,<br>Demonstration         | Real life<br>problems/situations<br>related to addition<br>and subtraction of<br>decimals.                              |
|    |          |                                   |    |                               |   | Students will frame<br>algebraic<br>expressions using<br>matchsticks to<br>make capital letters<br>of English Alphabet. |
| 4. | January  | Ratio and<br>Proportion           | 13 | Ex-12.1<br>Ex-12.2<br>Ex-12.3 | Brainstorming,<br>Inductive -<br>Deductive,<br>Activity<br>Oriented,<br>Demonstration,<br>Analytico –<br>Synthetic,<br>E – learning | Students will find<br>the ratio of length<br>and<br>breadth of different<br>rooms in their<br>house                     |
|    |          |                                   |    |                               |   | Activity based on<br>unitary method<br>linking with<br>practical situations.  |
| 9. | February | Revision for<br>Annual Exams      | -  | Revision                      | Demonstration,<br>Activity<br>Oriented,<br>Use of<br>Multimedia   | Revision<br>worksheets based<br>on Activities.  |

**Note:** Mental Maths worksheets from Rapid Fire book will be done side by side with the above-mentioned topics.

**Periodic Test 2:**

Chapter-7: Fractions

Chapter-10: Mensuration

**Subject Enrichment Activity:**

Art Integrated Project

**Multiple Assessment 2:**

Experiential Learning Activities/ Lab activities, MCQ tests, Worksheets, Oral Tests, etc.

**Portfolio 2:**

Notebooks and other Assignments.

\*\*\*\*\*

# MONTHLY SYLLABUS (2023-24)

## SCIENCE, CLASS VI

### TERM I

| S.NO. | Duration | Chapter   | Syllabus covered   | Pedagogy   | Art integrated/Other Activity   |
|-------|----------|---|--|--|---|
| 1.    | April    | Chapter 1(Components of Food)                                 | -Nutrients present in food items<br>-Functions of different nutrients  | -Technology oriented.<br>-Brain storming.<br>-Interactive<br>-Experiential   | Make a chart to show different kinds of nutrients present in our food items.  |
|       |          | Chapter 6(The Living Organisms- Characteristics and Habitats) | -Organisms and their surroundings<br>-Habitat and adaptation   | -Experiential<br>-Technology oriented<br>-Brain storming<br>-Interactive   | Observe the adaptive features of fish. Make a list of all the features based on your observation.   |
| 2.    | May      | Chapter 6 (cont..)  | -Discovery of Magnets<br>-Magnetic and non magnetic materials  | -Experiential<br>-Practical<br>-Concrete examples<br>-Interactive  | Magnetize a piece of iron by rubbing a bar magnet on the iron piece.<br>Policemen regulating traffic often wear mask.                                     |
|       |          | Chapter 10(Fun with Magnets)                                  | -Natural and Artificial magnets<br>Characteristics of magnets  | -Discussion<br>-Technology based   |   |
| 3.    | July     | Chapter 2 (cont..)<br><br>Chapter 3(Separation of Substances) | -Methods of separation<br>-Handpicking<br>-Threshing<br>-Winnowing<br>-Sieving<br>-Sedimentation, decantation and filtration | -Experiential<br>-Observational<br>-Technology based<br>-Use of concrete objects<br>-Practical<br>-Observational<br>-Experiential<br>-Brain storming | Make a list where objects can be separated by hand picking<br>With the help of a well labeled diagram, show how salt dissolved in water can be separated. |

|    |           |                                   |  |  |   |
|----|-----------|-----------------------------------|--|--|---|
| 4. | August    | Chapter 4(Getting to Know Plants) | Herbs, Shrubs and trees<br>-Stem<br>-Leaf<br>-Roots<br>-Flower   | -Interactive<br>-Discussion<br>-Technology based<br>-Brain storming<br>-Observational  | Get an impression of leaf following the steps given in activity in your book. Label the parts of leaf after getting the impression.   |
|    |           | Chapter 5(Body Movements)         | -Human Body and Its Movements<br>-Ball and socket joints<br>- Pivotal joints<br>-Hinge joints<br>-Fixed joints<br>-Movement in Animals | -Experiential<br>-Mathematical Application<br>-Interactive<br>-Observational<br>-Concrete examples<br>-Technology<br>-Brain storming | Make your friend stand with both hands pressed to the wall. Ask him/her to push the wall. Two prominent bones on the back can be seen. These are called the shoulder bones. |
| 5. | September | Chapter 5 and Revision for Term 1 | All the chapters of term1  | -Interactive<br>-Problem solving   |   |

### **Periodic test 1**

Chapter 1 (Components of Food)

Chapter 6 (The Living Organisms- Characteristics and Habitats)

Chapter 10(Fun with Magnets)

### **Multiple Assessment**

Collage making activity + Class response

### **Portfolio**

Discipline + Notebook

### **Project Work**

Holiday Homework

### **Half yearly:**

**Chapters: 1, 2, 3, 4, 5 and 6**

## TERM II

|    |          |  |   |   |  |
|----|----------|--|---|---|--|
| 1. | October  | Chapter 7(Motion and Measurement of Distances)     | Types of motion<br>-Transparent, opaque and translucent objects   | -Experiential<br>-Technology oriented<br>-Brain storming<br>-Interactive  | Paste pictures and make a chart showing different types of motion taking place around you.   |
|    |          | Chapter 8(Light-Shadows and Reflections)           | -Light<br>-Shadows<br>-Pinhole camera<br>-Mirrors and reflections   | -Observational<br>-Experiential<br>-Interactive<br>-Technology oriented<br>-Brain storming  | Make your own pinhole camera using simple materials.   |
| 2. | November | chapter 8(cont..)                                  | -Objects around us<br>-Properties of materials<br>-Appearance<br>-Hardness<br>-Soluble or insoluble<br>-Transparency  | -Observational<br>-Experiential<br>-Interactive<br>-Technology oriented<br>-Brain storming<br>-Experiential<br>-Observational<br>-Interactive<br>-Concrete examples<br>-Brain storming<br>-Technology | Make groups of objects having different properties like transparency, solubility in water and hardness. This will help you understand sorting of materials into groups.<br>Try to germinate gram or moong seeds in a pot.<br>Observe day to day changes. |
|    |          | Chapter 2(Sorting Materials into Group)            |   |   |  |
| 3. | December | Chapter 9(Electricity and Circuits)                | -Electric cell<br>-An electric switch<br>-Electric conductors and insulators<br>-Terrestrial habitat<br>-Aquatic habitat<br>-Characteristics of the living beings | -Experiential<br>-Observational<br>-Interactive<br>-Concrete examples<br>-Brain storming<br>-Technology<br>-Practical<br>-Technology based<br>-Interactive<br>-Observational                          | Taking help of your parents and teachers, make your own conduction tester and identify objects around you as conductors and insulators.<br>Make your own switch using simple materials.  |
|    |          | Chapter 9(cont..)<br><br>Chapter 11(Air Around Us) | -Air is present everywhere around us<br>-Water vapour   | -Interactive<br>-Experiential<br>-Technology based<br>-Explanatory<br>-Brain storming   | Make a report on different types of mask that are used these days.   |

|    |          |  |  |   |   |
|----|----------|--|--|---|---|
| 4. | January  | Chapter 11(Air Around US)<br>+<br>Internal Assessment Activities | -Nitrogen<br>-Carbon dioxide<br>-Dust and smoke<br>-Balance of oxygen and carbon dioxide in atmosphere | -Technology based<br>-Experiential<br>-Practical<br>-Interactive<br>-Diagrammatic explanation<br>-Problem solving<br>-Interactive | With the help of an activity, show that water contains air. Activities related to internal assessments. |
| 5. | February | Revision for Annual Exam   | All the chapters of term 2   | -Problem solving<br>-Individual attention<br>-Remedial  |   |

### **Periodic test II**

Chapter 7 (Motion and Measurement of Distances)

Chapter 8 (Light-Shadows and Reflections)

Chapter 2(Sorting Materials into Group)

### **Subject Enrichment Activity**

Art Integrated Activity

### **Multiple Assessment**

Notebook + Discipline

### **Portfolio**

Class response + Class activity

### **Annual Exam:**

**Complete syllabus**



SOCIAL SCIENCE SYLLABUS, 2023-2024

CLASS VI

TERM 1

| S. No. | Month | Topic  | No. of Teaching Periods | Syllabus Covered   | Pedagogy   | Art Integrated/ Other Activities  |
|--------|-------|--|-------------------------|--|--|---|
| 1.     | April | From Hunting-Gathering to Growing Food                               | 17                      | a. The earliest people: why were they on the move?<br>b. How do we know about these people?<br>c. Choosing a place to live<br>d. Rock paintings and what they tell us<br>e. Sites, Finding out about fire, Names and dates<br>f. Changing environment<br>g. The beginning of Farming and Herding<br>h. Domestication<br>i. A new way of life, Storing animals, Finding out about the first farmers and herders<br>j. Towards a settled life, A closer look-Living and dying in Mehrgarh<br>k. Answering questions at the end of the text | a. Stimulation<br>b. Picture Study<br>c. Brainstorming<br>a multimedia Approach<br><br>Inquiry<br>Project Work<br>Brainstorming<br>d. Use of real life situations  | a. Graphic Organisers<br><br>b. Painting using natural colours<br><br>c. Grow a plant from seed in a (pot/garden) Looking after it involves watering, weeding, protecting it till it bears flowers/ fruits. Write your observation and experience along with photos/drawings. |
| 2.     | May   | a. Understanding Diversity<br><br>b. Globe: Latitudes and Longitudes | 22                      | Making friends<br>What does diversity add to our life?<br>Diversity in India<br>Ladakh and Kerala<br>Unity in Diversity<br>Answering questions at the end of the text<br><br>Important Parallels of Latitudes<br>Heat Zones of the Earth<br>What are Longitudes?<br>Longitude and Time<br>Why do we have Standard Time?<br>Answering questions at the end of the text  | Stimulation<br>Cooperative learning<br>Teaching aids<br>Discussion<br>Use of Atlas<br><br>Brainstorming<br>Multimedia Approach<br>Explanation<br>Lets do activity using a potato/ ball, knitting needle and a torch. | Graphic Organisers<br>Use of different languages to speak the same dialogue given in the class.<br>Extempore<br><br>Make a model of the Globe using waste material and write the material used and steps to make it in your copy.<br>Diagrams                                 |



|    |           |                                 |   |  |  |  |
|----|-----------|---------------------------------|---|--|--|--|
|    |           | b. Diversity and Discrimination |   | Difference and Prejudice<br>Creating Stereotypes<br>Inequality and Discrimination<br>On being Discriminated against<br>Striving for Equality<br><br>Answering questions at the end of the text | Brainstorming<br>Story telling<br>Problem solving<br>Inquiry | a. Have you ever experienced prejudice or witnessed an incident of discrimination? How did this make you feel?( Story Writing)<br>b. Learn and Recite the Preamble of our Constitution given in your book. |
| 5. | September | Revision Map work               | 5 |  | Supervised study   | Map work   |

Periodic Test 1 (50 Marks):

1. From Hunting- Gathering to Growing Food
2. Globe: Latitude and Longitudes
3. Understanding Diversity
4. Map Work: Neighbouring countries of India.( India Political map )  
Afghanistan, Pakistan, China, Nepal, Bhutan, Bangladesh, Myanmar, Sri-lanka
5. Diagrams:
  - a. Figure 2.3: Important parallels of latitudes
  - b. Figure 2.3: Heat Zones of the Earth

Project Work:

The following tasks have to be done neatly on A4 size sheets and presented in a stick file.

Page 1.: Cover page: Mention the name of the subject (SOCIAL SCIENCE), your name, class and roll number on this page.

Page 2.: Read History lesson 1 – “Introduction: What, Where, How and When?” And define the following terms:

1. Inscriptions
2. Manuscripts
3. Archaeologist
4. Excavate
5. Historians

Page 3.: Make a GO showing the four varnas and their occupations. History lesson 5- “Kingdoms, Kings and an Early Republic”

Page 4.: Make a sketch of Gautam Buddha and write five lines about his life. History Lesson 6- “New Questions and Ideas”

Page 5.: Prepare a list of five object made of Iron or Steel that you use almost everyday. Illustrate with the help of diagrams History lesson 8- “Villages, Towns and Trade”

Page 6: Draw the diagram of Solar System, showing the 8 planets. Geography lesson 1-“The Earth in the Solar System”.

Page 7: Paste any three pictures of G20 meetings held in different countries.

Multiple Assessment: (5 marks)

1. History Lesson 9 “New Empires and Kingdoms” and History Lesson 10 “Buildings, Painting and Books” will be assessed through an objective test.
2. Read Civics Lesson 3 “What is Government” and mention any four functions of a Government.
3. Read Civics lesson 4 “Key Elements of the Democratic Government” and write a paragraph on: What is a Democratic Government.
4. Read Civics lesson 7 “Urban Administration” and complete the tasks given in the book.
5. Read Civics Lesson 8 “Rural livelihoods and Lesson 9 “Urban Livelihoods” and paste any 3 pictures showing rural and urban livelihoods.

Portfolio (5 Marks):

Assessment of the notebooks on the basis of regularity, assignment completion, neatness, overall behaviour and response in class.

Half Yearly Examination (60 Marks):

1. From Hunting- Gathering to Growing Food
2. In the Earliest Cities
3. Globe: Latitudes and Longitudes
4. Motions of The Earth
5. Understanding Diversity
6. Diversity and Discrimination
7. Our Country India
8. Map work: On the Physical Map of the world mark all Oceans and Continents

Figure 5.1: Five oceans (Arctic, Atlantic, Pacific, Indian and Southern Ocean)

Figure 5.1: Seven Continents (North America, South America, Europe, Africa, Asia, Australia and Antarctica)

8. Diagrams:

- Figure 2.3: Important parallels of latitudes
- Figure 2.3: Heat Zones of the Earth
- Figure 3.1: Inclination of the Earth’s axis and the orbital plane
- Figure 3.2: Day and Night on the Earth due to rotation
- Figure 3.3: Revolution of the Earth and Seasons

TERM II

| S. No. | Duration  | Topic  | No. of Teaching Periods | Syllabus Covered  | Pedagogy  | Art Integrated/ Other Activities   |
|--------|-----------|--|-------------------------|---|---|--|
| 1.     | September | What book and burial tell us   | 5                       | <ul style="list-style-type: none"> <li>- One of the oldest books in the world</li> <li>- Sanskrit and other languages</li> <li>- How historians study the Rigveda, Vishvamitra and the Rivers</li> <li>- Cattle, horses and chariots</li> </ul>   | <ul style="list-style-type: none"> <li>Multimedia Approach</li> <li>Case studies</li> <li>narratives</li> <li>Inquiry</li> <li>Picture Study</li> </ul>   | <ul style="list-style-type: none"> <li>Memorise, Recite and Write a Sanskrit shloka with its meaning written in your copy.</li> </ul>  |
| 2.     | October   | <p>What Books and Burials Tell Us</p> <p>Panchayati Raj</p>          | 19                      | <ul style="list-style-type: none"> <li>- Words to describe people</li> <li>- Silent sentinels- the story of the megaliths</li> <li>- Finding out about social differences, Were some burial spots meant for certain families? A special burial at Inamgaon</li> <li>- What skeletal studies tell us, Occupations at Inamgaon</li> <li>- Answering questions at the end of the text</li> <li>- Gram Sabha</li> <li>- The Gram Panchayat</li> <li>- Three Levels of Panchayats</li> <li>Answering questions at the end of the text</li> </ul> | <ul style="list-style-type: none"> <li>Brainstorming</li> <li>Flow Diagrams</li> <li>Date Line</li> <li>Socratic</li> <li>Questioning</li> <br/> <li>Scenario based</li> <li>Inquiry</li> <li>Problem Solving</li> <li>Use of real life situations</li> </ul> | <ul style="list-style-type: none"> <li>Make GO's of grains and animal bones found in Inamgaon</li> <br/> <li>Have you seen incidents when people are unable to speak for themselves? What prevents them from speaking and why? Explain by giving an example. Present it in the form of a comic strip.</li> </ul> |
| 3.     | November  | <p>Major Domains of the earth</p> <p>From A Kingdom to an Empire</p> | 20                      | <ul style="list-style-type: none"> <li>Lithosphere</li> <li>Continents</li> <li>Hydrosphere</li> <li>Oceans</li> <li>Atmosphere</li> <li>Biosphere- The Domain of Life</li> <li>Answering questions at the end of the text</li> <br/> <li>An Empire, Dynasty, Kingdoms</li> </ul>   | <ul style="list-style-type: none"> <li>Brainstorming</li> <li>Multimedia approach</li> <li>Map work</li> <br/> <li>Stimulation</li> <li>Multimedia approach</li> <li>Graphic Organisers</li> </ul>  | <ul style="list-style-type: none"> <li>On two separate Physical maps of the world mark the Oceans and the Continents and paste them in your copy. Colour the continents.</li> </ul>  |

|    |          |                             |    |  |   |   |
|----|----------|-----------------------------|----|--|---|---|
|    |          |                             |    | Ruling the empire, Tribute, The emperor and the capital city Ashoka, a unique ruler, His war in Kalinga, His inscription describing the Kalinga war  | Story telling   | Make a GO to highlight that Ashoka was a unique ruler   |
| 4. | December | From A Kingdom to an Empire | 23 | What was Ashoka's Dhamma?<br>Ashoka's messages to his subjects<br>Answering questions at the end of the text   | Recapitulation<br>Multimedia approach<br>Discussion                             | Suppose you had the power to inscribe your orders, what four commands would you like to issue?                                  |
| 5. | January  | Rural Administration        | 13 | - Quarrel in the Village<br>-Area of the Police Station<br>-The work at the Police Station<br>-Maintenance of Land Records<br>-The Khasra record<br>-A New Law<br>-Other Public Services-<br>-A Survey<br>Answering questions at the end of the text | Scenario based<br>Stimulation<br>Use of real life situations<br>Problem solving | Write what all information does the Khasra record of the Patwari give us in the form of a GO ( From the map given in the book ) |
| 6. | February | Revision Map work           | 10 |  | Supervised study  | Map work  |

Periodic Test 2 (50 Marks):

1. What Books and Burials Tell Us
2. Major Domains of the Earth
3. Panchayati Raj
4. Map Work: Figure: 7.3 (On the Physical map of India mark the following Physical Divisions)  
The Himalayas, The Great Indian desert, Northern plains, Deccan Plateau, Gulf of Kutch, Gulf of Khambhat, Standard Meridian, Lakshadweep, Andaman and Nicobar Islands, Eastern Ghats and Western Ghats
5. Diagrams: Figure: 5.4 Layers of the Atmosphere

Subject Enrichment Activity (5Marks):

Art Integration Project (CBSE)

Multiple Assessment: (5 Marks)

1. Read the Geography Lesson 4 “ Maps” and write the definition of Physical maps, Political maps, Thematic maps, Small scale map, Large scale map, Sketch, Plan and Conventional symbols.
2. Draw a well labelled diagram of the layers of Atmosphere Figure: 5.4 Geography lesson 5 “ Major Domains of the Earth”
3. Group Activity: Present a skit on different topics covered in the lesson “ Panchayati Raj” and “ Rural Administration”
4. Map Work Figure: 5.1 Mark the following Mountain Ranges on the Physical map of the World.  
Rocky mountains, Appalachian mountains, Andes mountains, Alps, Ural mountains, Atlas mountains, Drakensberg mountains, The Himalayas and The Great Dividing Range.

Portfolio (5Marks):

Assessment of the notebooks on the basis of regularity, assignment completion, neatness, overall behaviour and response in class.

Annual Examination (60 Marks):

1. What Books and Burials tell Us
2. From a Kingdom to an Empire
3. From Hunting- Gathering to Growing Food
4. In the Earliest Cities
5. Major Domains of the Earth
6. Our Country India
7. Globe: Latitudes and Longitudes
8. Motions of the Earth
9. Panchayati Raj
10. Rural Administration
11. Understanding Diversity
12. Diversity and Discrimination
13. Map work: Mark all the Neighbouring Countries of India (India Political map), Physical Divisions of India (India Physical map), Oceans and Continent (Physical map of the World) and Mountain ranges on (Physical map of the world)
14. Diagrams:
  - a. Figure: 5.4 Layers of the Atmosphere
  - b. Figure: 3.1 Inclination of the Earth’s axis and the orbital plane
  - c. Figure: 3.2 Day and Night on the Earth due to rotation
  - d. Figure: 3.3 Revolution of the Earth and Seasons
  - e. Figure: 2.3 1. Important Parallels of Latitude 2. Heat zones of the Earth

## French

### TERM - 1

| S. No | Duration  | Chapter/Topic   | No of Teaching Periods | Syllabus Covered  | Pedagogy (learner – centered)  | Art Integrated/Othe Activities  |
|-------|-----------|---|------------------------|---|--|---|
| 1     | April     | comment ça va ?   | 4                      | présentez-vous<br>L'alphabet<br>Les nombres de 0 à 20               | Activity Oriented, Inductive<br>- Deductive, Brainstorming, E – Learning   | <i>Students will complete the activity related to France Map</i>        |
| 2     | April     | comment ça va ?   | 4                      | Traduction<br>Les exercices   | Activity Oriented, Inductive – Deductive, Demonstration, Use of Multimedia | <i>Listening alphabets and numbers up to 20</i>                         |
| 3     | May       | Je m'appelle...   | 4                      | Traduction<br>Les exercices   | E – learning, Inductive - Deductive, Brainstorming, Analytic – Synthetic   | <i>Students will make their identity card</i>                           |
| 4     | May       | Dans la classe  | 4                      | Les articles indéfinis<br>Qu'est-ce que c'est ?<br>Pluriel des noms | Demonstration, Inductive - Deductive, Brainstorming, Activity Oriented     | Take a small picture dictionary with the object of the classroom        |
| 5     | July      | Dans la classe  | 2                      | Les couleurs et les formes  | Use of Multimedia, Activity Oriented, Demonstration                        | Write colours name in French  |
| 6     | July      | Je suis...  | 4                      | Qui est-ce ? Le verbe être<br>L'accord des adjectifs                | Activity Oriented, Inductive – Deductive, Demonstration, Use of Multimedia | Make an imaginary visiting card collect them and redistribute the cards |
| 7     | August    | Je suis...  | 4                      | les métiers<br>Traduction<br>Les exercices                          | E – learning, Inductive - Deductive, Brainstorming, Analytic – Synthetic   | Introduce the famous personalities                                      |
| 8     | August    | Festival International                                  | 4                      | les articles définis<br>Les pays et les nationalités                | E – learning, Inductive - Deductive, Brainstorming, Analytic – Synthetic   | Find information on a country of your choice a present it with a poster |
| 9     | September | Les animaux de compagnie<br>Revision for Semester Exams | 2                      | Le verbe 'avoir'<br>Les parties du corps<br>La possession           | Activity Oriented, Inductive - Deductive, Brainstorming                    | Make a sticker of a zoo of natural park of your choice                  |

Cahier d'activités will be done side by side with the above-mentioned topics. **Subject Enrichment Activity** Experiential learning activities **Multiple Assessment** MCQ tests, Oral tests etc. **Portfolio** Notebooks and other assignments.



**TERM – 2**

| S. No | Duration | Chapter/Topic            | No of Teaching Periods | Syllabus Covered   | Pedagogy (learner – centered)  | Art Integrated/Other Activities                                   |
|-------|----------|--------------------------|------------------------|--|--|---|
| 1     | October  | Les animaux de compagnie | 4                      | Interrogatif : combine de ...<br>Traduction<br>Les exercices                     | E – learning, Inductive - Deductive, Brainstorming, Analytic – Synthetic   | Paste a photo of your pet and write its description               |
| 2     | October  | j'adore le français !    | 3                      | Les verbes en << -er >><br>La négation (suite)<br>Les signes de ponctuation      | Activity Oriented, Inductive – Deductive, Demonstration, Use of Multimedia | Name the games that you like in your physical education class     |
| 3     | November | j'adore le français !    | 4                      | Les nombres de 40 à 60<br>Les jours de la semaine<br>Traduction<br>Les exercices | Activity Oriented, Inductive - Deductive, Brainstorming, E – Learning      | Make a poster On punctuation signs                                |
| 4     | November | Le frigo de Kevin        | 4                      | Les fruits et les légumes Le fast-food   | E – learning, Inductive - Deductive, Brainstorming, Analytic – Synthetic   | Prepare a poster on the products which are good or bad for health |
| 5     | December | Le frigo de Kevin        | 2                      | Traduction Les exercices   | Use of Multimedia, Activity Oriented, Demonstration                        | Make labels with the names of fruits and vegetables               |
| 6     | December | La famille Davier        | 4                      | Les adjectifs possessifs<br>Traduction<br>Les exercices                          | Demonstration, Inductive - Deductive, Brainstorming, Activity Oriented     | Make your family tree and introduce your family                   |

|   |          |                           |   |  |   |   |
|---|----------|---------------------------|---|--|---|---|
| 7 | January  | Joyeux anniversaire!      | 2 | Les verbes en << -er >> (suite)<br>Les mois de l'année | Activity Oriented, Inductive - Deductive, Brainstorming, E – Learning | Choose a festival and make a best wishes card for your friend |
| 8 | January  | Joyeux anniversaire!      | 4 | Traduction Les exercices                               | E – learning, Inductive - Deductive, Brainstorming                    | Write months of the year and festivals of France              |
| 9 | February | Revision for Annual Exams | 4 | Revision   | Activity Oriented, Inductive – Deductive, Demonstration               |   |

**Note**

Cahier d'activités will be done side by side with the above-mentioned topics.

**Subject Enrichment Activity**

Experiential learning activities

**Multiple Assessment**

MCQ tests, Oral tests etc.

**Portfolio**

Notebooks and other assignments.

**Computer Sc. SYLLABUS**  
**CLASS-VI (2023-24)**

**TERM-I**

| S. No. | Month     | Chapter/Topic   | No. of Teaching Periods per week | Syllabus Covered   | Pedagogy (learner-centred)                                     | Art Integrated/Other Activities   |
|--------|-----------|---|----------------------------------|--|--|---|
| 1.     | April     | Formatting and editing a document in a word processor | 2                                | Creating, saving, editing and formatting a document in Open office Writer  | Demonstration of the software, Activity oriented               | Write a paragraph and format it using formatting features and save the file.  |
| 2.     | May       | Advanced features of Word processor                   | 2                                | Bullets and numbering<br>Borders and shading<br>Creating tables  | Lab based Activities   | Make a list of chapters/<br>school activities using<br>Bullets and numbering.<br>Create a class time table                      |
| 3      | July      | Calc- Creating Worksheets                             | 2                                | Creating worksheets in Open office Calc<br>Entering data, changing cell color  | Activity oriented, Demonstration                               | Create a worksheet to enter students name and marks of 5 subjects. Change the color of the cells.                               |
| 4      | August    | Calc- Formulas and Functions.<br>Managing worksheets  | 2                                | Cell address, Using simple formulas<br>Autofill feature, Fill handle<br>Sheet tab, Inserting, deleting and renaming worksheet, | Activity oriented, Brainstorming, demonstration                | Write formula to find total marks obtained by each student in the worksheet.<br>Print even and odd numbers between 1 to 50.     |
| 5.     | September | Calc- Using functions and Creating charts             | 2                                | Using SUM, MAX , MIN functions.<br>Creating charts, Using Bar, Column chart  | Activity method, Inductive-Deductive, online Practical session | Create a worksheet to enter item name, price, quantity. Find total cost, find maximum price.<br>Create a chart on the worksheet |

**Subject Enrichment Activity 1:**

Art Integrated Project, Practical sessions through screen sharing

**Multiple Assessment 1:**

Experiential Learning Activities, MCQ tests, Practical Tests, Project work etc.

**TERM-II**

| S. No. | Duration | Chapter/Topic                        | No. of Teaching Periods per week | Syllabus Covered   | Pedagogy (learner-centred)   | Art Integrated/Other Activities   |
|--------|----------|--------------------------------------|----------------------------------|--|--|---|
| 1.     | October  | INTRODUCTION TO BASIC 256            | 2                                | Programming concept, Components of Basic 256 window, Commands in BASIC Using Print Statement | Demonstration of the software, Activity oriented                             | Creating , debugging a program, Executing programs  |
| 2      | November | Introduction to BASIC-256            | 2                                | Performing simple calculations using arithmetic operators                                    | Practical Exercises, Activity oriented, logical, analytical, problem solving | Assigning value to variable, printing values<br>Write a program to add, subtract, divide , multiply two numbers                         |
| 3      | December | Programming in BASIC-256             | 2                                | Programming using variables and printing output using print statement                        | Logical, analytical, problem solving, Practical sessions                     | Program to Find previous and next number of a given number<br>Program to enter student's name, marks of five subjects, find total marks |
| 4      | January  | Types of variables , INPUT statement | 2                                | String and numeric variables<br>Programming using Input statement                            | Brainstorming, problem solving, practical sessions                           | Use input statement to accept values from user at runtime   |
| 5      | February | Project work, Assessment, Revision   | 2                                | Project work based on Basic-256, practical test, Revision                                    | Activity Method, Practical exercises   | Project work based on real life applications.   |

**Subject Enrichment Activity 2:**

Practical Activities, Experiential Learning Activities, Project work

**Multiple Assessment 2: MCQ tests, Practical sessions etc.**

\*\*\*\*\*

**GENERAL KNOWLEDGE****TERM-I**

| S. No. | Duration | No. of periods | Unit               | Chapter                       | Page No. | Activity   |
|--------|----------|----------------|--------------------|-------------------------------|----------|--|
| 1.     | April    | 2              | N for Nature       | So many insects!              | 7        | Identify and write the names of 5 trees, insects in your surroundings and paste their pictures.  |
|        |          |                |                    | Rapid-fire                    | 8        |  |
| 2.     | April    | 2              | Words & more       | Literary gems                 | 10       | Write the names 5 famous Indian books and picture of their authors.                              |
| 3.     | May      | 2              | I love my India    | The vibrant north             | 14-15    | Choose any one state from north/west India and collect information about it.                     |
|        |          |                |                    | The colourful west            | 16-17    |  |
| 4.     | May      | 1              | Globetrotting      | Wonders of the world          | 20-21    | Paste the pictures of the old and new 7 wonders of the world and write few lines.                |
|        |          |                |                    | Rapid-fire                    | 23       |  |
| 5.     | July     | 2              | Science around us  | Science in everyday life      | 24       | Collect information about APJ Abdul Kalam and Nambi Narayanan and their contribution to Science. |
|        |          |                |                    | Tech masters                  | 25       |  |
| 6.     | July     | 2              | Ready, steady, go! | The 'language' of sports      | 30       | Collect the information about your favourite sports and sportsperson.                            |
| 7.     | August   | 3              | REVISION           | Discussion of Current Affairs | -        | Reading of Newspapers & Magazines  |

**Note:** In addition to the above chapters, Current Affairs will be discussed and asked in the Exam.

**TERM-II**

| S. No. | Duration | No. of periods | Unit             | Chapter                       | Page No. | Activity   |
|--------|----------|----------------|------------------|-------------------------------|----------|--|
| 1.     | Oct.     | 2              | Our living world | Water, water, everywhere...   | 33       | Make a GO on importance of water.  |
|        |          |                |                  | 'Green' days                  | 34       |  |
| 2.     | Oct.     | 1              | Our living world | Are you a green friend?       | 35       | Make a poster on conservation of Environment.                                  |
|        |          |                |                  | Rapid-fire                    | 36       |  |
| 3.     | Nov.     | 2              | This & That      | Mission Exploration           | 38       | Write a paragraph on importance of Spirituality in our life.                   |
|        |          |                |                  | Many religions, one God       | 39       |  |
| 4.     | Nov.     | 1              | This & That      | Rapid-fire                    | 40       | Write 10 lines on a famous world explorer.                                     |
| 5.     | Dec.     | 2              | Brain teasers    | Tickle you brain              | 41       | A Quiz.  |
| 6.     | Dec.     | 1              | Skills for life  | Be travel smart               | 51       | Make an itinerary for a 4 nights trip to any place you wish to visit in India. |
| 7.     | Jan.     | 2              | Skills for life  | Anytime, anywhere             | 52       | Write about your strengths, weaknesses, emotions. Make a self-awareness chart. |
| 8.     | Feb.     | 1              | REVISION         | Discussion of Current Affairs | -        | Reading of Newspapers & Magazines  |

**Note:** In addition to the above chapters, Current Affairs will be discussed and asked in the Exam.

\*\*\*\*\*

**MONTHLY SYLLABUS: MORAL SCIENCE: 2023- 2024**

| <b>SUBJECT:<br/>MORAL SCIENCE</b> |                         | <b>CLASS VI</b>        |                         | <b>BOOK- 6: RIGHT IS RIGHT</b>  |  |
|-----------------------------------|-------------------------|------------------------|-------------------------|---|--|
| <b>TERM -I</b>                    |                         |                        |                         |   |  |
| <b>Duration</b>                   | <b>Teaching Periods</b> | <b>Chapter / Topic</b> | <b>Syllabus Covered</b> | <b>Pedagogy (Learner Centred)</b>   | <b>Art Integrated / Other Activities</b>   |
| <b>April</b>                      | 4                       | Chapter 1              | The Mango Tree          | Activity oriented<br>Joyful Learning<br>Concrete examples<br>Interaction<br>Use of real life situations   | <b><u>Charity Choice:</u></b><br>If you have ₹ 1000 to give to a charity, which of the following would you choose.<br>1. Animal Shelter<br>2. Homeless Shelter<br>3. Environmental Charities.<br>Give at least three reasons why you chose your charity. |
|                                   |                         | Chapter 2              | Bravery and Courage     | Activity oriented<br>Concrete examples<br>Brainstorming<br>Joyful Learning<br>Use of real life situations | <b><u>Finding your BRAVE</u></b><br>Give your own attributes to each letter.<br>B-<br>R-<br>A-<br>V-<br>E-<br>Eg. B- Believe in yourself.  |
| <b>May</b>                        | 4                       | Chapter 3              | Punctuality             | Interaction<br>Brainstorming<br>Concrete examples   | Make an artistic presentation of at least Three benefits of Punctuality in life.   |
|                                   |                         | Chapter 4              | How to be Happy         | Creative Expression<br>Joyful Learning<br>Use of real life situations                                     | Make a list of people, places that brings happiness to your mind when you think of them.<br>Make a list of activities that make you happy.   |
| <b>July</b>                       | 4                       | Chapter 5              | Friendship              | Interaction<br>Inductive- deductive<br>Brainstorming<br>Use of real life situations                       | Make a Friendship card for your best friend and give it to him / her.<br><br>Write the name of two of your friends and mention at least three qualities you like in each of them.  |
|                                   |                         | Chapter 6              | Mercy                   | Discussion<br>Interaction<br>Concrete examples  | Make Virtue Posters on<br>1. Compassion<br>2. Forgiveness<br>3. Love   |

|   |                             |                               |                             |  |  |
|---|-----------------------------|-------------------------------|-----------------------------|--|--|
| <b>August</b>   | 2                           | Chapter 7                     | Set Your Goals              | Creative Expression<br>Inductive-<br>deductive<br>Brainstorming<br>Use of real life<br>situations          | <b>Goal Ladder</b><br>Prepare a Stair-step visual<br>for goal setting. Write down<br>your DREAM at the top of<br>the stair case. In each step<br>write down the GOALS.<br>Create a colourful Goal<br>Ladder.         |
| <b>August</b>   |                             | Revision, Class Test, Quizzes |                             |  |  |
| September 1 <sup>st</sup> Term Exam: Chapters: 1 , 2, 3, 4, 5, 6 ,7                     |                             |                               |                             |  |  |
| <b>SUBJECT ENRICHMENT ACTIVITY 1:</b> Art Integrated and other activities               |                             |                               |                             |  |  |
| <b>MULTIPLE ASSESMENT 1:</b> Experiential Learning activities, MCQ Tests, Oral Test etc |                             |                               |                             |  |  |
| <b>PORTFOLIO 1:</b> Notebooks and other assignments                                     |                             |                               |                             |  |  |
| <b>TERM –II</b>   |                             |                               |                             |  |  |
| <b>Duration</b>   | <b>Teaching<br/>Periods</b> | <b>Chapter /<br/>Topic</b>    | <b>Syllabus<br/>Covered</b> | <b>Pedagogy<br/>(Learner Centred)</b>  | <b>Art Integrated / Other<br/>Activities</b>   |
| <b>September</b>  | 2                           | Chapter 8                     | Importance of<br>Discipline | Creative Expression<br>Brainstorming<br>Use of real life<br>situation                                      | Write five Traits of Students<br>with Discipline in their life.<br>Explain each trait in a<br>sentence.  |
| <b>October</b>  | 4                           | Chapter 9                     | Learning to<br>Confess      | Interaction<br>Concrete examples<br>Discussion   | Make colourful Placard<br>with Three Magic Words   |
|   |                             | Chapter 10                    | Criticism                   | Activity oriented<br>Use of real life<br>situations<br>Concrete examples                                   | Make a chart showing<br><b>Criticism Vs. Feedback.</b><br>Fixed mindset Vs Growth<br>mindset   |
| <b>November</b>   | 4                           | Chapter 11                    | Patience                    | Inductive-<br>deductive<br>Brainstorming<br>Use of real life<br>situations                                 | Write the experiences you<br>had while you tackled<br>unfavourable situations<br>1. With Patience<br>2. With Impatience  |
|   |                             | Chapter 12                    | Forgiveness                 | Activity oriented<br>Joyful learning<br>Concrete examples<br>Interaction<br>Use of real life<br>situations | <b>“Forgive in Five”</b><br>Sketch your palm on a paper<br>and write five forgiving<br>words in each finger. Use<br>different colours.<br><br>Draw and colour the picture<br>of two friends forgiving each<br>other. |

|  |   |                               |                 |   |   |
|--|---|-------------------------------|-----------------|---|---|
| <b>December</b>  | 4 | Chapter 13                    | Character       | Inductive-deductive<br>Brainstorming<br>Use of real life situations<br>Concrete examples<br>Joyful learning | Make a chart with pictures or images showing at least five character traits.<br><br>Write three good manners each:<br>1. At home<br>2. In school<br>3. In public.                                 |
|  |   | Chapter 14                    | Responsibility  | Discussion<br>Interaction<br>Concrete examples<br>Use of real life situations                               | List any three responsibilities you have towards<br>1. Yourself<br>2. Your family<br>3. Your Country  |
| <b>January</b>   | 3 | Chapter 15                    | Self-Confidence | Activity oriented<br>Multi Media<br>Concrete examples<br>Discussion<br>Interaction                          | <b><u>'Mirror Me'</u></b><br>Draw a Mirror and write what do you see when you look in the mirror. Write at least five traits that you see in yourself.<br><br>Eg. I see someone who is confident. |
| <b>February</b>  | 2 | Revision, Class Test, Quizzes |                 |   |   |
| February: Annual Exam                      Lesson : 8 , 9, 10, 11, 12, 13 ,14,15   |   |                               |                 |   |   |
| <p><b><u>SUBJECT ENRICHMENT ACTIVITY 2:</u></b> Art Integrated and other activities</p> <p><b><u>MULTIPLE ASSESMENT 2:</u></b> Experiential Learning activities, MCQ Tests, Oral Test etc</p> <p><b><u>PORTFOLIO 2:</u></b> Notebooks and other assignments.</p> |   |                               |                 |   |   |



# ART EDUCATION (Class VI)

## SEMESTER I

### April to July 2023

Topic : **Sketching** (In Small art notebook)

- 1) Human Figures
- 2) Object Drawing / Still Life
- 3) Cartoons and Caricatures
- 4) Flowers and Animals

### August to September 2023

Topic :

- 1) Picture Composition Painting

## SEMESTER II

### October to December 2023

Topic :- **Painting** (In Art File)

- 1) Dussehra Painting
- 2) Diwali Painting
- 3) Christmas Painting

### January to February 2024

Topic :-

- 1) Clay Modelling Practice
- 2) Display of clay modelling articles.

## Holiday Home Work

Prepare a composition based on human figures on 1/4 cartridge sheet and colour it in any medium.

**SYLLABUS PLAN FOR THE SESSION 2023-24**  
**PERFORMING ARTS - DANCE**  
**CLASS-6TH**

| MONTH            | CONTENT   | METHODOLOGY/<br>SUGGESTED WAY<br>APPLICATION  |
|------------------|---|---|
| <b>APR-MAY</b>   | BASIC EXERCISE & INTRODUCTION OF BASIC DANCE STEPS<br><br>INCLUDING ALL SPECIAL ASSEMBLY  | <ul style="list-style-type: none"> <li>- STUDENTS LEARN 3 DIFFERENT STYLES</li> <li>- EASY WAY TO LEARN BASIC STEPS</li> </ul>  |
| <b>JULY-SEPT</b> | INTRODUCTION TO KATHAK, BHARATNATYAM<br><br>INTRODUCTION TO HIP HOP<br><br>UPGARDED TECHNIQUES OF DANCE<br><br>INCLUDING ALL SPECIAL ASSEMBLY | <ul style="list-style-type: none"> <li>- SIMPLE WALK</li> <li>- 1ST SPEED</li> <li>- 2ND SPEED</li> <li>- 3RD SPEED</li> <li>- FORMATIONS</li> </ul>                              |
| <b>OCT-DEC</b>   | UPGRADED TECHNIQUES OF WESTERN, CLASSICAL & FOLK DANCE<br><br>INCLUDING ALL SPECIAL ASSEMBLY & CULTURAL PROGRAMME                             | <ul style="list-style-type: none"> <li>- FOLK STEPS</li> <li>- DIPPING AND JUMPING MOVEMENTS</li> <li>- HIP-HOP</li> </ul>  |
| <b>JAN-MARCH</b> | ANNUAL TEST<br><br>INCLUDING ALL SPECIAL ASSEMBLY   | <ul style="list-style-type: none"> <li>- BASIC DANCE &amp; EXERCISE TEST</li> <li>- KATHAK &amp; BHARATNATYAM TEST</li> <li>- FOOTWORK TEST</li> <li>- FORMATIONS TEST</li> </ul> |

**Class-6th Break-up of syllabus (2023-2024)**

| CLASS | SUBJECT        | Topics to be taught & methodology.<br>Please indicate where computers are used<br>(identify th objectives, skills & values also) | Teaching aids to be used except chalk and green board drawings<br>(any other source) | STUDENTS ACITIVITY                   | Home Assignments |
|-------|----------------|--|--|--------------------------------------|------------------|
| VI    | Music          |  |  |                                      |                  |
|       | 1.4.22/30.4.22 | BASICS OF MUSIC  |  |                                      |                  |
|       | Week-1         | *Meaning of music  |  | students will discuss the meaning of | Practice at home |
|       |                | *class discussion and introduction   |  | music                                |                  |
|       | Week-2         | *Basic notaion of music  | Harmonium  | discussing importance of music in    |                  |
|       |                | *introduction to alankar   | Tanpura  | our life                             |                  |
|       | Week- 3        | *Practice with alankars  |  |                                      |                  |
|       | Week- 4        | *Practice with some difficult group of notes   |  |                                      |                  |
|       | 1.5.22/31.5.22 | PRAYER (All In All )   | Piano  | students will be performing in       | Practice at home |
|       | Week-1         | *Intro part of the prayer  |  | 2 Groups                             |                  |
|       |                | * Learning of the lyrics and composition of the Verse part   |  |                                      |                  |
|       | Week-2         | *Learning of the lyrics and composition of the Stanza part   |  |                                      |                  |
|       | Week-3         | *Practice of the prayer with second Verse  |  |                                      |                  |
|       | Week-4         | *Group wise performance in the class   |  |                                      |                  |
|       |                |  |  |                                      |                  |

|  |                |  |                     |                                |                  |
|--|----------------|--|---------------------|--------------------------------|------------------|
|  | 1.7.22/31.7.22 | PATRIOTIC SONG (Ten Thousand Reason )                      | Electronic keyboard | practice at home regularly     | Practice at home |
|  |                |  | Drums               |                                |                  |
|  | Week-1         | * Learning of the lyrics and composition of the Verse part |                     |                                |                  |
|  |                | * intro and harmony part of the song                       |                     |                                |                  |
|  |                |  |                     |                                |                  |
|  | Week-2         | *Learning of the lyrics and composition of the stanza part |                     |                                |                  |
|  |                |  |                     |                                |                  |
|  | Week-3         | *Learnig of the lyrics of the second Stanza of the song    |                     |                                |                  |
|  |                |  |                     |                                |                  |
|  | Week-4         | *Practice in the class                                     |                     | group activity                 |                  |
|  |                |  |                     |                                |                  |
|  | 1.8.22/31.8.22 | PATRIOTIC SONG (Mother Teresa's Birthday Prayer Song )     |                     |                                | Practice at home |
|  |                |  |                     |                                |                  |
|  | Week-1         | Learning of the lyrics and composition of the stanza part  |                     | group activity                 |                  |
|  |                |  |                     |                                |                  |
|  |                |  |                     |                                |                  |
|  | Week-2         | *Learnig of the lyrics of the second Stanza of the song    | Electronic keyboard |                                |                  |
|  |                |  | drums beat          |                                |                  |
|  |                |  |                     |                                |                  |
|  | Week-3         | *revision and practice of the song on the stage for        | Electronic keyboard |                                |                  |
|  |                | Mother Teresa's Birthday day celebration                   |                     |                                |                  |
|  |                |  |                     |                                |                  |
|  |                |  |                     |                                |                  |
|  | Week-4         | *Performance on Mother Teresa's Assembly                   | Piano, Drums        |                                |                  |
|  |                |  |                     |                                |                  |
|  | 1.9.22/30.9.22 | Inspirational song (All That I am)                         | Electronic keyboard | students will be performing in | Practice at home |
|  |                |  |                     | group of 2                     |                  |

|  |                  |  |                     |                                |                  |
|--|------------------|--|---------------------|--------------------------------|------------------|
|  | Week-1           | *intro part of the song with verse                               |                     |                                |                  |
|  |                  |  |                     |                                |                  |
|  | Week-2           | *learning of the lyrics and composition of the stanza part       |                     |                                |                  |
|  |                  |  |                     |                                |                  |
|  | Week-3           | *learning of the lyrics and composition of the second antara     |                     |                                |                  |
|  |                  |  |                     |                                |                  |
|  | Week-4           | * revision of the song and learning of third anantara            |                     |                                |                  |
|  |                  |  |                     |                                |                  |
|  | 1.10.22 to       | INSPIRATIONAL SONG ON GANDHI JAYANTI                             | Electronic keyboard |                                | Practice at home |
|  | 31.10.22         |  |                     |                                |                  |
|  | Week-1           | *revision and practice of the song Vaishnav Jan And Other Song's |                     |                                |                  |
|  |                  |  |                     |                                |                  |
|  | Week-2           | *BHAJAN (Shree Ram Chandr Kripalu )                              |                     |                                |                  |
|  |                  |  |                     |                                |                  |
|  | Week-3           | *learning of the lyrics and intro part of the bhajan             |                     |                                |                  |
|  |                  |  |                     | students will be performing in |                  |
|  | Week-4           | *learning of the lyrics and composition of the antara part       |                     | group of 2                     |                  |
|  |                  |  |                     |                                |                  |
|  | 1.11.22/30.11.22 | *practice for (Dussehra celebration school)                      |                     |                                | Practice at home |
|  |                  |  |                     |                                |                  |
|  | Week-1           | *antara part of the bhajan                                       | Harmonium           |                                |                  |
|  |                  |  |                     |                                |                  |
|  | Week-2           | *2 antara part of the bhajan                                     |                     |                                |                  |
|  |                  |  |                     |                                |                  |
|  | Week-3           | *practice for play ons (Dussehra celebration school)             |                     |                                |                  |
|  |                  |  |                     |                                |                  |
|  | Week-4           | Performance on Dussehra Assembly school                          |                     |                                |                  |

|                  |  |  |                     |                                     |                  |
|------------------|--|--|---------------------|-------------------------------------|------------------|
|                  |  |  |                     |                                     |                  |
| 1.12.22/31.12.22 | Carols SONG (For Christmas Assembly)                               |  | Electronic keyboard |                                     | Practice at home |
|                  |  |  | Drums beat, Guitar  |                                     |                  |
| Week-1           | *intro part of the song  |  |                     |                                     |                  |
| Week-2           | *learning of lyrics and composition of the verse                   |  |                     |                                     |                  |
| Week-3           | *learning of the lyrics and composition of the stanzas part        |  |                     |                                     |                  |
|                  |  |  |                     | students will be performing in      |                  |
| Week-4           | *practice and performance in the class                             |  |                     | 2 Groups                            |                  |
|                  |  |  |                     |                                     |                  |
|                  |  |  |                     |                                     |                  |
| 1.1.23/31.1.23   | INSTRUMENTAL MUSIC   |  | Electronic keyboard |                                     | Practice at home |
| Week-1           | *basic knowledge of the instruments                                |  |                     | group discussion                    |                  |
|                  | *diffrence between instruments with wires , skins, reeds and fiber |  |                     | playing of the instrument in the    |                  |
|                  |  |  |                     | group of 2                          |                  |
| Week-2           | * basic rules and regulations for playing an instrument            |  |                     |                                     |                  |
| Week-3           | *finger positions on keyboard and on various instruments           |  |                     |                                     |                  |
| Week-4           | *notation writing in indian music and in western music             |  |                     |                                     |                  |
| 1.2.23/28.2.23   | CHECK POINT  |  | Electronic keyboard | Students will choose any song from  |                  |
|                  |  |  |                     | the syllebus and wll perform in the |                  |
| Week-1           | *revision and practice of the songs in the class                   |  |                     | class                               |                  |
|                  | audition of role no. 1 to 10                                       |  |                     | or can play any instrument for the  |                  |



## SPORTS&GAMES

| DURATION         | SYLLABUS COVERED    | NO.OF TEACHING PERIODS | PEDAGOGY                                   | ACTIVITY                                   |
|------------------|---------------------|------------------------|--|--|
| APRIL / MAY      | FLEXIBILITY         | 4                      | EXPLANATION METHOD<br>DEMONSTRATION METHOD | TO PRACTICE LUNGS<br>HAMSTRING             |
| JULY             | AGILITY             | 4                      | EXPLANATION METHOD<br>DEMONSTRATION METHOD | TO PRACTICE RUNNING<br>,JUMPING AND SPRINT |
| AUGUST           | ENDURANCE           | 4                      | EXPLANATION METHOD<br>DEMONSTRATION METHOD | TO LEARN PUSH UP<br>AND PLANKS             |
| SEPTEMBER        | MARCH PASS          | 4                      | EXPLANATION METHOD<br>DEMONSTRATION METHOD | PRACTICE OF MARCH PASS                     |
| OCTOBER          | TO DEVELOP STRENGTH | 4                      | EXPLANATION METHOD<br>DEMONSTRATION METHOD | PRACTICE OF SQUATS<br>AND PUS UPS          |
| NOVEMBER         | TO IMPROVE RUNNING  | 4                      | EXPLANATION METHOD<br>DEMONSTRATION METHOD | PRACTICE OF SPRINTS                        |
|                  |                     |                        |  |  |
| DECEMBER         | TO BUILD STAMINA    | 4                      | EXPLANATION METHOD<br>DEMONSTRATION METHOD | PRACTICE OF LONG DISTANCE<br>RUNNING       |
| JANUARY          | YOGA                | 4                      | EXPLANATION METHOD<br>DEMONSTRATION METHOD | PRACTICE OF YOGA<br>ASANA                  |
| FEBRUARY / MARCH | MEDITATION          | 4                      | EXPLANATION METHOD<br>DEMONSTRATION        | PRACTICE OF<br>MEDITATION                  |





## Scouts & Guides

| DURATION         | NO OF TEACHING PERIOD | SYLLABUS COVERED   | PEDAGOGY  | ACTIVITY                           |
|------------------|-----------------------|--|---|------------------------------------|
| APRIL / MAY      | 4                     | <b>PIONEERING</b>  | Explanation method<br>Demonstration method            | LEARN HOW TO MAKE PIONEERING       |
| JULY             | 4                     | Tie and know the use of the following<br>Fisher man chair knot<br>Man harness knot<br>Make a flag<br>Make a temporary shelter  | Explanation method<br>Demonstration method            | LEARN TE SKILLS OF ROPE            |
| AUGUST           | 4                     | Know the safety rules of swimming<br>Know how to deal with cramps  | Explanation method<br>Discussion method               | PRACTICE THE SAFETY RULES          |
| <b>SEPTEMBER</b> | <b>4</b>              | First AIDS<br>Know how to deal with emergency situation such as drowning, electric shock, human being caught in fire<br>Treat chocking<br>Deal with simple fracture of collar bone, upper arm, and forearm | <b>Observation method</b><br><b>Discussion method</b> | <b>LEARN TO MAKE FIRST AID BOX</b> |
| OCTOBER          | 4                     | Demonstration of C P R<br>Treat for heat stroke and sun stroke   | Explanation method<br>Demonstration method            | LEARN TO PERFORM CPR               |

|                     |   |   |  |  |
|---------------------|---|---|--|--|
|                     |   | Mapping<br>Map reading,<br>knowledge of<br>scale<br>Be able to read<br>a tourist map  |  |  |
| NOVEMBER            | 4 | Demonstrate the<br>use of knives<br>axes and their<br>safety rules<br>Participate in an<br>overnight camp<br>Prepare meals<br>in the camp<br>Tea for the<br>patrol<br>Make a report<br>and submit to<br>the teacher | Explanation<br>method<br>Demonstration<br>method | LEARN TO<br>USE OF<br>SHARP<br>ITEMS       |
| DECEMBER            | 4 | Signalling<br>Learn more<br>signals and be<br>able to send and<br>receive<br>simple message<br>of ten words   | Explanation<br>method<br>Demonstration<br>method | LEARN TO<br>SEND AND<br>RECEIVE<br>SIGNALS |
| JANUARY             | 4 | Role play on<br>National<br>integration of<br>costumes<br>Knowledge of<br>WAGGGS  | Explanation<br>method<br>Demonstration<br>method | PREPARE A<br>SKIT                          |
| FEBRUARY /<br>MARCH | 4 | Talk on<br>National<br>integration<br>Child abuse<br>Child education<br>Child health<br>INVESTITURE<br>CERMONY<br>Serve as<br>DWITYA<br>SOPAN for a<br>month  | Explanation<br>method<br>Demonstration<br>method | AWARENESS<br>ON CHILD<br>ABUSE             |