

SURENDRANATH CENTENARY SCHOOL

SESSION:2024-2025

ANNUAL PEDAGOGICAL PLAN

CLASS-VI

8CLASS:VI SUBJECT:English		BOOKS:The MagicCarpet-6 Collins English Grammar and Composition			
MONT H	CHAPTER	No of Periods	TOPICS	LEARNINGOBJECTIVES	LEARNINGOUTCOMES
APRIL 2024	<p><b>Recapitulation of the Previous knowledge</b> Integrated Grammar,Paragraph writing,letter writing etc.</p> <ul style="list-style-type: none"> <li>• NOUN</li> <li>• PRONOUN</li> <li>• TENSE</li> <li>• WRITING SKILL</li> </ul> <p><b>Lit-</b> Ch 1-TheMan Who Counted Stars <b>Grammar</b> Subject and Predicate (page12,13) Ch 12 Subject-Verb Agreement(page22,23) <b>Writing-</b> Diary Entry <b>ASL-</b> Speaking and Listening Skills</p>	28	<p><b>Noun-</b> brushing up of previous knowledge, rules, exception</p> <p><b>Pronoun_ brushing-</b> tenses-different types of tenses-proper usage</p> <p><b>Ch 1- The Man Who Counted Stars-</b> Storyline, Chapter Highlights, Words in Use, Question Time <b>HOTS-</b> On matters of consequence, how did the prince’s ideas differ from those of the businessman?Explain. <b>AIL-</b>Mind Map(page15) <b>Subject and Predicate</b> (page12, 13)- subject in Imperative Sentence,exercises</p> <p><b>Subject-Verb Agreement-</b> Rules,exceptions,common errors,practice questions. <b>Writing- Diary Entry</b> (page 24,25)- format, purpose, rules and explanation,sample question <b>ASL-Listening Skills-</b>Listen and Learn(page14) <b>Speaking Skills-</b>Let’s talk(page14)</p> <p><b>Activity:- Write a short Poem of your own(within 8 to 10 lines) on STARS Or OUR PLANET</b></p>	<ul style="list-style-type: none"> <li>➤ Explain the main events of the story.</li> <li>➤ Explain how people around us influence our personality.</li> <li>➤ Explain the way so for organising ideas and highlighting important facts through a Mind Map.</li> <li>➤ Make personal connections with the text,comparing ideas and information.</li> <li>➤ Identify the subject in Imperative Sentence.</li> <li>➤ Recognise the singular and plural verbs and use it correctly as per the requirement of the subject.</li> <li>➤ Explain the purpose and format of Diary Entry.</li> <li>➤ Strengthen speaking competency and develop effective communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extracts aloud and with expressions and comprehend its central idea.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Draw from the personal experiences of The Little Prince.</li> <li>➤ Learn to make informative Mind Map</li> <li>➤ Revise subject and predicate.</li> <li>➤ Learn the correct usage of verb according to the subject of a sentence.</li> <li>➤ Develop creative writing skills.</li> <li>➤ Learn to express feelings and opinions inform of a Diary Entry.</li> <li>➤ Strengthen listening, reading,comprehending, writing and speaking competencies</li> <li>➤ Listen and comprehend.</li> </ul>

MAY	<p><b>Ch 2- The Open Window</b>  <b>Lit- Ch3-ANaughty Little Comet</b></p> <p><b>Grammar- Ch9- Articles</b>  <b>ASL- Listening Skills</b></p>	14	<p><b>Ch2- The Open Window – storyline, chapter highlights, Words in Use , Question Time</b>  <b>HOTS- Discuss if Vera’s plan had a good effect on Mr Nuttel, who had been advised by the doctor to avoid mental excitement? Why or why not?</b></p> <p><b>Ch3-ANaughty Little Comet--</b>explanation of the poem,central idea; critical appreciation of the poem., synonyms,Question Time  <b>Ch 9- Articles –</b>correct usage, omission and common errors</p>	<ul style="list-style-type: none"> <li>➤ Read,comprehend,draw conclusions and make inferences.</li> <li>➤ Explain personification as a poeticdevice.</li> <li>➤ Analyse and connect with the emotions of “the boy” ( i.e. the protagonist) with respect to his toys.</li> <li>➤ List the article sand its correct usage.</li> <li>➤ Identify the common errors in the useage of articles.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extracts aloud and with expressions and comprehend its central idea.</li> <li>➤ Learn new word and infer their meanings.</li> <li>➤ Identify and pick examples of personification in the given poem.</li> <li>➤ Connect with the character of “the boy” and draw from his experiences.</li> <li>➤ Learn the correct usage of definite and indefinite articles.</li> <li>➤ Learn the usage of articles in exceptional cases.</li> </ul>
JUNE	<p><b>Ch-4 The Velveteen Rabbit Becomes Real</b></p> <p><b>Lit- Ch5-The Mystery of the Cyber Friend</b>  <b>Grammar-Ch 11 Transitive and Intransitive Verb (page33,34,35)</b>  <b>Writing- Descriptive Paragraph</b>  <b>ASL-Speaking Skills</b></p>	14	<p><b>Ch 4- The Velveteen Rabbit Becomes Real-storyline, chapter highlights ,Words in Use, Question Time</b>  <b>HOTS- Do you have a favourite toy? Why do you like it more than others? Elaborate</b>  <b>Subject Enrichment ASL- Listening Skills- Listen and Learn (page 35)</b>  <b>Ref Reading: Alice in Wonderland by Lewis Carroll</b></p> <p><b>Ch 5-The Mystery of the Cyber Friend-</b>Storyline,chapter highlights,Words in Use, Question Time  <b>HOTS- Discuss the importance of maintaining cyber ethics.</b>  <b>Transitive and Intransitive Verb</b>(page 33,34) - explanation,exercises  <b>Writing- Descriptive Paragraph</b> (page 36)- guidelines,purpose, format, sample answer and practice question <b>ASL- Listening Skills- Listen and Learn</b> (page 44)<b>Speaking Skills – Let’s Talk</b>(page45)  <b>Activity-Experiential Learning/Art Integrated Subject Integrated- AI</b>  <b>Make a comic strip on any one of the given topics:-</b></p> <ul style="list-style-type: none"> <li>• Internet Safety</li> <li>• Cyber Hygiene</li> <li>• ABCs of Information Security</li> </ul> <p><b>Refer-Cyber Safety Booklet for Children by CBSE</b></p>	<ul style="list-style-type: none"> <li>➤ Explain the main events of the story.</li> <li>➤ Explain the advantages and disadvantages of social media with reference to the character of Shree.</li> <li>➤ Explain the poetic device-repetition</li> <li>➤ Distinguish between transitive and intransitive verb.</li> <li>➤ Explain the purpose, format and rules of writing a Descriptive Paragraph.</li> <li>➤ Strengthen speaking competency and develop effective communication skills.</li> <li>➤ Strengthen listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw real life lesson from the character of Shree.</li> <li>➤ Explain the main event of the story.</li> <li>➤ Learn new word and infer their meanings.</li> <li>➤ Read the poem aloud and with expressions and comprehend its central idea.</li> <li>➤ Pick examples of repetition from the poem.</li> <li>➤ Identify verb in a sentence.</li> <li>➤ Distinguish between Transitive and Intransitive verb.</li> <li>➤ Develop creative writing skills.</li> <li>➤ Learn to listen,infer and comprehend.</li> </ul>

<p style="text-align: center;"><b>JULY</b></p>	<p><b>Lit-Ch 6 Rathers</b></p> <p><b>Lit- Ch 7- Yes, Women Can!</b></p> <p><b>Grammar-</b> Pronouns and its Types(page53,54,55) Ch 6.Pronouns Ch 20 Active and Passive Voice</p> <p><b>Writing- Notice Writing ASL-</b> Speaking and Listening Skills</p>	<p style="text-align: center;">28</p>	<p><b>Ch 6- Rathers- explanation of the poem, central idea; critical appreciation of the poem., Question Time, poetic device- Repetition</b></p> <p><b>Ch7- Yes, Women Can!</b>-chapter highlights, Words in Use, Question Time <b>HOTS-</b> ‘Meanwhile Najju Paati is another extreme’. Justify the given statement.</p> <p><b>Pronouns and its Types</b> (pages 53,54,55)- explanation,exercises <b>Writing- Notice Writing-</b> purpose, format, rules,guidelines,sample answer <b>ASL-Listening Skills</b>-Listen and Learn(page55) <b>Speaking Skills</b> -Let’s Talk (page64) <b>Activity:- Experiential Learning ( Research Work)Ch7- Yes, Women Can! MakeapictorialBiographicalSketchofanyinfluentialwomenpersonalityofIndia</b> <b>For Reference : Homai Vyarawalla Captain Shiva Chauhan Kamaljeet Sandhu Kiran Bedi</b></p>	<ul style="list-style-type: none"> <li>➤ Discuss the changing role of women in the society.</li> <li>➤ Elaborate the contribution of women in one’s life.</li> <li>➤ Make personal connections with the experiences of L.M. Alcott’s childhood memories.</li> <li>➤ Explain the main events of the story.</li> <li>➤ List the various pronouns and identify its role in a sentence.</li> <li>➤ Distinguish between Active and Passive Voice in sentences.</li> <li>➤ Understand why Active and Passive Voice is appropriate to use in certain contexts.</li> <li>➤ Create sentence in Active and Passive Voice.</li> <li>➤ Explain the purpose, format and features of Notice Writing.</li> <li>➤ Strengthen speaking,listeningcompetencyanddevelopeffectivecommunicationskills..</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw inspiration from the women in one’s life.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Make personal connections with the text,comparing ideas and information.</li> <li>➤ Read the extract aloud and with expressions and comprehend its central idea.</li> <li>➤ Learn new word and infer their meanings.</li> <li>➤ Learn the correct usage of pronouns.</li> <li>➤ Able to differentiate between Active and Passive Voice constructions in sentences.</li> <li>➤ Learn to identify Active and Passive Sentences.</li> <li>➤ Learn to convert sentences from Active to Passive and vice versa.</li> <li>➤ Learn to write Notice as per the given format.</li> <li>➤ Develop creative writing skills.</li> <li>➤ Learn to listen,infer and comprehend.</li> </ul>
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AUGUST	<p><b>Lit-Ch 8 Childhood Memories</b></p> <p>Lit-Ch 10- Weekend Grammar- Adverb Tenses(ch,14,15,16,17.)</p> <p><b>Ch.18 Adverbs</b></p> <p>ASL-Speaking Skills</p>	28	<p><b>Ch 8- Childhood Memories- chapter highlights, main events, Words in Use, Question Time</b></p> <p><b>HOTS- Explain how Louisa was educated without being sent to school.</b></p> <p><b>Ch 10- Weekend- Summary, understanding the poem, poetic device-personification</b></p> <p><b>Adverb</b>(page70,71)-types,uses,explanation and exercises <b>Tenses</b> (Ch 14 to 17)-forms and uses, function of tense in expressing time of action, explanation,exercises</p> <p><b>Tenses</b>(page80,81)-exercises</p> <p><b>Subject Enrichment</b></p> <p><b>ASL-Speaking Skills-Let's Talk</b> (page84)</p>	<ul style="list-style-type: none"> <li>➤ Discuss the importance of“Weekends”</li> <li>➤ Explain personification as a poetic device.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Analyse the actions of ‘Kala’ and reason out why she adopted the‘human baby.</li> <li>➤ Make personal connections with texts,comparing ideas and information.</li> <li>➤ Identify the use of verb in expressing time of action.</li> <li>➤ Identify and use adverbs as modifiers to express time, place, manner degree and frequency.</li> <li>➤ Explain verbs, its role in a sentence and its various forms.</li> <li>➤ Explain how Adverbs function in the sentences.</li> <li>➤ Explain the different types of Adverbs( Manner,place, time ,frequency)</li> <li>➤ Analyse the placement of adverbs within sentences.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and pick examples of personification in the given poem.</li> <li>➤ Read the extracts aloud and with expressions and comprehend its central idea.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Explain the role and function of adverbs and use it correctly.</li> <li>➤ Learn the correct usage of verbs with respect to time of action.</li> <li>➤ Able to identify Adverbs within sentences.</li> <li>➤ Able to categorise adverbs into different types(Manner,Place,Time,Frequency)</li> <li>➤ Able to analyze the placement of Adverbs.</li> </ul>
SEPTEMBER	Lit- Spotlight 1Lit-Revision Grammar- Revision Writing-Revision	14	<p>Spotlight 1- homophones.homographs,collocations,sensory words,omission of ‘very’</p> <p>Lit. Grammar &amp; Writing- Revision</p> <p>Spotlight 1- homophones.homographs,collocations,sensory words,omission of ‘very’</p> <p>Lit,Grammar&amp;Writing-Revision</p>	<ul style="list-style-type: none"> <li>➤ Learn more about usage of Language in day-to-day life.</li> <li>➤ Acquaint students with question paper pattern.</li> <li>➤ Help students analyse their preparation</li> <li>And focus on weaker areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop command over English Language.</li> <li>➤ Develop understanding of Question Paper and application of past learning in form of various questions.</li> <li>➤ Be prepared for exams.</li> </ul>
SEPTEMBER	Grammar-Ch 7 Adjectives Writing- Story Writing ASL- Speaking Skills	14	<p><b>Adjectives</b>(page 96,97,98)- explanation, usage, order of adjectives,exercises</p> <p><b>Story Writing-</b> introduction, guidelines, elements of a story,guided practice</p> <p><b>ASL- Speaking Skills-Let's Talk</b>(page96)</p> <p><b>Activity:- Write a story with the beginning as....One day in the evening you were riding a bicycle and then.....Write down all the adjectives in the story maintaining the Order of Adjectives.</b></p>	<ul style="list-style-type: none"> <li>➤ Explain the role of “describing words” in a sentence.</li> <li>➤ Identify the need and ways of using adjectives in a correct order in a sentence.</li> <li>➤ Explain the key elements of a story.</li> <li>➤ Discuss the important guidelines for writing an effective story.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop skills like problem solving,critical thinking.</li> <li>➤ Use adjectives correctly.</li> <li>➤ Describe the correct order of adjectives in a sentence.</li> <li>➤ Learn to write a readable story based on hints.</li> </ul>

<p><b>OCTOBER</b></p>	<p><b>Lit-</b> Ch 13- Whistles and Shaving Bristles Ch 14- The Sounds in the Evening <b>Grammar-</b> Ch 26-Preposition Ch 24-Conjunction<b>Writing-</b> Article Writing <b>ASL-</b>Listening Skills</p>	<p>28</p>	<p><b>Ch 13- Whistles and Shaving Bristles-</b> chapter highlights, central idea, Words in Use, Question Time <b>HOTS-</b>Explain why Mr Gilbreth, despite being a strict task master at home, never tolerated any criticism at home.<b>Ch 14- The Sounds in the Evening-</b>Summary, rhyming words, Question Time, poetic device- onomatopoeia <b>Grammar-Prepositions-</b> types of prepositions and its use;practice questions; common errors. <b>Conjunctions--</b> types, usage, common errors, practice questions <b>Writing- Article Writing-</b>introduction, features, guidelines.purpose and guided practice <b>ASL-Listening Skills-</b>Listen and Learn(page108) <b>Activity:-Experiential Learning</b> <b>Ch13-WhistlesandShaving Bristles Activity.</b> <b>Worksheet On Onomatopoeia</b></p>	<ul style="list-style-type: none"> <li>➤ Develop understanding of the responsibilities shouldered by a father through the character of Mr Gilbreth.</li> <li>➤ Explain the central idea of the poem.</li> <li>➤ Explain the poetic device onomatopoeia.</li> <li>➤ Make personal connections with the text, comparing ideas and information.</li> <li>➤ Identify the rhyme scheme of the given verse.</li> <li>➤ Explain the correct usage of preposition and conjunction.</li> <li>➤ Explain the features and purpose of writing an article.</li> <li>➤ Explain the rules and guidelines of writing an article.</li> <li>➤ Strengthen listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connect with text and analyse the indispensable role of one's father.</li> <li>➤ Develop gratitude towards parents and strengthen bond with the family members.</li> <li>➤ Learn to summarise the given poem.</li> <li>➤ Pick examples of onomatopoeia in a poem.</li> <li>➤ Explain the rhyme scheme of a given verse.</li> <li>➤ Learn the correct usage of conjunctions and prepositions.</li> <li>➤ Describe the guidelines and rules of writing an article.</li> <li>➤ Write an article for the school magazine.</li> <li>➤ Develop listening and comprehending skills.</li> </ul>
<p><b>NOVEMBER</b></p>	<p><b>Lit-</b>Ch 15- Whodunnits: The World of Detective Fiction Ch 16- A Mysterious Guest <b>Grammar-Grammar on the Go</b>(Determiners)<b>Writing-</b>Informal Letter and Application <b>ASL-</b>Speaking skills</p>	<p>28</p>	<p><b>Ch-Whodunnits: the World of Detective Fiction-</b>about famous fiction detectives –Hercule Poirot, Sherlock Holmes, Byomkesh Bakshi, Feluda,etc,Question Time,Words in Use <b>HOTS-</b>Describe Miss Jane Marple:how she looked,what people thought of her and how she found the real culprits.<b>Ch 16- A Mysterious Guest-</b>chapter highlights, main events,Words in Use, Question Time <b>HOTS-</b> Discuss the qualities possessed by Sherlock Holmes which attribute to his success as a detective. <b>Grammar-</b> Determiners (page 128,129)- explanations,types and examples of determiners, exercises, practice questions <b>Writing- Informal Letter and Application-</b> purpose, rules,format, guidelines, guided practice <b>ASL-Speaking Skills-Let's Talk</b>(page131) <b>Activity:- Subject Enrichment</b> <b>Speaking Skills:- Conversation</b> <b>You watched a horror movie last night, discuss about it with your friend who is scared of watching horror movies.</b> <b>Please say:</b> <b>What was it about?</b> <b>When and Where did you watch it?Did you like it?Why?</b> <b>Describe the characters.</b></p>	<ul style="list-style-type: none"> <li>➤ Compare and Contrast the famous fiction detectives discussed in the text.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Make personal connections with texts, comparing ideas and information.</li> <li>➤ Explain the difference between determiner and adjective.</li> <li>➤ Identify the noun qualified by the determiner.</li> <li>➤ Explain the types of determiners.</li> <li>➤ Explain the purpose and format of Informal Letter.</li> <li>➤ Explain the purpose format of writing an Application.</li> <li>➤ Strengthen listening and speaking competency.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw from the experiences of the given characters.</li> <li>➤ Make a comparative study of the various characters.</li> <li>➤ Identify and appreciate the qualities of one's favourite detective.</li> <li>➤ Distinguish between an adjective and determiner.</li> <li>➤ Learn the correct usage of different types of determiners.</li> <li>➤ Identify the different types of determiners.</li> <li>➤ Learn to write Informal Letter by following the correct format and rules.</li> <li>➤ Learn to write Application following the correct format.</li> </ul>

<p><b>DECEMBER</b></p>	<p><b>Lit-</b> 17- Poem Pair Ch 18- Savitribai and Jyotirao Phule <b>Grammar-</b> Ch 30-Integrated Grammar <b>Writing-</b> Descriptive Paragraph <b>ASL-</b>Listening Skills</p>	<p>28</p>	<p><b>Ch 17- Poem Pair</b>-Understanding the poem, Critical Appreciation of the poem, summary,Comparison(similarities and differences)  <b>Ch 18- Savitribai and Jyotirao Phule-</b> chapter highlights.,character study, Words in Use, Question Time, Idioms <b>HOTS-</b> Elaborate on why the Phules considered education as important.  <b>Grammar- Integrated Grammar-</b>application of grammar through exercises  <b>Descriptive Paragraph-</b> revision of format, rules and guidelines.practice question  <b>ASL-Listening Skills-</b>Listen and Learn (page131)</p>	<ul style="list-style-type: none"> <li>➤ Read,comprehend,draw conclusions and make inferences.</li> <li>➤ Learn to compare and contrast the ideas given in the poem.</li> <li>➤ Demonstrate the qualities of Savitribai Phule and Jyotirao Phule.</li> <li>➤ Analyse the achievements of the Phules.</li> <li>➤ Learn the correct usage and application of grammar.</li> <li>➤ Revise the format and guidelines of writing a descriptive paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extracts aloud and with expressions and comprehend its central idea.</li> <li>➤ Compare the nature and character of the spiders discussed in the two different poems</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Draw from the personal experiences of Savitribai Phule.</li> <li>➤ Explain the importance of education in building a nation.</li> <li>➤ Learn to describe a place, person or event in an organised and effective manner.</li> </ul>
<p><b>JANUARY</b></p>	<p>Spotlight-2  <b>Grammar-</b>Ch 25 Direct and Indirect Speech  <b>Writing-</b>Diary entry  <b>ASL-</b>Speaking Skills</p>	<p>28</p>	<p><b>Grammar- Direct and Indirect Speech-</b> (page no 62,63)  <b>Diary Entry-</b> Revision of format , practice question <b>ASL- Speaking Skills-</b> Let's Talk (page 155)<b>Spotlight2-</b> Punctuation and Capitalisation</p>	<ul style="list-style-type: none"> <li>➤ Define Direct and Indirect Speech</li> <li>➤ Distinguish between Direct and Indirect speech</li> <li>➤ List the rules of converting Direct and indirect Speech.</li> <li>➤ List the various punctuation marks.</li> <li>➤ Revise the rules of changing a sentence from Direct to Indirect Speech.</li> <li>➤ Revise the format of Diary Entry.</li> <li>➤ Explain the use of different punctuation marks.</li> <li>➤ Describe the usage of punctuation marks and capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw from the experiences of William.</li> <li>➤ Learn the art of 'Dialogue-delivery'</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Transform sentences from Direct to Indirect speech.</li> <li>➤ Write an effective Diary Entry.</li> <li>➤ Recall and list the different punctuation marks.</li> <li>➤ Describe the usage of punctuation marks and capital letters.</li> </ul>
<p><b>FEB</b></p>	<p><b>Lit- Revision</b>  <b>Grammar-Revision</b></p>	<p>12</p>	<p><b>Literature Revision,</b>  <b>Grammar Revision</b>  <b>Revision</b>  <b>Writing-Revision</b></p>	<ul style="list-style-type: none"> <li>➤ Learn more about usage of Language in day-to-day life.</li> <li>➤ Acquaint students with question paper pattern.</li> <li>➤ Help students analyse their preparation and focus on weaker areas.</li> </ul>	<p>Develop command over English Language.</p> <p>Develop understanding of Question Paper and application of past learning in form of various questions.</p> <p>Be prepared for exams.</p>

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**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

Subject:- हिन्दी					
Book:- प्रत्युष, व्याकरण भारती , बालराम कथा।					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	<p><b>व्याकरण:-</b></p> <p>पूर्व पुनरावृत्ति:-  औपचारिक पत्र, निबंध अपठित काव्यांश।  भाषा, बोली, लिपि, और व्याकरण ,  वर्ण- विचार और उच्चारण  अशुद्धियाँ।</p> <p><b>प्रत्युष :-</b></p> <p>1. • शत्-शत् प्रणाम।  2. • नंगे पैर।</p> <p><b>रामायण:-</b></p> <p>अवधपुरी में राम, जंगल और जनकपुर।</p>	18	<p><b>व्याकरण:-</b> औपचारिक पत्र  (अपनी बड़ी बहन के विवाह हेतु वैवाहिक कार्यक्रमों में भाग लेने के लिए प्रधानाचार्य को 5 दिनों का अवकाश देने हेतु पत्र।)</p> <p><b>निबंध:-</b> मेरा जीवन- लक्ष्य</p> <p><b>Art Integrated learning:-</b>  <b>1</b>  पाठ-2. छात्र चार्ट पेपर द्वारा लिफाफा बनाना सीखेंगे तथा उसके माप को लिखेंगे।</p> <p><b>Experimental learning:-</b>  1. पाठ-2. आपने अपने जीवन में किसी जरूरतमंद की सहायता की हो तो उस घटना को अनुच्छेद द्वारा लिखें।</p> <p><b>Skills:</b>  स्व- लेखन की कला विकसित करना।</p>	<p><b>शिक्षार्थियों की मदद करने के लिए</b></p> <ul style="list-style-type: none"> <li>➤ छात्र राष्ट्रीय भावना देश प्रेम त्याग एवं बलिदान का ज्ञान प्राप्त कर सकेंगे।</li> <li>➤ छात्र भारतीय सेना के शौर्य साहस एवं पराक्रम से रूबरू हो सकेंगे।</li> <li>➤ छात्रों में माननीय प्रेम एवं दया व करुणा का भाव विकसित कर सकेंगे।</li> <li>➤ छात्र सामाजिक जिम्मेदारी एवं परस्पर सहयोग की भावना सीख सकेंगे।</li> <li>➤ छात्रों में गुरु के प्रति समर्पण की भावना जागृत होना।</li> </ul> <p>अज्ञानता में किसी भी कार्य को ना करना।</p>	<p><b>शिक्षार्थी सीखने में सक्षम हो जाएंगे</b></p> <ul style="list-style-type: none"> <li>➤ छात्र राष्ट्रीय भावना देश प्रेम त्याग एवं बलिदान का ज्ञान प्राप्त कर पाए।</li> <li>➤ छात्र भारतीय सेना के शौर्य साहस एवं पराक्रम से रूबरू हो पाए।</li> <li>➤ छात्रों में माननीय प्रेम एवं दया व करुणा का भाव विकसित कर पाए।</li> <li>➤ छात्र सामाजिक जिम्मेदारी एवं परस्पर सहयोग की भावना सीख पाए।</li> <li>➤ छात्रों में गुरु तथा बड़ों के प्रति समर्पण की भावना जागृत हो पाई।</li> </ul> <p>अज्ञानता में किसी भी कार्य को ना करने की</p>

<p>May '24</p>	<p><b>प्रत्युष:-</b> 3. शिष्टाचार <b>रामायण:-</b> दो वरदान। <b>व्याकरण:-</b> संज्ञा, शब्द विचार विलोम शब्द, अनौपचारिक पत्र, निबंध।</p>	<p>12</p>	<p><b>ACTIVITY-</b> विलोम शब्द:- (1) अग्रज से (24)उत्थान तक अनौपचारिक पत्र:- अपनी नई कक्षा के बारे में बतलाते हुए नानी जी को पत्र । निबंध:- समय का महत्व <b>Subject Enrichment:-</b> काँपी में चित्रों के द्वारा संज्ञा तथा उसके भेदों को समझाएं। <b>Skills:</b> शब्दकोश की वृद्धि होना।</p>	<ul style="list-style-type: none"> <li>➤ छात्र सामाजिक गुणों एवं नैतिक मूल्यों का विकास कर सकेंगे।</li> <li>➤ छात्र नैतिक चिंतन एवं कर्म के प्रति छात्र कर्तव्यनिष्ठ रहना सीखेंगे ।</li> <li>➤ छात्र अपने माता-पिता तथा बड़ों का सम्मान करना सीख सकेंगे। छात्र विभिन्न अस्त्र-शस्त्र ,शिव धनुष तथा प्रकृति के नियमों को जान सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>➤ छात्र सामाजिक गुणों एवं नैतिक मूल्यों का विकास कर पाए।</li> <li>➤ छात्र नैतिक चिंतन एवं कर्म के प्रति जिम्मेदार हो पाए।</li> <li>➤ छात्र अपने माता-पिता तथा बड़ों का सम्मान करना सीख पाए।</li> <li>➤ छात्र विभिन्न अस्त्र-शस्त्र, शिव धनुष तथा प्रकृति के नियमों को जान पाए।</li> </ul>
<p>June '24</p>	<p><b>प्रत्युष :-</b> 4.घोंसला बना रहेगा <b>रामायण:-</b> राम का वन गमन:- <b>व्याकरण:-</b> कारक पर्यायवाची, अनेकार्थक शब्द औपचारिक पत्र।</p>	<p>11</p>	<p><b>औपचारिक पत्र :-</b> (अपने क्षेत्र की साफ-सफाई हेतु नगर निगम के स्वास्थ्य अधिकारी को पत्र) <b>पर्यायवाची:-</b> (1) अंधेरा से (24) देवता। अनेकार्थक शब्द:- (1)अंक से (15)घन तक। SDG:- थलिय जीवों की सुरक्षा <b>Skills:-</b> पढाई के साथ वन्य प्राणी का ज्ञान होगा।</p>	<ul style="list-style-type: none"> <li>➤ छात्र पर्यावरण से संबंधित समसामयिक ज्ञान अर्जित कर सकेंगे।</li> <li>➤ छात्र मानव जीवन में पशु पक्षी के सहायक होने की चेतना विकसित कर सकेंगे।</li> <li>➤ छात्र कर्तव्यनिष्ठ रहना सीखेंगे ।</li> <li>➤ छात्र अपने माता-पिता, बड़ों के आदेशों का सम्मान करना सीख सकेंगे तथा लालच से दूर रहेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>➤ छात्र पर्यावरण से संबंधित समसामयिक ज्ञान अर्जित कर पाए।</li> <li>➤ छात्र मानव जीवन में पशु पक्षी के सहायक होने की चेतना विकसित कर पाए।</li> <li>➤ छात्र कर्तव्यनिष्ठ रहना सीख पाए ।</li> <li>➤ छात्र अपने माता-पिता तथा बड़ों के आदेश का सम्मान कर</li> </ul>
<p>July '24</p>	<p><b>प्रत्युष:-</b> 5.मेरी भी आभा है।</p>	<p>22</p>	<p>अनेक शब्दों के लिए एक शब्द:-</p>	<ul style="list-style-type: none"> <li>➤ छात्रों में प्राकृतिक सौंदर्य का आकलन तथा प्राकृतिक सौंदर्य में</li> </ul>	<ul style="list-style-type: none"> <li>➤ छात्रों में प्राकृतिक सौंदर्य का आकलन तथा प्राकृतिक सौंदर्य</li> </ul>



	<p>6.हमारा सुरक्षा कवच।</p> <p><b>रामायण:-</b> चित्रकूट में भरत, दंडक वन में दस वर्ष।</p> <p><b>व्याकरण:-</b> संधि , लिंग</p> <p>अनेक शब्दों के लिए एक शब्द, निबंध,</p> <p>अपठित गद्यांश।</p>		<p>(1) जो ईश्वर में विश्वास रखता हो से (22) जो आंखों से परे हो तक ।</p> <p>निबंध लेखन:- परीक्षा का पहला दिन</p> <p><b>Subject Enrichment</b></p> <p>1. छात्र काँपी मे धरती पर ओजोन परत को दर्शाएंगे।</p> <p>SDG:- लोगों के लिए स्वास्थ्य और आरोग्यता।</p> <p><b>Skills:</b></p> <p>1. हिंदी पढ़ाई के द्वारा भूगोल विषय का ज्ञान।</p> <p>2.भाई से अगाध प्रेम को दर्शना।</p> <p>SDG:-भूमि पर जीवन।</p>	<p>मानव समाज की भागीदारी को समझ सकेंगे।</p> <ul style="list-style-type: none"> <li>➤ छात्र पर्यावरण चिंतन के प्रति जागरूक हो सकेंगे।</li> <li>➤ छात्र समसामयिक मुद्दे ग्लोबल वार्मिंग के बारे में चिंतन कर सकेंगे।</li> <li>➤ छात्र संवाद शैली में पर्यावरण परिवर्तन के विभिन्न में चुनौतियों तथा अंतर विषय ज्ञान से परिचित हो सकेंगे।</li> <li>➤ छात्रों में अपने भाई के प्रति समर्पण का भावना जागृत होंगे।</li> <li>➤ छात्र प्राकृतिक रहन-सहन जानेंगे</li> <li>➤ छात्र चित्रकूट, पंचवटी कुटिया,जटायु शूर्पणखा के बारे में जानेंगे तथा मायावी राक्षसों से मुनियों की रक्षा करना सीख सकेंगे।</li> </ul>	<p>में मानव समाज की भागीदारी को समझ पाए।</p> <ul style="list-style-type: none"> <li>➤ छात्र पर्यावरण चिंतन के प्रति जागरूक हो पाए।</li> <li>➤ छात्र समसामयिक मुद्दे ग्लोबल वार्मिंग के बारे में चिंतन कर पाए।</li> <li>➤ छात्र संवाद शैली में पर्यावरण परिवर्तन के विभिन्न में चुनौतियों तथा अंतर विषय ज्ञान से परिचित हो पाए।</li> <li>➤ छात्रों में अपने भाई के प्रति समर्पण का भावना जागृत हो पाई।</li> <li>➤ छात्र प्राकृतिक रहन-सहन जानेंगे</li> <li>➤ छात्र चित्रकूट ,पंचवटी कुटिया ,जटायु शूर्पणखा के बारे में जानेंगे तथा मायावी राक्षसों से मुनियों की रक्षा करना सीख</li> </ul>
August '24	<p><b>प्रत्युष :-</b></p> <p>7.अंजनी की सफ़ाई सेना।</p> <p><b>रामायण:-</b> सोने का हिरण</p> <p><b>व्याकरण:-</b> उपसर्ग, प्रत्यय,</p> <p>श्रुतिसमभिन्नार्थक शब्द, मुहावरे ,अनौपचारिक पत्र ,निबंध।</p>	23	<p><b>श्रुतिसमभिन्नार्थक शब्द:-</b></p> <p>(1)अनु से (18) तरंग तक।</p> <p>मुहावरे:- (1) अंधे की लाठी से (42) हवाई किले बनाना तक।</p> <p><b>अनौपचारिक पत्र:-</b></p> <p>(अपने मित्र को चित्रकला प्रतियोगिता में प्रथम स्थान प्राप्त करने हेतु बधाई पत्र)</p>	<ul style="list-style-type: none"> <li>➤ छात्र बुनियादी स्वास्थ्य एवं सुरक्षा हो सकेंगे।</li> <li>➤ छात्र 'गणतंत्र दिवस' के महत्व को समझ सकेंगे।</li> <li>➤ छात्र सामाजिक जिम्मेदारी उत्तरदायित्व एवं सरोकार का ज्ञान कर सकेंगे।</li> <li>➤ छात्रों में सोचने की क्षमता जागृत हो।</li> </ul>	<ul style="list-style-type: none"> <li>➤ छात्र बुनियादी स्वास्थ्य एवं सुरक्षा हो पाए।</li> <li>➤ छात्र 'गणतंत्र दिवस' के महत्व को समझ पाए।</li> <li>➤ छात्र सामाजिक जिम्मेदारी उत्तरदायित्व एवं सरोकार का ज्ञान कर पाए।</li> </ul>

			<p><b>निबंध:-</b> विज्ञाननः वरदान या अभिशाप</p> <p>SDG:- लोगों के लिए स्वास्थ्य और आरोग्यता।</p> <p><b>Poster making:-</b></p> <p>विभिन्न स्वतंत्रता सेनानियों तथा उनके नारे दर्शाते हुए। A4 साइज पेपर द्वारा बुकलेट तैयार करें।</p>	<ul style="list-style-type: none"> <li>➤ बिना सोचे समझे कोई भी कार्य ना करने की भावना जागृत होगी।</li> </ul>	<ul style="list-style-type: none"> <li>➤ छात्रों में सोचने की क्षमता जागृत हो पाई।</li> <li>➤ बिना सोचे समझे कोई भी कार्य ना करने की भावना जागृत हो पाई।</li> </ul>
September '24	<p><b>पुनरावृत्ति</b></p> <p><b>प्रत्युष:-</b></p> <p>9. सूरज चमके आधी रात</p> <p><b>रामायण :-</b>सीता की खोज</p> <p><b>व्याकरण:-</b> सर्वनाम औपचारिक पत्र</p>	9	<p><b>●औपचारिक पत्र:-</b> लाउडस्पीकर की तेज शोर की शिकायत करते हुए थानाध्यक्ष को पत्र।</p> <p><b>Experimental learning:-</b> छात्र कक्षा में सौर्य मंडल के बारे में परिचर्चा करेंगे।</p> <p><b>Skills:-</b> छात्र हिंदी पढ़ाई के माध्यम से भौतिक विज्ञान के बारे में जानेंगे।</p>	<ul style="list-style-type: none"> <li>➤ छात्र प्रकृति के सौंदर्य से रूबरू हो सकेंगे एवं भौगोलिक ज्ञान प्राप्त कर सकेंगे।</li> <li>➤ छात्र वैज्ञानिक चेतना का विकास अनुभव आत्मज्ञान एवं पर्यावरण का ज्ञान व चिंतन कर सकेंगे।</li> <li>➤ छात्र जीवन के अंतिम घड़ी तक मित्रता निभाने की भावना जागृत कर सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>➤ छात्र प्रकृति के सौंदर्य से रूबरू हो सकेंगे एवं भौगोलिक ज्ञान प्राप्त कर पाए।</li> <li>➤ छात्र वैज्ञानिक चेतना का विकास अनुभव आत्मज्ञान एवं पर्यावरण का ज्ञान व चिंतन कर पाए।</li> <li>➤ छात्र के अंतिम घड़ी तक मित्रता निभाने की भावना जागृत कर पाए।</li> </ul>
October '24	<p><b>प्रत्युष :-</b></p> <p>10.कुछ लोग, 11.साप्ताहिक धमाका</p> <p><b>रामायण:-</b> राम और सुग्रीव</p> <p><b>व्याकरण:-</b></p>	16	<p><b>अनौपचारिक पत्र:-</b></p> <p>परीक्षा में अच्छे अंक प्राप्त करने के लिए मन लगाकर पढ़ने की सलाह देते हुए छोटी बहन को पत्र।</p> <p>अनेक शब्दों के लिए एक शब्द:- (23) जो गांव में रहने</p>	<ul style="list-style-type: none"> <li>➤ छात्र अहंकार, आलस्य का त्याग करना सीखेंगे।</li> <li>➤ छात्र गलतियों की सीख लेना एवं सुकून व आनंददायी जीवन जीना सीख सकेंगे तथा नैतिक मूल्यों की सीख ले सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>➤ छात्र अहंकार, आलस्य का त्याग करना सीख पाए।</li> <li>➤ छात्र गलतियों की सीख लेना एवं सुकून व आनंददायी जीवन</li> </ul>

	विशेषण, काल अनेक शब्दों के लिए एक शब्द, अनौपचारिक पत्र अपठित काव्यांश , निबंध।		वाला हो से (44) पाठ का प्रदर्शन करने वाला तक। निबंध:-वृक्ष: हमारे मित्र <b>Art integrated learning:</b> विशेषण के विभिन्न भेदों के उदाहरण को चित्रों के माध्यम से काँपी पर दर्शाए। <b>Skills:-</b> भाषा की पकड़ मजबूत होगी।	<ul style="list-style-type: none"> <li>➤ छात्र मीडिया कौशल संबंधी ज्ञान अर्जित कर सकेंगे।</li> <li>➤ छात्र पत्रकारिता के विभिन्न क्षेत्रों से जुड़ी जानकारी ग्रहण कर सकेंगे। समस्या समाधान शैली वितरित कर सकेंगे।</li> <li>➤ छात्र दोस्ती के प्रति निष्ठावान बने रहने की भावना जागृत कर सकेंगे।</li> <li>➤</li> </ul>	<p>जीना सीख पाए तथा नैतिक मूल्यों की सीख ले पाए।</p> <ul style="list-style-type: none"> <li>➤ छात्र मीडिया कौशल संबंधी ज्ञान अर्जित कर पाए।</li> <li>➤ छात्र पत्रकारिता के विभिन्न क्षेत्रों से जुड़ी जानकारी ग्रहण पाए। समस्या समाधान शैली वितरित कर पाए।</li> <li>➤ छात्र दोस्ती के प्रति निष्ठावान बने रहने की भावना जागृत कर पाए।</li> </ul>
November '24	<p><b>प्रत्युष:-</b></p> <p><b>13.</b>आए पंछी दूर देश से</p> <p><b>14.</b>बातूनी।</p> <p><b>रामायण:-</b></p> <p>लंका में हनुमान <b>व्याकरण:-</b> क्रिया,वचन</p> <p>विलोम शब्द, पर्यायवाची शब्द अपठित ,निबंध।</p>	18	<p><b>विलोम शब्द:-</b>(25)उदार से (46) हित तक</p> <p><b>पर्यायवाची:-</b> (26)धन से (50) हृदय तक।</p> <p>निबंध लेखन:- प्रकाश पर्व- दीपावली</p> <p><b>Experimental Learning:-</b></p> <p>छात्र अपने अनुभव से पंछी जीवन के बारे में एक अनुच्छेद लिखेंगे।</p> <p>SDG:- थलिय जीवो की सुरक्षा।</p> <p><b>Skills:-</b></p> <p>स्व लेखन कला मजबूत होगी।</p>	<ul style="list-style-type: none"> <li>➤ छात्र वन्यजीव एवं अभयारण्य संबंधी ज्ञान अर्जित कर सकेंगे प्राकृतिक सौंदर्य एवं पर्यावरण के बारे में कोई जानकारी प्राप्त कर सकेंगे।</li> <li>➤ छात्र पक्षियों को भौगोलिक ज्ञान एवं निवास के बारे में जान सकेंगे।</li> <li>➤ छात्र और न्याय के लिए जीवन के अंतिम क्षण तक लड़ते रहने की भावना जागृत हो सकेगी।</li> </ul>	<ul style="list-style-type: none"> <li>➤ छात्र वन्यजीव एवं अभयारण्य संबंधी ज्ञान अर्जित कर सकेंगे प्राकृतिक सौंदर्य एवं पर्यावरण के बारे में कोई जानकारी प्राप्त कर पाए।</li> <li>➤ छात्र पक्षियों को भौगोलिक ज्ञान एवं निवास के बारे में जान पाए। छात्र और न्याय के लिए जीवन के अंतिम क्षण तक लड़ते रहने की भावना जागृत हो पाई।</li> </ul>
December '24	<p><b>प्रत्युष :-</b></p> <p><b>15.</b> नीति के दोहे</p>	19	<p>निबंध लेखन:- प्रदूषण</p> <p><b>लोकोक्ति:-</b>(1) अधजल गगरी छलकत जाए से (23) हाथी के</p>	<ul style="list-style-type: none"> <li>➤ छात्र नैतिक चिंतन एवं कर्म के महत्व को समझ सकेंगे।</li> </ul>	

	<p><b>रामायण:-</b> लंका विजय</p> <p><b>व्याकरण:-</b> वाक्य, विराम चिन्ह, लोकोक्ति श्रुतिसमभिन्नार्थक शब्द , औपचारिक पत्र निबंध।</p>		<p>दांत खाने के और दिखाने के और तक।</p> <p>श्रुतिसमभिन्नार्थक शब्द:- (19) तरणी से (36) हँस तक।</p> <p>Subject Enrichment:-</p> <p>छात्र पाठ नीति के दोहे के अतिरिक्त बिहारी लाल के दो-दो दोहे कक्षा में सुनाएंगे।</p> <p>औपचारिक पत्र:-('बालहंस' के संपादक को वार्षिक सदस्यता प्राप्त करने के लिए पत्र)</p>	<ul style="list-style-type: none"> <li>➤ छात्र सामाजिक ज्ञान की विभिन्न नीतिगत बातें समझ सकेंगे।</li> <li>➤ छात्र बुराई पर सच्चाई की जीत निश्चित रूप से होती है समझ सकेंगे।</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ छात्र नैतिक चिंतन एवं कर्म के महत्व को समझ पाए।</li> <li>➤ छात्र सामाजिक ज्ञान की विभिन्न नीतिगत बातें समझ पाए।</li> <li>➤ छात्र बुराई पर सच्चाई की जीत निश्चित रूप से होती है समझ पाए।</li> <li>➤</li> </ul>
January '25	<p><b>प्रत्युष:-</b></p> <p><b>16.बालक चंद्रगुप्त</b></p> <p><b>रामायण:-</b>राम का राज्याभिषेक</p> <p><b>व्याकरण:-</b> वाक्य रचना की अशुद्धियां अनौपचारिक पत्र ,निबंध।</p>	19	<p><b>अनौपचारिक पत्र:-</b> पिताजी से रुपए मांगने के लिए पत्र लिखें।</p> <ul style="list-style-type: none"> <li>● <b>निबंध:-</b> वसंत ऋतु</li> <li>● <b>Speaking Skills:-</b></li> </ul> <p>छात्रा अपनी रूचि के अनुसार किसी एक महापुरुष के कथन को प्रस्तुत करेंगे।</p>	<ul style="list-style-type: none"> <li>➤ छात्र भारत के ऐतिहासिक ज्ञान एवं परंपरा से परिचित हो सकेंगे।</li> <li>➤ छात्र वीरता ,बुद्धिमत्ता ,स्वाभिमानी एवं स्वावलंबी गुणों को सीख सकेंगे।</li> <li>➤ छात्र श्रीराम के जैसा धैर्यवान बनना सीख सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>➤ छात्र भारत के ऐतिहासिक ज्ञान एवं परंपरा से परिचित हो पाए।</li> <li>➤ छात्र वीरता ,बुद्धिमत्ता ,स्वाभिमानी एवं स्वावलंबी गुणों को सीख पाए। छात्र श्रीराम के जैसा धैर्यवान बनना सीख पाए।</li> </ul>
February '25	<b>संपूर्णपुनरावृत्ति</b>				

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

Subject- संस्कृत					
Book - संस्कृत मित्रम् -1					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	<p>वार्षिक प्रश्नपत्र, धातुरूप- शब्द रूप का प्रयोग। (पुनरावृत्ति)</p> <p>1.वर्ण- विचारः</p> <p>2.संस्कृत शब्द-परिचयः</p> <p>*अनुवाद</p>	8	<ul style="list-style-type: none"> <li>● धातुरूप</li> <li>● शब्दरूप</li> <li>● स्वर वर्ण ,मात्रा</li> <li>● व्यञ्जनवर्ण, संयुक्त-व्यञ्जनवर्ण</li> <li>● वर्ण संयोजन, वर्ण विच्छेद</li> <li>● अकारांत पुल्लिंग शब्द</li> <li>● <b>Ex.Lr.(अनुभवजन्य शिक्षण)</b></li> <li>● विद्यालय परिसर में स्थित वस्तुओं के नाम तीनों लिङ्गों में</li> <li>● <b>Skill :</b> वाचन-श्रवण कौशल विकास</li> </ul>	<p>निम्नलिखित अवधारणाओं को समझने में छात्रों की सहायता करना -</p> <ul style="list-style-type: none"> <li>●पठ्, लिख्, खेल, धाव्, चल् धातु का रूप लट् व लृटलकार में।</li> <li>●बालक, बालिका शब्द का रूप व अर्था</li> <li>●वर्ण परिचय</li> <li>●मात्रा - ज्ञान</li> <li>●शब्द निर्माण ( वर्ण संयोजन / वर्ण विच्छेद)</li> </ul> <p>‘अ’ की ध्वनि से अंत (अकारांत) होने वाले पुरुष वाचक शब्द।</p>	<p><b>छात्र सक्षम हुए -</b></p> <ul style="list-style-type: none"> <li>● धातुरूप लिखने में।</li> <li>● शब्दरूप का अर्थ व प्रयोग करने में।</li> <li>● संस्कृत वर्णमाला जानने में।</li> <li>● मात्रा के शुद्ध प्रयोग में।</li> <li>● शब्द निर्माण में पारंगत।</li> </ul> <p>अकारांत पुरुष वाचक शब्द ज्ञान में प्रवीण- निपुण</p>
May '24	<p>2.संस्कृत शब्द-परिचयः</p> <p>3. संस्कृत धातु- परिचयः</p> <p>*शब्द रूप व धातुरूप का प्रयोग</p> <p>* संख्या 1- 50</p>	4	<ul style="list-style-type: none"> <li>● आकारांत स्त्रीलिंग शब्द /अकारांत नपुंसकलिंग शब्द</li> <li>●अपरिवर्तनीय धातुएँ / ● परिवर्तनीय धातुएँ</li> <li>● <b>Sub.Enr.(विषय संवर्धन गतिविधयः)</b></li> <li>● चित्र पर आधारित क्रिया के रूप लिखना।</li> </ul>	<p>छात्रों को पारंगत करना —</p> <p>आकारांत स्त्रीलिंग (‘आ’ की ध्वनि से अंत होने वाले) शब्दों को जानने में।</p> <ul style="list-style-type: none"> <li>●संस्कृत में क्रिया पर लिङ्ग के अप्रभाव से।</li> <li>●अपरिवर्तनीय एवं परिवर्तनीय धातुरूपों का प्रयोग।</li> </ul>	<p>छात्र पारंगत हुए —</p> <p>अपरिवर्तनीय एवं परिवर्तनीय धातुरूप को जानने में।</p> <ul style="list-style-type: none"> <li>● संस्कृत में कर्ता के लिङ्ग का क्रिया पर कोई प्रभाव नहीं पड़ता का ज्ञान-बोध।</li> </ul>

			<ul style="list-style-type: none"> <li>● अनुवाद</li> </ul>		<ul style="list-style-type: none"> <li>● परिवर्तनशील धातुओं का रूप लटलकार (वर्तमान काल) में बदल जाता है किंतु लृटलकार (भविष्यत काल) में नहीं।</li> </ul>
June '24	<p>4. एषःविद्यालयः।</p> <p>5. त्वं दूरभाषः।</p> <p>*अनुच्छेद लेखन</p>	4	<ul style="list-style-type: none"> <li>● एतत् (यह), तत् (वह) सर्वनाम</li> <li>● विभिन्न स्थानों के नाम।</li> <li>● युष्मद् - अस्मत् शब्दरूप के कर्तृपद के साथ धातुरूप का प्रयोग।</li> </ul> <p>Critical thinking</p>	<p>छात्रों की सहायता करना कि -</p> <ul style="list-style-type: none"> <li>● एतत् (यह) तत् (वह) सर्वनाम शब्द का प्रयोग लिङ्ग अनुसार होता है।</li> </ul> <p>विद्यालय- परिसर के प्रमुख क्षेत्रों का संस्कृत में शब्द-ज्ञान।</p> <p>चित्र पर आधारित वाक्य रचना।</p>	<p>छात्र सक्षम हुए -</p> <ul style="list-style-type: none"> <li>● लिङ्ग अनुसार सर्वनाम - प्रयोग में।</li> <li>● संस्कृत शब्द भंडार में वृद्धि।</li> <li>● वाक्य रचना में पारंगत।</li> </ul>
July '24	<p>5. त्वं दूरभाषः।</p> <p>7. प्रातःभविष्यति।</p> <p>पत्रलेखन।</p>	8	<p>‘अस्’ धातु का रूप लट् ( वर्तमान काल) व लृटलकार (भविष्यत काल ) में प्रथम पुरुष के तीनों वचनों में।</p> <p>रचनात्मक कौशल : सृजनात्मकता (Pg. 43,59)</p>	<p>निम्न बिन्दुओं को स्पष्ट करने में छात्रों की सहायता करना -</p> <ul style="list-style-type: none"> <li>● प्रथम पुरुष के सर्वनाम शब्दों के साथ अस् क्रियापद रूप का लट् व लृटलकार सही समायोजना।</li> <li>● तकनीकी संसाधनों का संस्कृत शब्द।</li> </ul>	<p>छात्र सक्षम हुए—</p> <ul style="list-style-type: none"> <li>● प्रथमपुरुष, मध्यमपुरुष व उत्तमपुरुष में सर्वनाम व धातुरूप का मिलान करने में।</li> <li>● दैनिक प्रयोग में आने वाले तकनीकी संसाधनों का संस्कृत शब्द-ज्ञान वृद्धि।</li> </ul>
August '24	<p>8. त्वं वृक्षः भविष्यसि।</p> <p>9. कृषि कार्यम् करिष्यामि।</p> <p>* गद्यांश, चित्रवर्णन।</p>	8	<p>मध्यमपुरुष ( लटलकार, लृटलकार )</p> <p>उत्तमपुरुष ( लटलकार व लृटलकार)</p>	<p>छात्रों को पारंगत करना —</p> <p>मध्यमपुरुष के तीनों वचनों के कर्तृपद के साथ ‘अस्’ तथा ‘दा’ धातुरूप का प्रयोग लट् ( वर्तमान काल) व लृटलकार (भविष्यत काल ) में।</p> <p>उत्तमपुरुष के तीनों वचनों के कर्तृपद के साथ ‘अस्’ तथा ‘दा’ धातुरूप का प्रयोग लट् ( वर्तमान काल) व लृटलकार (भविष्यत काल ) में।</p>	<p>छात्र पारंगत हुए-</p> <ul style="list-style-type: none"> <li>● कर्तृपद व क्रियापद का मेल करने में।</li> <li>● शुद्ध वाक्य निर्माण में।</li> <li>● अनुवाद कार्य में।</li> <li>● वृक्ष के औषधीय गुणों की जानकारी में।</li> </ul>

September '24	•अनुच्छेदलेखन चित्रवर्णन (पुनरावृत्ति)	4	अनुच्छेद लेखन चित्रवर्णन	छात्रों की सहायता करना कि - दिये गए शब्दों की सहायता से प्रदत्त विषय पर अनुच्छेद तथा चित्र पर आधारित वाक्य रचना लिखने में।	छात्र सक्षम हुए- अनुच्छेद लिखने व चित्र पर आधारित वाक्य निर्माण करने में।
October '24	11. सा ज्ञानं यच्छति। 12. यानेन जन्तुशालां चलामः। गद्यांश, अनुवाद कार्य	6	प्रथमा विभक्ति- कर्ताकारक द्वितीया विभक्ति - कर्म कारक  तृतीया विभक्ति - करणकारक	छात्र की सहायता करना - प्रथमा - द्वितीया- तृतीया विभक्ति क्या है व इसका क्या प्रयोग है ?	छात्र सक्षम होंगे कि - प्रथमा विभक्ति- पहला - कर्ताकारक (कर्तृपद) द्वितीया - दूसरा - कर्मकारक तृतीया - तीसरा करण कारक है। तथा कारक अनुसार शब्द में विभक्ति का प्रयोग होता है । •वाक्य के अन्तर्गत छात्र कर्तृपद व कर्मपद को जानने में सक्षम। तृतीया विभक्ति के अन्तर्गत साधन(माध्यम) की पहचान करने व साधन में तृतीया विभक्ति का प्रयोग करने में दक्ष होंगे।
November '24	12. यानेन जन्तुशालां चलामः। 13. वृक्षाय नमः। अनुच्छेदलेखन	7	चतुर्थी विभक्ति - संप्रदान कारक Lr. Ex.( अनुभवजन्य शिक्षण) अनुच्छेद लेखन वृक्षस्य महत्वम्	छात्र की सहायता करना - चतुर्थी विभक्ति क्या है और इसका क्या प्रयोग है ?	छात्र सक्षम हुए- वाक्य के अन्तर्गत छात्र संप्रदान कारक को पहचान उसमें चतुर्थी विभक्ति का प्रयोग करेंगे ।
December '24	14. हिमालयात् निःसरति गंगा चित्र वर्णन अनुवाद कार्य	5	पंचमी विभक्ति - अपादान कारक अनुच्छेद लेखन गंगायाः महत्वम्	छात्र की सहायता करना - पंचमी विभक्ति क्या है और इसका प्रयोग कब व कहाँ किया जाता है ?	छात्र सक्षम हुए- वाक्य के अन्तर्गत छात्र अपादान कारक को पहचान उसमें पंचमी विभक्ति का प्रयोग करेंगे ।
January '25	15. वचनमृतम् पत्र लेखन	7	षष्ठी विभक्ति - सम्बन्ध कारक Sub. Enr. (विषय संवर्धन गतिविधयः)	छात्र की सहायता करना - षष्ठी विभक्ति क्या है और इसका प्रयोग कब व क्यों किया जाता है ?	छात्र सक्षम हुए- वाक्य के अन्तर्गत छात्र सम्बन्ध कारक को पहचान उसमें षष्ठी विभक्ति का प्रयोग करेंगे ।

February '25	पत्र लेखन पुनरावृत्ति		वार्षिक परीक्षा		
March '25					



**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

Subject: <b>MATHEMATICS</b>					
Book : <b>NCERT MATH 6, Together with new mathematics , Drill Exercise in maths for class 6</b>					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	<p><b>Recapitulation</b></p> <p><b>Of previous class.</b></p> <p><b>Chapter 1. Knowing our numbers.</b></p>	<p>10</p> <p>16</p>	<p><b>Revision:</b>  <b>(NumberSystem)</b>  Revision based on previous topics..</p> <ul style="list-style-type: none"> <li>• Indian and International System of Numeration comparing numbers, large number in practise,</li> <li>• shifting digits, place value and face value, using brackets</li> </ul> <p><b>SDG : Quality Education.</b></p> <p><b><u>ACTIVITY-1</u></b>  To make large numbers using flash cards and write their number names.</p>	<p>To help the students:</p> <ul style="list-style-type: none"> <li>➤ Find the place value of the digit and list total numbers</li> <li>➤ List the total numbers which can be made from the given digits and know the place value of the digit in the number.</li> <li>➤ Arrange the digits of a given number and make smaller or bigger number.</li> <li>➤ Add 1 to the greatest 1 digit, 2-digit, 3-digit number and so on and get the smallest next digit number.</li> <li>➤ Expand the given number and know the place value of a given digit in a particular number. Write the 6 digits number in expanded form and write its number name.</li> <li>➤ Add and subtract one from number and find predecessor and successor of a given number.</li> <li>➤ Add bigger digits numbers and understand the situations dealing with larger numbers.  Use places of the digits of a particular number and read it easily</li> </ul>	<p>The students will be able to:-</p> <ul style="list-style-type: none"> <li>➤ Illustrate the place value of different numbers according to Indian system of numeration and international system of numeration.</li> <li>➤ compare the different numbers according to their face value.</li> <li>➤ Find the successor /predecessor of any number.</li> <li>➤ Arrange the different numbers in ascending &amp; descending order.</li> </ul>
May '24	<b>Chapter 2. Whole numbers</b>	14	<ul style="list-style-type: none"> <li>• Successor and predecessor of numbers.</li> <li>• comparisons of numbers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Represent the Numbers on Number line and perform number operation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Arrange the different natural numbers on</li> </ul>

			<p>on number line.</p> <p><b><u>ACTIVITY-2</u></b> To make many numbers using flash cards and write their Successor and predecessor</p>	<ul style="list-style-type: none"> <li>➤ Use the understanding of the predecessor of one and know the whole number.</li> <li>➤ Explain the whole number and know the predecessor of 1 and the subtraction of the two same number.</li> <li>➤ Draw the Number line and represent the whole number.</li> <li>➤ Draw a number line and find the predecessor and successor of a given number</li> </ul>	<p>number lines.</p> <ul style="list-style-type: none"> <li>➤ Write the successor and predecessor of whole numbers.</li> </ul>
June '24	<b>Chapter 3. Playing with numbers .</b>	14	<ul style="list-style-type: none"> <li>• Test for divisibility of numbers, common factors and multiples, Prime factorization HCF and LCM.</li> <li>• Application of HCF and LCM.</li> </ul> <p><b>EXPERIENCIAL LEARNING:</b> Real Life Examples. <b>SDG . 1.Quality Education.</b> <b>2. Develop critical thinking/ problem solving skills by analysing and applying various mathematical concepts.</b></p> <p><b><u>ACTIVITY -3</u></b> To find out the L.C.M. of given numbers. (real life</p>	<ul style="list-style-type: none"> <li>➤ Apply the rules of divisibility and find the factors of a number quickly.</li> <li>➤ Factors of number through prime factorization and list the primes factors</li> <li>➤ List down the common factors of given numbers and determine their HCF</li> <li>➤ List down the common multiples of given numbers and determine their LCM</li> <li>➤ Apply the concept of HCF and solve related real-life problems</li> <li>➤ Apply the concept of LCM and solve related real - life problems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply the rules of divisibility and find the factors of a number quickly.</li> <li>➤ Factors of number through prime factorization and list the primes factors</li> <li>➤ List down the common factors of given numbers and determine their HCF</li> <li>➤ List down the common multiples of given numbers and determine their LCM</li> <li>➤ Apply the concept of HCF and solve related real-life problems.</li> </ul> <p>Apply the concept of LCM and solve related real - life problems.</p>

			problems)		
July '24	<p><b>Chapter 4. Basic geometrical Ideas</b></p> <p><b>5.Understanding elementary shapes</b></p>	28	<p>Points, line segments, lines and intersecting lines, Curves, polygon, angles..</p> <p><b><u>Activity-4</u></b></p> <p><b>ART INTEGRATION:</b> Cut geometric shapes of different shapes for Collages</p> <ul style="list-style-type: none"> <li>• Triangles, Quadrilaterals and Circles, Measuring line segment, different angles ,</li> <li>• measuring angles perpendicular lines classification of triangles <ul style="list-style-type: none"> <li>➤ Acute angle, obtuse angle, straight angle, reflex angle, right angle .</li> <li>➤ Measuring angles .</li> <li>➤ Drawing perpendicular lines.</li> <li>➤ Different types of triangles.</li> </ul> </li> <li>• Three dimensional shapes, quadrilateral, polygons</li> </ul>	<ul style="list-style-type: none"> <li>➤ Give example(s) and explain the importance of a point.</li> <li>➤ Examine the given lines and identify intersecting lines &amp; parallel lines among them.</li> <li>➤ Compare the given figures and identify a ray, line, line segment among them.</li> <li>➤ Examine the given curves and identify polygons and non-polygons.</li> <li>➤ Identify the elements of an Angle (Vertex, arm, interior and exterior angles ) for the given angles.</li> <li>➤ examine the given figure and identify polygons.</li> <li>➤ describe polygons and classified them based on their number of sides and angles.</li> <li>➤ describe solid shapes and distinguish them from its flat shapes.</li> <li>➤ examine the given solid shapes and identified their type( cube cuboid cylinder sphere cone prism, pyramid).</li> <li>➤ To describe the faces edges and vertices of a 3-D shapes and discuss the various aspects of the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe geometrical ideas like line segment open and close figures angles, triangle , quadrilateral, circle etc.</li> <li>➤ Draw the different geometrical figures like open and closed curves rectangle square quadrilateral circles.</li> <li>➤ classify angles according to their measure.</li> <li>➤ •label different parts of 3D objects in order to explain ages vertices and faces of the given 3D objects.</li> <li>➤ To measure line segments.</li> <li>➤ Compare line segments using ruler and divider.</li> <li>➤ to draw 90 degree angle and 180 degree angle</li> <li>➤ to illustrate acute obtuse and reflex angles</li> </ul>

				given 3D objects	<ul style="list-style-type: none"> <li>➤ to measure different angles using protector..</li> <li>➤ To draw different types of triangles, quadrilateral , polygons.</li> <li>➤ To determine the number of faces ages and vertices in different three dimensional shapes.</li> </ul>
August '24	<b>Chapter 6. Integer</b>	23	<ul style="list-style-type: none"> <li>• Representation of integers on the number line , Ordering of integers.</li> <li>➤ Addition and Subtraction of Integers on the number line.</li> </ul> <p><b><u>Activity-5</u></b></p> <p><b>SUBJECT ENRICHMENT:</b> Addition of integers by paper cutting and pasting method</p>	<ul style="list-style-type: none"> <li>➤ To represent the integer on number line entertainment disposition with respect to other integers.</li> <li>➤ determine one more and One Less of a given integer and find its predecessor and successor.</li> <li>➤ represent integer on number line and perform automatic operations on them.</li> <li>➤ use the rules to perform arithmetic operations on integers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Add and subtract the different positive and negative integers and solve the real life problems by using the addition and subtraction rules involving positive and negative integers</li> </ul>
September '24	<b>Revision Chapter-1,2,3,4,5,&amp;6</b>	8	<ul style="list-style-type: none"> <li>➤ Revision of IST TERM</li> </ul> <p>IST TERM</p>		
October '24	<b>Chap 7 Fractions</b>	8+8	Introduction , A fractions on the number	Represent a number as a part of whole and determine the fraction.	❖ To collect data and represent it in the form of pictograph.

	<p>Chapter</p> <p>8Decimals</p>		<p>line, Types of fractions.</p> <ul style="list-style-type: none"> <li>Simplest form of fractions, like and unlike fractions.</li> </ul> <p><b>EXPERIENTIAL LEARNING</b> Cutting and distributing pieces of cake</p> <p><b>SDG: Quality Education</b></p> <p>Addition of fractions, subtraction of fractions</p> <p><b>Activity 6 :Activity based on experiential learning</b></p> <p>Concept of tenth, hundredth , thousandths, comparing decimals.</p> <ul style="list-style-type: none"> <li><b>ACTIVITY-7</b></li> </ul> <p>SUBJECT ENRICHMENT -Addition of decimals by activity using graph paper.</p> <p>Life skills -Decision making and problem solving..</p>	<ul style="list-style-type: none"> <li>Determine part and whole and level numerator and denominator of a fraction.</li> <li>Draw equal parts between the whole numbers and represent fractions on a number line.</li> <li>Write proper fractions and deduce that they are always less than one / numerator is less than denominator.</li> <li>Write the improper fraction in the form of mixed fraction and represent it as a combination of whole and a part.</li> <li>Determine the LCM of the unlike fractions and compare them</li> <li>Solve (addition /subtraction )the numerator and retain the denominator of like fractions and perform addition and subtraction on the given fraction.</li> <li>Convert the given fractions into its equivalent fractions and perform addition and subtraction on them.</li> <li>Write rupees and Paise in decimal form and know the meaning and relevance of dot point.</li> <li>Represent number in its unit and tenth part in order to write it in decimal form</li> </ul>	<ul style="list-style-type: none"> <li>To show the tally marks of different data.</li> <li>The students will be able to interpretate bar graph on the basis of data given</li> </ul> <ul style="list-style-type: none"> <li>To find out the perimeter of square, Rectangle &amp; polygons .</li> <li>To illustrate the meaning of perimeter of any open or closed figure.</li> <li>To find out the area of square &amp; rectangle.</li> </ul>
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				<ul style="list-style-type: none"> <li>➤ Represent number in its unit and hundredth path and write in decimal form.</li> <li>➤ Determine the place value of decimal numbers up to hundredth and write the number in expanded form.</li> <li>➤ Determine the place of the digits of a decimal number and write it in words</li> <li>➤ Compare the units and parts of decimal numbers and compare them as a hole.</li> </ul> <p>Represent/ convert the money length and weight into small units and represent it into decimal form..</p>	
November '24	9.Data Handling	6	<p>Recording data, Organisation of data.</p> <ul style="list-style-type: none"> <li>• Pictograph and bar grap</li> </ul> <p><b>ART INTEGRATED LEARNING:</b> Comparative study between Jharkhand and Telangana.</p>	<p>To gather information recorded in the table of data.</p> <ul style="list-style-type: none"> <li>➤ group and compare raw data systematically and infer the relevant information quickly.</li> <li>➤ organised raw data into a table using Tally marks and organised the given data.</li> <li>➤ observe and understand pictograph representation of data and answer the questions on data at a glance.</li> <li>➤ draw a pictograph and represent the given information using appropriate symbols.</li> <li>➤ choose an appropriate scale</li> </ul>	<p>To collect data and represent it in the form of pictograph.</p> <ul style="list-style-type: none"> <li>•To show the tally marks of different data.</li> <li>•The students will be able to interpretate bar graph on the basis of data given</li> </ul>

	<p><b>Ch-10 Mensuration</b></p>	<p>14</p>	<ul style="list-style-type: none"> <li>• Perimeter of closed &amp; open figures.</li> <li>• Perimeter of rectangle.</li> <li>• Perimeter of square, regular polygon</li> <li>• Area of square &amp; rectangle</li> </ul> <p><b><u>ACTIVITY-8</u></b></p> <p>To verify the formula for area of rectangle</p>	<p>and represent a given information in the form of a bar graph.</p> <ul style="list-style-type: none"> <li>➤ give example and define the perimeter of closed figure</li> <li>➤ Deduce and apply the formula to determine the perimeter of a rectangle.</li> <li>➤ Deduce and generalise the formula to determine the perimeter of a regular Polygon.</li> <li>➤ Give examples and defend that different shapes can have same perimeter.</li> <li>➤ count the squares and estimate the area of the given closed curve in the squares grid sheet.</li> <li>➤ and determine the area of a rectangle.</li> <li>➤ Deduce and apply the formula to determine the perimeter of a square.</li> <li>➤ Deduce and apply the formula and determine the area of a square.</li> </ul>	<ul style="list-style-type: none"> <li>• To find out the perimeter of square, Rectangle &amp; polygons</li> </ul> <p>•To illustrate the meaning of perimeter of any open or closed figure.</p> <p>•To find out the area of square &amp; rectangle.</p>
<p>December '24</p>	<p><b>Ch-11 Algebra</b></p>	<p>19</p>	<p>Algebraic expression , expressions with Variables , constants , solution of an equation.</p>	<p>Describe the algebraic expressions and distinguish them from arithmetic expressions.</p> <p>Introduce a variable and form a</p>	<ul style="list-style-type: none"> <li>➤ Point out variable with different operations and generalise a given</li> </ul>

			<p><b><u>ACTIVITY-9</u></b></p> <p>Draw some patterns and find rule using the variable .</p>	<p>rule for the given pattern.</p> <p>Write the given algebraic expression In the statements and describe the situation in ordinary language.</p> <p>Evaluate the given values of variable as possible solution of the equation.</p>	<p>situation.</p> <ul style="list-style-type: none"> <li>➤ Explain the meaning of equation and identify equations from the given options .</li> <li>➤ Change the given algebraic expression In the statements and describe the situation in ordinary language.</li> </ul>
January '25	<b>Ch-12 Ratio and proportion</b>	19	<ul style="list-style-type: none"> <li>•Comparison of two quantities.</li> <li>•Equivalent ratios.</li> <li>•Quantities in proportion.</li> </ul> <p><b><u>ACTIVITY-10</u></b></p> <p>solve the proportion to find out the missing terms.(Real life examples)</p>	<p>Represent two quantities in same unit and compare them.</p> <ul style="list-style-type: none"> <li>➤ Compare two quantities and find their ratio</li> <li>➤ Multiply /divide numerator and denominator by the same number and find equivalent ratio.</li> <li>➤ Compare ratio and determine whether they are in proportion</li> <li>➤ solve the proportion an find out the missing terms</li> </ul>	<ul style="list-style-type: none"> <li>➤ The students will be able to compare two quantities and can determine their ratios</li> <li>➤ The students will be able to compare the ratios and can find out whether they are in proportion or not. solve daily life problem based on ratio and proportion.</li> </ul>
February '25	Revision Final Exam Chaptee-7,8,9,10,11&12		<ul style="list-style-type: none"> <li>• Doubt Clearance</li> </ul> <p>Previous years Question Papers Revision</p>		



**SURENDRANATH CENTENARY SCHOOL**  
**SESSION-2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS-VI**

**Subject -Physics**  
**Book -NCERT Text Book , science Prachi**

MONTH	CHAPTER	No. of Per.	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES
APRIL '24	Revision of previous knowledge	8	<ul style="list-style-type: none"> <li>➤ Revision of previous knowledge –</li> <li>➤ Our Solar system ,planets ,natural satellite</li> <li>➤ Phases of moon .</li> <li>➤ Our atmosphere.</li> </ul> <p><b>ACTIVITY -1</b>  <b>ART INTEGRATED</b>            To show the different phases of moon using balls.</p> <ul style="list-style-type: none"> <li>➤ Composition of air .</li> <li>➤ Impurities in water.</li> <li>➤ Types of pollution</li> <li>➤ Natural calamities – earthquakes , cyclones ,flood and drought</li> </ul> <p><b>ACTIVITY-2</b>  <b>EXPERIENTIAL LEARNING</b>            To make a water filter to clean dirty water .</p>	<ul style="list-style-type: none"> <li>•To recall their previous knowledge regarding our solar system ,natural satellite ,various phases of moon .</li> <li>*To describe the different layers of atmosphere .</li> <li>* To enlist different composition of air .</li> <li>*Explain different types of pollution .</li> <li>*To make a filter to clean dirty water.</li> <li>* To explain the necessary actions to be taken to save ourselves during different natural calamities.</li> </ul>	<ul style="list-style-type: none"> <li>•The students will be able to illustrate the different planets of our solar system , their natural satellites.</li> <li>*students will be able to describe different phases of moon .</li> <li>*students will be able to enlist different layers of our atmosphere and composition of air .</li> <li>* the students will be able to illustrate different types of pollution ,it's causes</li> <li>* The students will be able to make a water filter to clean dirty water .</li> <li>* To point out different actions to be taken to save ourselves during different natural calamities.</li> <li>*list out the various modes of transportation used in ancient times as well as in the modern age.</li> </ul>
	CHAPTER-7 MOTION AND MEASUREMENT OF DISTANCES  SDG- quality education		<ul style="list-style-type: none"> <li>➤ Story of transport, distances.</li> <li>➤ Standard units of measurements.</li> <li>➤ Correct measurement of length.</li> <li>➤ measuring the length of a curved line .</li> </ul> <p><b>ACTIVITY- 3</b>  <b>Experiential Learning:</b>            To measure the length of the table with hand span and scale and understand the importance of standard unit of measurement .            skills-applying and analysing, problem solving and critical thinking skills</p> <p><b>ACTIVITY- 4</b>            to know a correct position of eye for the proper measurement of length.</p>	Sequence different modes of transport from earliest to the most recent in order to suggest possible modification occurring over the period of time.  <ul style="list-style-type: none"> <li>•Construct a device by choosing appropriate materials in-order to measure length of given objects.</li> <li>•Hypothesize reasons for utilisation/usage of Standard units of measurement</li> <li>•Summarize the rules associated with the measurement of length.</li> <li>•Identify to find any errors associated with finding</li> </ul>	<ul style="list-style-type: none"> <li>•students will be able to measure the length of different objects using the standard units of measurement.</li> <li>•students will be able to differentiate between the standard units and non standard units of measurement and hence they can illustrate the importance of standard units of measurement.</li> </ul>

			<p><b>ACTIVITY -5</b> <b>SUBJECT ENRICHMENT-</b> How to measure the length of a curved line with the help of thread , divider and ruler.</p> <p>skills-applying and analysing, problem solving and critical thinking skills</p>	<p>measurements using standard measurement devices</p> <ul style="list-style-type: none"> <li>• Compare the measurement of length for an object using a scientific instrument and a non scientific instrument in order to differentiate between standard and non-standard units of measurement.</li> <li>• Apply scientific inquiry to measure the length of an object in order to approximate the length of a curved line</li> </ul>	
MAY '24	CHAPTER 7 MOTION AND MEASUREMENT OF DISTANCES	4	<ul style="list-style-type: none"> <li>• Motion-difference between motion and rest</li> <li>• Types of motion(rectilinear and circular motion)</li> <li>• <b>ACTIVITY6-</b> To measure the speed of a ball.</li> <li>• <b>Motion of vehicles on the road , circular path.</b></li> <li>• <b>Examples of rectilinear and circular motion .</b></li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between rest and motion</li> <li>• objects in motion or at rest.</li> <li>•Types of motion -rectilinear &amp; circular motion</li> </ul>	<ul style="list-style-type: none"> <li>•Students will be able to classify the objects in motion or in rest</li> <li>•students will be able to describe rectilinear motion and circular motion and will be able to relate it by giving suitable practical examples.</li> </ul>
JUNE '24	CHAPTER 7 MOTION AND MEASUREMENT OF DISTANCES	6	<ul style="list-style-type: none"> <li>➤ Periodic and rotational motion</li> <li>➤ Types of motion (contd.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Differentiate between Periodic and rotational motion</li> <li>Find out the similarities and differences between the two objects based on the types of motion</li> </ul>	<ul style="list-style-type: none"> <li>•students will be able to illustrate periodic motion and rotational motion by giving examples from the real life.</li> </ul>
JULY '24	CHAPTER 8 LIGHT SHADOWS AND REFLECTIONS	8	<ul style="list-style-type: none"> <li>• Introduction,sources of light,luminous and non- luminous objects</li> <li>• Transparent, translucent and opaque objects</li> <li>• Characteristics of light</li> <li>• Shadows</li> </ul> <p><b>ACTIVITY 7-</b> <b>Experiential Learning</b> To determine the variation of shape and size of a shadow according to the change in position of the source of light</p>	<ul style="list-style-type: none"> <li>➤ Distinguishes objects based on the emission of light by them and visibility through them.</li> <li>➤ Concludes that there should be a source of light, opaque object and a surface for shadows to form.</li> <li>➤ Evaluates criteria for formation of shadows and makes judgment about situations like, shadow of an airplane flying at a higher altitude and shadow of a bird flying nearer to the ground</li> </ul>	<ul style="list-style-type: none"> <li>•Students will be able to illustrate the different sources of light.</li> <li>•Students will be able to point out the luminous sources and non luminous sources of light.</li> <li>•Students will be able to list out the characteristics of light and the conditions required to form shadows.</li> </ul>

AUGUST '24	CHAPTER 8 LIGHT SHADOWS AND REFLECTIONS	8	<ul style="list-style-type: none"> <li>➤ Pinhole camera</li> <li>➤ Reflection of light,image of an object</li> <li>➤ Plane mirror and characteristics of image formed by it</li> <li>➤ Periscope</li> </ul> <p><b>ACTIVITY - 8</b> <b>ART INTEGRATED:-</b> To make and design sliding pinhole camera and understand the properties of light.</p> <ul style="list-style-type: none"> <li>➤ skills-creativity, problem solving and critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Represent working of a pinhole camera diagrammatically</li> <li>➤ Summarizes the characteristics of image formed by a pinhole camera</li> <li>➤ Makes conclusion about the nature of reflection shown by a plane mirror.</li> <li>➤ Distinguish between shadows &amp; reflections.</li> </ul>	<ul style="list-style-type: none"> <li>•students will be able to illustrate the working, use and importance of pinhole camera.</li> <li>•students will be able to describe the reflection of light buy a plane mirror.</li> <li>•students will be able to list illustrate the importance and use of periscope .</li> </ul>
SEPTEMBER '24	REVISION	4	REVISION	REVISION	REVISION
OCTOBER '24	CHAPTER 9 ELECTRICITY AND CIRCUITS	4	<p>Introduction- Electric cell</p> <ul style="list-style-type: none"> <li>➤ Dry cell</li> <li>➤ A bulb connected to an electric cell (internal structure of torch bulb.)</li> <li>➤ Electric circuit(open and closed circuit)</li> </ul> <p><b>ACTIVITY- 9</b> <b>Experiential Learning:</b> To make an electric circuit and understand open and closed circuit. <b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ skills-applying and analysing, problem solving and critical thinking skills</li> </ul>	<p>Explain electricity and the appliances working with electricity. Describe the structure and function of the electric cell</p> <p>Analyse the flow of current in a simple electric circuit with battery, bulb and wires to identify necessary condition to ensure flow of current.</p> <ul style="list-style-type: none"> <li>➤ Distinguish between complete and incomplete circuit with a well labelled figure</li> </ul>	<ul style="list-style-type: none"> <li>•Students will be able to illustrate the use and importance of electricity in our daily life.</li> <li>•students will be able to describe the function of electric cell .</li> </ul> <p>Students will be able to draw labelled diagram of electric bulb and hands they can describe the different parts of electric bulb along with its use.</p> <ul style="list-style-type: none"> <li>•Children will be able to illustrate open and closed circuit. Students will be able to draw the diagrams of circuit along with it's different components .</li> </ul>
NOVEMBER '24	CHAPTER 9 ELECTRICITY AND CIRCUITS	8	<ul style="list-style-type: none"> <li>➤ Switch and its importance</li> <li>➤ Conductors and insulators</li> <li>➤ to check whether a material is a conductor or insulator</li> <li>➤ Importance of conductors and insulators</li> </ul> <p><b>ACTIVITY -10</b> To make a simple switch</p> <p><b>ACTIVITY -11</b> <b>SUBJECT ENRICHMENT-</b> To check whether a material is a conductor or insulator</p>	<ul style="list-style-type: none"> <li>➤ Make a simple working model of an electric switch with easily available materials</li> <li>➤ Test items to classify them as conductor and insulator in order to examine the role of conductors and insulators in day-to-day life.</li> </ul> <p>Infer why metals like copper and aluminium are used for making wires for domestic &amp; industrial purposes</p>	<ul style="list-style-type: none"> <li>•students will be able to point out the uses of switch in the electric circuit.</li> <li>•Students will be able to illustrate conductors and insulators by giving suitable examples.</li> <li>•students will be able to point out the importance of conductors and insulators and its uses.</li> <li>•students will be able to make simple switch.</li> </ul>

			<b>Skills:</b> skills-applying and analysing, critical thinking skills		
DECEMBER '24	CHAPTER 10 FUN WITH MAGNETS	6	<ul style="list-style-type: none"> <li>➤ Magnet –Introduction, type of magnet, how magnet were discovered</li> <li>➤ Magnetic and non- magnetic materials Activity related to <u>magnetic and non-magnetic materials</u></li> <li>➤ Poles of a magnet.</li> </ul> <b>ACTIVITY 12</b> <b>ART INTEGRATED LEARNING-</b> To make chart of magnetic and non- magnetic materials & to show the poles of magnet with the help of diagram. <ul style="list-style-type: none"> <li>➤ skills-creativity, problem solving and critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Outline the events responsible for the discovery of natural magnets.</li> <li>➤ Classify given substances as magnetic &amp;non-magnetic based on their ability to be attracted by magnets</li> <li>➤ Suggest an activity to determine the poles of a magnet</li> </ul>	<ul style="list-style-type: none"> <li>•students will be able to illustrate the discovery of natural magnet.</li> <li>•Students will be able to point out the different magnetic and nonmagnetic substances and hence can differentiate magnetic and non magnetic materials.</li> <li>•students will be able to show the poles of magnet using suitable diagrams.</li> </ul>
JANUARY '25	CHAPTER10 FUN WITH MAGNETS	8	<ul style="list-style-type: none"> <li>➤ Finding direction</li> <li>➤ Make your own magnet</li> <li>➤ Attraction and repulsion between magnets, Precautions in handling magnets</li> <li>➤ how to store magnets properly, Uses of magnets</li> </ul> <b>ACTIVITY13</b> <b>EXPERIENTIAL LEARNING-</b> Activities related to properties of magnet and to test for a magnet skills-applying and analysing, problem solving and critical thinking skills <b>ACTIVITY 14</b> <b>ART INTEGRATED LEARNING-</b> To make your own magnet skills-creativity, problem solving and critical thinking skills	<ul style="list-style-type: none"> <li>➤ Create a set up using magnet in order to find the direction.</li> <li>➤ Make a magnet in order to demonstrate how artificial magnets can be created.</li> <li>➤ Analyse what happens when two magnets are placed together in order to conclude the property of magnet.</li> <li>➤ How magnets can be stored and the different uses of magnets.</li> </ul>	<ul style="list-style-type: none"> <li>•students will be able to illustrate how to find the direction using a bar magnet</li> <li>•students will be able to describe how to make our own magnet .</li> <li>•students will be able to point out the different characteristics of magnet as well as the use of magnets .</li> <li>•students will be able to list out the precautions needed to handle a magnet .</li> <li>•students will be able to illustrate how to store magnets .</li> </ul>
FEBRUARY '25	REVISION CHAPTER-9 & 10			REVISION	REVISION

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

Subject: Chemistry					
Book: NCERT Science Text Book for Class VI, SCIENCE (PRACHI PUB.)					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Revision  CH: 2- Sorting materials into groups  (SDG- 3- Good health and well being)	8	<ul style="list-style-type: none"> <li>• Previous Knowledge- water cycle, air, minerals, pollution.</li> <li>• Object around us, classification of objects,</li> <li>• Basis of classification of objects on the basis of living and nonliving.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recapitulation of previous knowledge.</li> <li>➤ List the object around us in order to analyze the materials they are made of</li> <li>➤ Observe the appearance of materials in order to differentiate them as lustre and non Lustre material.</li> <li>➤ Plan and conduct an investigation in order to classify different kinds of materials by their observable properties.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recall the previous knowledge.</li> <li>➤ To be able to differentiate the materials off which the fabric is made up for and differentiate them as lustrous and non lustrous material.</li> </ul>
May '24	CH: 2- Sorting materials into groups.  (SDG- 3- Good health and well being)	4	<ul style="list-style-type: none"> <li>• Classification on the basis of plants and animals, classification of non living objects.</li> <li>• Materials and properties of materials, classification of materials on the basis of appearance, hardness and softness, heaviness and lightness, transparency, translucency and opaque.</li> <li>❖ <b>Activity-</b> Students will play Dumb Shiraj in the class showing characteristics of different types of materials and others will identify.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Examine the materials by compressing or scratching them in order to categories them as hard and soft materials</li> <li>➤ Observe the change in the shape of object added to water in order to categories them as soluble and insoluble material.</li> <li>➤ Plan and conduct an investigation for various objects to classify them based on whether the object sink or float in water.</li> <li>➤ See through the object in order to classify them into opaque, transparent and translucent.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Able to classify Substances as hard and soft material, soluble and insoluble material, transparent, translucent and opaque materials.</li> </ul>
June '24	CH: Fibre to fabric  (SDG-4	8	<ul style="list-style-type: none"> <li>• Variety in fabric, what are fabric made of</li> <li>• Fibres and types of fibres, some plant fibres</li> </ul>	<ul style="list-style-type: none"> <li>➤ Examine various fabrics in order to predict what they are made of</li> <li>➤ Classify the given fabric as natural or synthetic based on their sources</li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to distinguish between different types of plant fibres. Processing of jute and</li> </ul>

	Quality education)		<ul style="list-style-type: none"> <li>Fibres and types of fibres, some plant fibres</li> <li>Fibres and types of fibres., some plant fibres.</li> </ul> <p>❖ <b>ACTIVITY- 1</b>  <b>Experiential Learning:</b> Subject Enrichment -To collect different types of plant fibres and write their properties.  <b>Skills: Curiosity and critical thinking</b></p>	<ul style="list-style-type: none"> <li>➤ Describe the processing of jute and cotton fibres into yarn in order to conclude the required conditions to grow them,</li> <li>➤ Outline the history of textile industry in our country.</li> </ul>	cotton and outline the history of textile industry in our country.
July '24	CH: 3 Separation of substances  (SDG 4- Quality education)	8	<ul style="list-style-type: none"> <li>Mixture, types of mixture, Reason for separation of mixture into their components</li> <li>Methods of separation of mixture. Threshing, winnowing, handpicking, sieving</li> <li>Methods of separation of mixture. Threshing, winnowing, handpicking, sieving</li> <li>Filtration, evaporation, distillation.</li> </ul> <p>❖ <b>ACTIVITY-1</b>  <b>Group discussion-</b>  Need for classification in our life.</p>	<ul style="list-style-type: none"> <li>➤ Identify the properties of given items and select the property that would help them easily separate the items from each other fast.</li> <li>➤ Arrives at logical conclusion that certain specific methods can be employed to separate solid mixture based on the size color on weight of the components.</li> <li>➤ Examine the solubility of salts in water in certain conditions in order to differentiate the solution as saturated and unsaturated.</li> <li>➤ Carries out some of the improvised procedures of separation of insoluble solid from liquid in a given situation.</li> <li>➤ Explain how multiple processes can be employed when the mixture has a soluble and insoluble component.</li> </ul>	<ul style="list-style-type: none"> <li>➤ They are able to identify their properties of given substances and select the property that would help them to separate items from each other. They are also able to separate substances using multiple methods of separation.</li> <li>➤ They are also able to differentiate between saturated and unsaturated solutions.</li> </ul>
August '24	CH: 3 Separation of substances  (SDG 4- Quality education)	8	<ul style="list-style-type: none"> <li>Separation of mixture by using more than one method</li> <li>Saturated solution and unsaturated solution</li> <li>Effect of heating and cooling on a saturated solution</li> <li>Effect of heating and cooling on a saturated solution</li> <li>Activity- Class demonstration of preparing saturated and unsaturated solution using salt and water.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Outlines methods that can be adapted in everyday life situations suggest separation of husk from grains, separation of fine sand from coarse sand.</li> <li>➤ Arrives at logical conclusions that certain specific methods can be employed to separate solid mixtures based on the size, colour or weight of the components.</li> </ul>	<ul style="list-style-type: none"> <li>➤ They are able to specify certain specific methods which are employed to separate solid mixtures based on size, colour or weight of the components.</li> </ul>

September '24	<p>CH: Changes around Us</p> <p>(SDG-4 Quality education)</p>	8	<ul style="list-style-type: none"> <li>• Changes and classification of changes</li> <li>• Reversible change and irreversible change</li> <li>❖ <b>ACTIVITY- 1</b> Students to be asked to demonstrate Some reversible and irreversible change in the class.</li> <li>• Reversible and irreversible changes involving same materials</li> <li>• Physical and chemical changes, slow and fast change, exothermic and endothermic change.</li> </ul> <p><b>Experiential Learning:</b> <b>Skills: Critical Thinking</b></p> <ul style="list-style-type: none"> <li>❖ <b>ACTIVITY -2</b> <ol style="list-style-type: none"> <li>1. Burning of magnesium ribbon to be demonstrated in the class to show chemical change.</li> <li>2. Chemical change to be shown with the help of copper sulphate and iron filings</li> </ol> </li> <li>• <b>Skills: Critical Thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Classifieds these changes based on interpretation into reversible and irreversible change.</li> <li>➤ Organizes the observation to make generalizations about various changes.</li> <li>➤ Illustrates with examples of changes to find out the factors that can bring about specific changes.</li> <li>➤ Checks the effect of various factors on materials with the help of simple activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ They are able to describe what a change is and classify changes based on interpretation into reversible and irreversible change.</li> </ul>
October '24	<p>CH: Symbols of 1to 20 Elements</p>	4	<ul style="list-style-type: none"> <li>• Symbols and name of 1 to 20 elements with their atomic numbers from periodic table.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the elements by their symbols.</li> </ul>	<ul style="list-style-type: none"> <li>➤ They are able to make the list of elements according to their atomic number.</li> </ul>
November '24	<p>CH: 11 Air around us</p> <p>(SDG 7- Affordable and clean energy)</p>	8	<ul style="list-style-type: none"> <li>• Definition of air and properties of air</li> <li>• Composition of air and importance of each component of air</li> <li>❖ <b>ACTIVITY- 1</b> Subject Enrichment: Preparing a model of composition of air using a pi- chart.</li> </ul> <p><b>Skills: Creative Thinking</b></p>	<ul style="list-style-type: none"> <li>➤ Conducts experiment in order to prove the presence of air around us.</li> <li>➤ Execute an improvised plan to test the presence of carbon dioxide, oxygen, water vapour, nitrogen, dust and smoke in air.</li> </ul>	<ul style="list-style-type: none"> <li>➤ They are able to proof the presence of air around us with simple experiments And also explain how oxygen becomes available to plants and animals.</li> </ul>

December '24	CH: 15 Air around us.  (SDG 7- Affordable and clean energy)	4	<ul style="list-style-type: none"> <li>• Different activities to show the presence of air and also the composition of air.</li> <li>• How does oxygen become available to the animals and plants living in water?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prove the presence of air in water and in soil in order to explain how oxygen becomes available to animals and plants</li> <li>➤ Outline the causes and effects of air pollution</li> <li>➤ Prove the presence of air involved in soil in order to explain how oxygen becomes available to animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>➤ They are able to explain about air pollution and the effect of air pollution on plants and animals.</li> </ul>
January '25	CH- 15 Air around us  (SDG 7- Affordable and clean energy)	4	<ul style="list-style-type: none"> <li>❖ <b>ACTIVITY - 2</b> Art Integrated: To make the model of windmill 2 demonstrate the uses of wind energy for production of electricity.</li> <li>• <b>Skills:</b> Creative Thinking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Critique the importance of Air for sustains of life on earth.</li> <li>➤ Composition of air and uses of each component</li> </ul>	<ul style="list-style-type: none"> <li>➤ They are able to explain the importance of different components of air.</li> </ul>
February '25	Revision of chapter 3, 11 and Symbols of 1 to 20 Elements.	6	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision</li> </ul>



**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

Subject: BIOLOGY					
Book: NCERT Science Text Book for Class VI, SCIENCE (PRACHI PUB.)					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Revision CH:1 Components of food SDG3- Good health and well being	8	<ul style="list-style-type: none"> <li>● Types of food, nutrition, human body, movements, bones ,parts of plants, flowers, fruits, seeds, photosynthesis</li> </ul> <p><b>Recapitulation: A brief Knowledge of</b></p> <ul style="list-style-type: none"> <li>● Importance of food</li> <li>● Types of food</li> <li>● Daily diet</li> </ul> <p><b>Academic-Vocabulary:</b> Carbohydrate, Fats, Protein, vitamins and minerals, balance diet, energy</p> <ul style="list-style-type: none"> <li>● What do different food item contain - Carbohydrate, Fats, Protein, vitamins and minerals</li> <li>● Functions of Carbohydrate, Fats, Protein, vitamins and minerals</li> <li>● The various deficiency diseases , symptoms and its sources of food</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recapitulation of previous knowledge.</li> <li>➤ Explain the function of each nutrient in order to discuss the importance of nutrients in good health.</li> <li>➤ Relate processes and phenomenon with causes, e.g., deficiency diseases with diet</li> <li>➤ Improvise an activity to test the nutrients present in the given food items &amp; critique their utility in adequate, inadequate &amp; excess proportions.</li> <li>➤ Design a balance diet plan in order to provide body sufficient nutrients it need to function properly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recall the previous knowledge.</li> <li>➤ Applies learning of scientific concepts in day today life, e.g., selecting food items for a balanced diet</li> <li>➤ Relates processes and phenomenon with causes, e.g., deficiency diseases with diet;</li> <li>➤ Makes efforts to protect environment, e.g., minimizing wastage of food</li> <li>➤ Able to design a balanced diet depending on age ,sex and occupation</li> </ul>
May '24	CH:1 Components of food SDG3- Good health and well being	4	<ul style="list-style-type: none"> <li>● What do different food item contain - Carbohydrate, Fats, Protein, vitamins and minerals</li> <li>● Functions of Carbohydrate, Fats, Protein, vitamins and minerals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Design a balance diet plan in order to provide body sufficient nutrients it needs to function properly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the nutrients present in different food items</li> <li>➤ Design a balance diet plan in order to provide body sufficient nutrients it need to function properly</li> </ul>
June '24	CH:1 Components of food SDG3- Good health and well being	8	<ul style="list-style-type: none"> <li>● Test of presence of carbohydrates, Proteins Importance of water and roughage in our Diet</li> <li>● Balanced Diet -Factors on which balanced diet depends</li> </ul> <p>❖ <b>ACTIVITY:</b></p>	<ul style="list-style-type: none"> <li>➤ Improvise an activity to test the nutrients present in the given food items &amp; critique their utility in adequate, inadequate &amp; excess proportions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summarize the different types of deficiency diseases State the symptoms of deficiency diseases</li> </ul>

			<p>Subject Enrichment: Test the presence of Nutrients in some common food item Skill: Scientific Skill, Observational</p>		
July '24	<p>CH -4 Getting to know plants SDG:15 Life on Land</p>	8	<p><b>Recapitulation: A brief Knowledge of</b></p> <ul style="list-style-type: none"> <li>● Different types of plants</li> <li>● Parts of plants</li> <li>● Different types of flowers</li> </ul> <p><b>Academic-Vocabulary:</b> Herbs, Shrubs, Trees creepers and climbers, tap roots, fibrous roots</p> <ul style="list-style-type: none"> <li>● Classification of plants into Herbs, Shrubs, Trees creepers and climbers</li> <li>● Parts of plants - Roots: Tap roots and Fibrous roots.</li> <li>● Basic functions of Stem</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare the features of Herbs, Shrubs &amp; Trees in order to classify them considering their physical features / appearance</li> <li>➤ List the characteristics of plants with weak stems in order to classify them into creepers and climbers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the plants and categorize into of Herbs, Shrubs &amp; Trees Enlist characteristics features of weak plants</li> <li>➤ Identify the plants on the basis of tap root and fibrous roots</li> </ul>
August '24	<p>CH -4 Getting to know plants SDG:15 Life on Land</p>	8	<ul style="list-style-type: none"> <li>● Structure of a typical leaf</li> <li>● Venation -Parallel and Reticulate</li> <li>● Functions of Leaf</li> <li>● Photosynthesis and Transpiration</li> <li>● Flowers and its functions</li> <li>● Basic structure of flowers - stamens and pistils Flowers and its functions -formation of fruits and seeds</li> </ul> <p>❖ <b>ACTIVITY - 1</b> Experiential Learning – Dissection of a flower to study the parts of a flower petals, sepals, stamens and pistils to analyze its functions Skills: Curiosity and observational</p>	<ul style="list-style-type: none"> <li>➤ Analyse the parts of a plant and their function to in order to classify them into root and shoot system.</li> <li>➤ Recognize patterns on leaves of different plants in order to classify them into reticulate venation and parallel venation.</li> <li>➤ Compare the roots of different← plants in order to classify them into tap roots and fibrous roots.</li> <li>➤ Deduce the leaf venation and the types of roots in a plant in order to identify the types of roots without pulling it out.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize the pattern made in leaves</li> <li>➤ Relate the tap root and fibrous root on the basis of venation</li> <li>➤ Represent the structure of a typical flower</li> </ul>

September '24	CH - 5 Body movements	8	<p><b>Recapitulation: A brief Knowledge of</b></p> <ul style="list-style-type: none"> <li>● Human skeleton</li> <li>● Bones, muscles and their functions</li> </ul> <p><b>Academic-Vocabulary:</b> Skeleton, skull, bones, muscles, bone joint, gaits</p> <ul style="list-style-type: none"> <li>● Types of body movements</li> <li>● Skeleton -framework of bones and its functions Endoskeleton and Exoskeleton</li> <li>● Human body and its movements - Skull bones, Backbone, ribcage, Shoulder bones, Hip bones, Bones of limbs, Cartilage Joints, Types of joints- hinge, ball and socket, pivot, fixed joints</li> <li>● Contraction of muscles ,Biceps and triceps Gaits of animals - movement in Cockroach, Birds, Earthworm and fish</li> </ul> <p>❖ <b>ACTIVITY - 1</b> Art Integration – Project on representation of angles in various yoga postures - Interdisciplinary project (Maths and Science) Skill: Creativity</p>	<ul style="list-style-type: none"> <li>➤ Identify the type of joints in human body &amp; their extent of movement /motion Predict the classes those different organisms belong based on their movement</li> <li>➤ Compare the characteristics features of body movements of various organisms Predict the possible reasons for animals showing different gaits</li> <li>➤ Compare and contrast between bones in different parts of human body Identify the structure and function of skeletal system</li> </ul>	<ul style="list-style-type: none"> <li>➤ State the types of joints in human body and their extent of motion</li> <li>➤ Identify the classes of organisms on the basis of movement</li> <li>➤ Enlist the reasons for different gait of animals</li> <li>➤ Identify the bones and joints in human skeletal system State the structure and functions of human skeletal system</li> </ul>
October '24	CH - 6 Living organisms and their surroundings	4	<p><b>Recapitulation: A brief Knowledge of</b></p> <ul style="list-style-type: none"> <li>● Different types of animals and their different types of habitat.</li> </ul> <p><b>Academic-Vocabulary:</b> Terrestrial, Desert, aquatic, hibernation, nocturnal, humps, fins, bladders</p> <ul style="list-style-type: none"> <li>● Habitat, Biotic and abiotic,</li> <li>● Adaptations in organisms Terrestrial habitat</li> <li>● Desert, Mountain</li> </ul> <p>❖ <b>ACTIVITY 1 –</b> Experiential Learning: Virtual trip to various Habitat Skill: Observational skill</p>	<ul style="list-style-type: none"> <li>➤ Differentiate between the terrestrial &amp; aquatic habitats based on their abiotic factors.</li> <li>➤ Summarize the key features of living organisms that contribute to their survival in their habitats</li> </ul>	<ul style="list-style-type: none"> <li>➤ State the difference between terrestrial and aquatic habitat</li> <li>➤ Enlist the characteristic features of organism living in a specific habitat</li> </ul>

November '24	CH - 6 Living organisms and their surroundings	8	<ul style="list-style-type: none"> <li>● Adaptations in plants and Aquatic Habitat-Ocean animals to terrestrial Habitat Adaptation in Plants and Lakes and rivers and ponds animals to aquatic Habitat and acclimatization</li> <li>❖ <b>ACTIVITY 1:</b> Subject Enrichment: Virtual trip to sea and forest to learn the adaptive features of plants and animals living Skills: Observation and Critical Thinking Skill</li> </ul>	<ul style="list-style-type: none"> <li>➤ Infer reasons for effects produced on inhabitants, as an extension of their features meant for survival in their habitats</li> <li>➤ Critique the idea that the absence of any one feature characteristic of a habitat, might not affect the balance of the habitat</li> <li>➤ Structure evidence of features contributing towards diversity of life within a single habitat,</li> </ul>	<ul style="list-style-type: none"> <li>➤ State the adaptive features of plants and animals living in a particular surrounding</li> <li>➤ Summarize the characteristics of living organisms Enlist the characteristics of living things</li> </ul>
December '24	CH - 6 Living organisms and their surroundings	4	<ul style="list-style-type: none"> <li>● Living Things and Non-Living</li> <li>● Characteristics of living Things</li> <li>● Characteristics of non- living Things Food, growth and movement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply knowledge of life processes in studying a living thing specimen for signs of life</li> <li>➤ Identify the function of a living things</li> <li>➤ Correlate the characteristics features of living things and compare it with plants and animals around us</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summarize the characteristics of living organisms</li> <li>➤ Enlist the characteristics of living things</li> </ul>
January '25	CH - 6 Living organisms and their surroundings	4	<ul style="list-style-type: none"> <li>● Characteristics of living Things- Respiration and Excretion Reproduction and life –span</li> <li>❖ <b>ACTIVITY 2:</b> Experiential learning: Activity to show the ways we respond to Stimuli by experiencing sudden change in the surrounding Skill: Observation and Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>➤ State the Definition of Respiration Enlist the process of respiration happening in plants</li> <li>➤ Summarize the process of respiration happening in animals-Simple and complex organisms</li> </ul>	<ul style="list-style-type: none"> <li>➤ State the key points of the process of respiration in plants</li> <li>➤ State the key point of the process of respiration in animals</li> </ul>
February '25	Revision of Ch-5 & Ch- 6	6	<ul style="list-style-type: none"> <li>● Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision</li> </ul>

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

Subject : HISTORY/CIVICS					
Book : OUR WORLD THEN AND NOW (BHARTI BHAWAN)					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Revision  History Ch 1 Introduction to History  Civics Ch 1 Understanding Diversity  <b>SDG 4- Quality Education</b>	12	<ul style="list-style-type: none"> <li>• Parliament</li> <li>• Types of Government</li> <li>• Democracy</li> <li>• Rights</li> </ul> History ch1 <ul style="list-style-type: none"> <li>• What is History</li> <li>• ‘When’ of Past Events</li> <li>• ‘Where’ of Past Events</li> <li>• Source Material: Archaeological and Literary</li> </ul> Civics Ch 1 <ul style="list-style-type: none"> <li>• What is Diversity?</li> <li>• Diversity and Interdependence</li> <li>• Diversity in India</li> </ul> <b>ACTIVITY-I</b> <b>Art integrated Learning:</b> Card making on ‘‘Unity in Diversity’ <b>Skills:Creative thinking</b>	<ul style="list-style-type: none"> <li>➤ Learn the importance of archaeological sources to reconstruct history.</li> <li>➤ Differentiate between manuscript and inscription</li> <li>➤ Analyse the importance of diversity</li> <li>➤ Appreciate the contribution of the people irrespective of their different background ,they were together in the freedom movement</li> <li>➤ Enhance their communication skills by discussing on diversity in India.</li> </ul>	Learners will <ul style="list-style-type: none"> <li>➤ Identify different types of sources –archaeological, literary etc.</li> <li>➤ Describe the uses of these sources in reconstructing history.</li> <li>➤ Develop a healthy attitude towards various kinds of diversity.</li> </ul>
May '24	History Ch 2  The Earliest Societies	6	History Ch 2 <ul style="list-style-type: none"> <li>• Stone Age</li> <li>• Life of Palaeolithic Man</li> <li>• Palaeolithic Tools, sites</li> <li>• Discovery of Fire</li> <li>• Palaeolithic Age in the Deccan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Critically examine the various activities of early human.</li> <li>➤ Assess and evaluate the skills and knowledge that early human had</li> <li>➤ Critically analyse the journey of early humans</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify stone artifacts as archaeological evidence, making deductions from them.</li> <li>➤ List the occupation of the earliest people</li> </ul>

June '24	Civics Ch 2 Prejudice and Discrimination <b>SDG 10- Reduced Inequalities</b>	6	Civics Ch 2 <ul style="list-style-type: none"> <li>• Prejudice</li> <li>• Prejudice and Discrimination</li> <li>• Diversity and the Indian Constitution</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the differences between stereotype and prejudice</li> <li>➤ Identify the various reasons of inequalities and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognises various forms of discrimination and understands the nature and sources of discrimination</li> <li>➤ Differentiate between equality and inequality in various forms to treat them in a healthy way</li> </ul>
July '24	History Ch 4 The First Cities of the Indian Subcontinent  Civics Ch 3 Government	6	History Ch 4 <ul style="list-style-type: none"> <li>• Indus Valley Civilisation</li> <li>• Architectural Features</li> <li>• Occupations of the People</li> <li>• Administration</li> <li>• Religious worship</li> <li>• Harappan Cities in Gujarat</li> <li>• Decline of the Indus Civilisations</li> </ul> <b>ACTIVITY-II</b> <b>Experiential Learning:</b> Mapwork on Harappan Cities <b>Skills: Critical Thinking</b>  Civics Ch 3 <ul style="list-style-type: none"> <li>• What is a Government?</li> <li>• Levels of Government</li> <li>• Types of Government</li> <li>• Universal Suffrage</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop the idea of citizenship by making them visualize the Indus Valley Civilisation</li> <li>➤ Analyse the Town Planning of Indus Valley Civilisation</li> <li>➤ Discuss the importance of Great Bath</li> <li>➤ Explain the meaning of Government</li> <li>➤ Analyse why democracy is the best form of government</li> <li>➤ Appreciate the freedom to choose the rulers today</li> </ul>	<ul style="list-style-type: none"> <li>➤ List the features of the distinctive life in cities</li> <li>➤ Identify the archaeological evidence of urban centres</li> <li>➤ Explain and appreciate the town planning of the Indus Valley Civilisation</li> <li>➤ List and explain the different types of Government</li> <li>➤ Identify the various levels of government- local, state and union</li> </ul>
August '24	History Ch 6 Early States in India  History Ch 7 New	12	History Ch 6 <ul style="list-style-type: none"> <li>• Republics and Monarchies</li> <li>• Janapadas to Mahajanapadas</li> <li>• The Republican state of Vajii</li> <li>• The Monarchy of Magadha</li> </ul> <b>ACTIVITY-III</b> <b>Subject Enrichment:</b> Concept map on types of	<ul style="list-style-type: none"> <li>➤ Learn about the life of people living in Janapadas and mahajanapadas</li> <li>➤ Figure out the factors that change janapadas into mahajanapadas</li> <li>➤ Explain the importance of Upanishads, what it literally</li> </ul>	<ul style="list-style-type: none"> <li>➤ List the factors needed for the growth of Janapadas</li> <li>➤ Outline the basic features of religion and the context in which they developed and</li> </ul>

	Religious Ideas		Government  History Ch 7 <ul style="list-style-type: none"> <li>• The Upanishads</li> <li>• Buddhism</li> <li>• Jainism</li> <li>• Sangha and Monasteries</li> </ul>	means <ul style="list-style-type: none"> <li>➤ Become aware of the importance of Sangha</li> <li>➤ Learn the importance of teachings of Buddhism and Jainism</li> </ul>	flourished <ul style="list-style-type: none"> <li>➤ Introduce concepts from sources relating to these traditions</li> </ul>
September '24	Civics Ch 4  Key Elements of a Democratic Government	12	Civics Ch 4 <ul style="list-style-type: none"> <li>• What is democratic government?</li> <li>• Important features of a Democratic Government</li> <li>• Need to Resolve Conflict</li> <li>• Democracy and the Indian Constitution</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn about the merits of democratic government</li> <li>➤ Importance of various rights provided to citizens</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the meaning of democracy</li> <li>➤ List different features of democratic government</li> </ul>
October '24	History Ch 8  Development of the First Empire  Civics Ch 5  How we Govern Our Communities	12	History Ch 8 <ul style="list-style-type: none"> <li>• The Mauryan Empire</li> <li>• Ashoka</li> <li>• Mauryan Administration and Society</li> <li>• Decline of the Mauryas</li> </ul> Civics Ch 5 <ul style="list-style-type: none"> <li>• Advantages of Local Self-Government</li> <li>• Panchayati Raj</li> <li>• Panchayat at the Village Level</li> </ul> <b>ACTIVITY-IV</b> <b>Subject Enrichment</b> Pyramid chart on three levels of Panchayat	<ul style="list-style-type: none"> <li>➤ Students will appreciate the kind of ruler Ashoka was and his transformation as a human being</li> <li>➤ Analyse the demerits of war after studying Kalinga case study</li> <li>➤ Learn the importance of Gram Sabha in making Gram Panchayat</li> <li>➤ Identify the sources of funds for Gram Panchayat</li> </ul>	<ul style="list-style-type: none"> <li>➤ List the reasons that made Ashoka a unique ruler</li> <li>➤ Explain different ways used by Asoka to spread the message of Dhamma</li> <li>➤ Describe the role of government especially at the local level in order to understand its complexity</li> </ul>
November '24	Civics Ch 5  How we Govern Our Communities  History Ch 10  India's		Civics Ch 5 <ul style="list-style-type: none"> <li>• Municipalities</li> <li>• Functions and composition of Municipal Corporation</li> <li>• Sources of income</li> <li>• District Administration</li> </ul> History Ch 10 <ul style="list-style-type: none"> <li>• North-West India and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn the functions of municipal corporation</li> <li>➤ Lists different sources of money of municipal corporation</li> <li>➤ Learn about the need for</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the functioning of Urban local government in sectors like health and education</li> <li>➤ Explain the reasons why rulers wanted to</li> </ul>

	Contact with the Outside World	12	<p>Foreign Invasions</p> <ul style="list-style-type: none"> <li>• Spread of Buddhism from India</li> <li>• Role of Trade and the Silk Route</li> <li>• The Deccan and the Outside World</li> <li>• Southern Kingdoms and the Outside World</li> </ul>	traders to explore sea routes	control silk route
December '24	Civics Ch 6 Rural Livelihood	12	<p>Civics Ch 6</p> <ul style="list-style-type: none"> <li>• Crop cultivation</li> <li>• Types of Farmers</li> <li>• Other Occupations</li> <li>• Government Jobs</li> </ul> <p><b>ACTIVITY</b> <b>Art Integrated –</b> Chartwork on Rural Livelihood</p>	<ul style="list-style-type: none"> <li>➤ Learn the social structure in Indian villages</li> <li>➤ List the differences between farming and non-farming activities</li> <li>➤ Suggest the measures to improve the conditions of rural people</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify different types of farmer in India</li> <li>➤ Suggest some ways to improve the condition of farmers</li> </ul>
January '25	Civics Ch 7 Urban Livelihood History Ch 11 Political Developments (AD 300 to AD 700)	12	<p>Civics Ch 7</p> <ul style="list-style-type: none"> <li>• Work in offices</li> <li>• Work in shops</li> <li>• Work in Factories</li> <li>• Women workers in Cities</li> </ul> <p>History Ch 11</p> <ul style="list-style-type: none"> <li>• The Gupta Empire</li> <li>• Harshavardhana</li> <li>• The Chalukyas and Pallavas</li> <li>• Administration</li> <li>• Life of the people</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn about the differences between permanent and temporary jobs</li> <li>➤ Analyse the miserable condition of factory workers</li> <li>➤ Learn about the Gupta Dynasty</li> <li>➤ Identify the informations that can be provided from prashastis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the factors responsible for availability of different occupations undertaken in rural and urban areas</li> <li>➤ Explain the importance of prashastis</li> </ul>
February '25	REVISION		<ul style="list-style-type: none"> <li>• Doubt Clearance</li> <li>• Previous years Question Papers</li> </ul>		



**SURENDRANATH CENTENARY SCHOOL**  
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**CLASS VI**

Subject- Geography Book- Our World Then and Now					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Revision of previous knowledge  CH-1- Earth and the Solar System	6	<ul style="list-style-type: none"> <li>➤ Globe and Maps</li> <li>➤ Weather and Climate</li> <li>➤ Greenland : The Land of Snow</li> <li>➤ Prairies: The Grasslands</li> </ul> <p>Bridge Month Programme</p> <ul style="list-style-type: none"> <li>➤ Discuss key words, like- Full moon, new moon, celestial bodies</li> <li>➤ Introduction of solar system</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore their knowledge about universe, galaxy, stars, solar system and planets with the help of diagrams.</li> <li>➤ Critically analyses about various celestial bodies</li> <li>➤ Compare planets and dwarf planets</li> <li>➤ Define phases of the moon like full moon and new moon.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describes different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between</li> </ul>
May '24	CH-1- Earth and the Solar System  SDG-Life on Land	6	<ul style="list-style-type: none"> <li>➤ Explanation about Planets</li> <li>➤ The Sun, Planets, Orbit, Dwarf planet, etc</li> <li>➤ Natural and Artificial Satellite</li> </ul> <p><b>ACTIVITY- 1</b>  <b>Subject Enrichment:</b> Model of Solar System  <b>Skills:</b> Creative thinking  <b>Experiential Learning</b> -Discussion on amazing facts related to Planet, Earth and Solar System.</p>	<ul style="list-style-type: none"> <li>➤ Explore their knowledge about universe, galaxy, stars, solar system and planets with the help of diagrams.</li> <li>➤ Critically analyses about various celestial bodies</li> <li>➤ Compare planets and dwarf planets</li> <li>➤ Define phases of the moon like full moon and new moon.</li> <li>➤ Explore and describe unique place of the Earth in the Solar System, which provides ideal conditions for all forms of life, including human beings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describes different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between</li> </ul>

June '24	Ch-2- Maps	6	<ul style="list-style-type: none"> <li>➤ Discuss Definitions</li> <li>➤ Types of maps(Physical Map, Political Map and Thematic Map)</li> <li>➤ Distance, Scale- small scale map and large scale map</li> </ul> <p><b>Subject Enrichment :</b> Locates directions on the flat surface; and continents and oceans on the world map</p>	<ul style="list-style-type: none"> <li>➤ Understand function and concept of map</li> <li>➤ Know about the importance of map with the help of globe.</li> <li>➤ Develop their analyzing skills using their understanding of directions</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws a neighbourhood map showing scale, direction, and features with the help of conventional symbols. Locates directions on the flat surface; and continents and oceans on the world map</li> </ul>
July '24	Ch-2- Maps  CH- 3- Latitudes and Longitudes  SDG- Life on Land	12	<ul style="list-style-type: none"> <li>➤ Conventional Symbols</li> <li>➤ Direction –Cardinal Points i.e. East, West, North and South</li> <li>➤ What are Latitudes</li> <li>➤ Importance of latitudes and longitudes</li> </ul> <p><b>ACTIVITY 1</b> <b>Subject Enrichment:</b> Diagram of Important Latitudes and Heat Zones</p> <p><b>ACTIVITY –2</b> <b>Art Integrated:</b>Diagram of Latitude and longitudes <b>Skills:</b>Creative Thinking</p> <p><b>Group discussion-</b> Time Meridians of different countries</p>	<ul style="list-style-type: none"> <li>➤ Design Creative methods to make a plan of their own house or school</li> <li>➤ Collaboratively locate places on globe with the help of latitudes and longitudes. To identify relationship between longitude and time</li> <li>➤ To clarify difference between the standard time and local time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies latitudes and longitudes, e.g., poles, equator, tropics, states /UTs of India and other neighbouring countries on globe and the world map</li> </ul>
August '24	CH- 3- Latitudes and Longitudes	12	<ul style="list-style-type: none"> <li>➤ Heat zones of the Earth</li> <li>➤ Torrid Zone, Temperate Zone and Frigid Zone</li> <li>➤ Effect of Heat Zones of Earth</li> <li>➤ What are Longitudes</li> <li>➤ Longitudes and time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaboratively locate places on globe with the help of latitudes and longitudes. To identify relationship between longitude and time</li> <li>➤ To clarify difference between the standard time and local</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies latitudes and longitudes, e.g., poles, equator, tropics, states /UTs of India and other neighbouring countries on globe and the world map</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Why do we have Standard Time</li> </ul>	<ul style="list-style-type: none"> <li>time.</li> <li>➤ <u>Understand</u> Latitudes and Longitudes, Heat Zones of the earth and the relationship between time and longitude</li> <li>➤ To Critically analyses heat zones on the basis of Latitudes</li> </ul>	
September '24	CH-3  CH- 4- Motions of the Earth	9	<ul style="list-style-type: none"> <li>➤ Revision</li> <li>➤ Rotation and Revolution</li> <li>➤ Orbital Plane and Circle of Illumination</li> <li>➤ Inclination of the Earth's axis and the orbital plane</li> <li>➤ Rotation of the Earth and it's effect</li> <li>➤ Revolution of the Earth and Seasons</li> <li>➤ Diagram of Revolution of Earth and Seasons</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student will be able to understand the concept of day and night.</li> <li>➤ Critically analyses the concept of day and night.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates day and night; and seasons through oral discussions /in writing /through models and other formats.</li> </ul>
October '24	CH- 4- Motions of the Earth	6	<ul style="list-style-type: none"> <li>➤ Winter solstice</li> <li>➤ Summer solstice</li> <li>➤ Longest day, Shortest day and reason behind it</li> <li>➤ Equinox</li> <li>➤ Leap year</li> </ul> <p><b><u>ART INTEGRATED LEARNING</u></b>-Chart work on Revolution and change of seasons</p>	<ul style="list-style-type: none"> <li>➤ Enable the students to describe the terms – Orbital plane, Axis, Rotation, Equinox, etc. collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates day and night; and seasons through oral discussions /in writing /through models and other formats.</li> </ul>
November '24	CH-5 The Earth's Constituents	12	<ul style="list-style-type: none"> <li>➤ Lithosphere</li> <li>➤ Continents (Asia, Europe, and Africa)</li> <li>➤ Continents (North America, South America, Australia and Antarctica)</li> <li>➤ Hydrosphere ( Distribution of Water on Earth)</li> <li>➤ Oceans- Major part of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will be aware of the importance of lithosphere.</li> <li>➤ Critically analyses the seven major continents and the four major Oceans of The World collaboratively.</li> <li>➤ To enable the students to differentiate between lithosphere, hydrosphere,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws and understands diagrams in order to understand lithosphere, hydrosphere, atmosphere and biosphere.</li> </ul>

			<p>hydrosphere</p> <ul style="list-style-type: none"> <li>➤ Atmosphere and layers of Atmosphere Biosphere- The major domain of life</li> <li>➤ Human Activities causing damage to Biosphere</li> <li>➤ Global Warming</li> </ul>	<p>atmosphere, biosphere</p> <ul style="list-style-type: none"> <li>➤ Able to collect the information about oceans and they are the major part of the hydrosphere</li> <li>➤ Critical analysis of the layers of atmosphere</li> <li>➤ Understand about global warming</li> <li>➤ Explore their knowledge about Indian standard time and its importance.</li> </ul>	
December '24	CH- 6 India:Our Motherland	9	<ul style="list-style-type: none"> <li>➤ Locational Setting of India</li> <li>➤ Time difference in eastern and western part of India</li> <li>➤ India's Neighbours</li> <li>➤ Political and Administrative Division of India</li> <li>➤ Political Map of India</li> <li>➤ States, Union Territories and Capital</li> <li>➤ Physical Division of India</li> <li>➤ The Himalaya and its Division(Great Himalaya, Himachal Himalaya and Shiwalik)</li> <li>➤ The Northern Plains or The Ganga Brahmaputra Plains</li> <li>➤ The Great Indian Desert</li> </ul> <p><b>Subject Enrichment:</b> Locates physical features of India such as– mountains, plateaus, plains, rivers, desert, etc. on the map of India in order to compare and describe them .</p>	<ul style="list-style-type: none"> <li>➤ Critically analyse various geographical fact about India collaboratively</li> <li>➤ Know more about India in terms of locational setting, neighbours, all the major physical features and how they are complementary to each other.</li> </ul>	<ul style="list-style-type: none"> <li>➤ locates important historical sites, places on an outline map of India</li> </ul>

January '25	CH- 6 India:Our Motherland	9	<ul style="list-style-type: none"> <li>➤ Peninsular Plateau (Vindhya, Satpuras, Western Ghats/Sahyadri and Eastern Ghats,etc)</li> <li>➤ Coastal Plains (Eastern Coastal Plains and Western Coastal Plains)</li> <li>➤ Islands( Andaman and Nicobar Islands and Lakshadweep Island)</li> </ul> <p><b>Subject Enrichment: :</b> Students will Present in front of the class the refined knowledge about mountains and plateaus amongst themselves by discussing /communicating. Skills: Various dimensions of learning like critical thinking, analytical, comparative, creative etc</p>	<ul style="list-style-type: none"> <li>➤ Know about different plateaus of India and specific features of peninsular plateau.</li> <li>➤ Know coastal plains of India and difference between eastern coastal plains and western coastal plains.</li> <li>➤ Know about two different island groups.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates important historical sites, places on an outline map of India</li> </ul>
February '25	REVISION				
March '25	FINAL EXAM				Identifies latitudes and longitudes, e.g., poles, equator, tropics, states /UTs of India and other neighbouring countries on globe and the world map

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

Subject: Artificial Intelligence Book: AI and YOU					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Ch 1: Computer Language	8	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> and 2<sup>nd</sup> generation language</li> <li>• 3<sup>rd</sup> and 4<sup>th</sup> generation language</li> <li>• 5<sup>th</sup> generation language, Translators.</li> <li>• Practical Lab</li> </ul>	To help the learners <ul style="list-style-type: none"> <li>➤ Discuss the importance of using a common language to exchange the information.</li> <li>➤ Explain the need for different generations of computer language</li> <li>➤ Find the advantages and disadvantages of each language.</li> </ul>	Learners are able to <ul style="list-style-type: none"> <li>➤ Learn the significance of language in exchanging information</li> <li>➤ Classify the languages used in different generations.</li> <li>➤ Compare the advantages and disadvantages of each language.</li> </ul>
May '24	Ch 2: Excel as a database	4	<ul style="list-style-type: none"> <li>• Using a form to enter data</li> <li>• Searching and deleting record, Sorting and filtering data, data validation</li> <li>• Practical Lab</li> </ul> <p>ACTIVITY- 1  <u>Subject Enrichment Activity</u> -            Worksheets / Crossword Puzzle</p>	<ul style="list-style-type: none"> <li>➤ Explain the concept of database using real life examples</li> <li>➤ Demonstrate the use of Form feature</li> <li>➤ Discuss the utility of sorting and filtering feature</li> <li>➤ Discuss the importance of data validation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relate and apply the concept in real life situations.</li> <li>➤ Make use of Forms to enter, edit and display data.</li> <li>➤ Apply sorting and filtering feature in a table.</li> <li>➤ Validate data by applying conditions</li> </ul>
June '24	Ch 3: Brainstorming and Mind maps	4	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Mind maps, Advantages and limitations of mind maps</li> <li>• Practical Lab</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the key terms</li> <li>➤ Encourage to follow the rules in all brainstorming activities</li> <li>➤ Create mind maps</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participate in brainstorming activities.</li> <li>➤ Follow rules</li> <li>➤ Design mind maps.</li> </ul>

July '24	Ch 4: Algorithm and Flowchart	6	<ul style="list-style-type: none"> <li>• Algorithm</li> <li>• Flowchart</li> <li>• Different flowchart symbols and their functions.</li> <li>• Practical Lab</li> </ul> <p><b><u>Art Integrated Learning</u></b> Prepare a mind map (Pg 42 - B)</p>	<ul style="list-style-type: none"> <li>➤ Discuss various real-life scenarios where step by step thinking is used to solve problems</li> <li>➤ Differentiate between algorithm and flowchart</li> <li>➤ Write algorithm and prepare flowchart for various problems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare algorithm and flowchart.</li> <li>➤ Simplify the problem by writing algorithm.</li> <li>➤ Create flowcharts using the correct symbols</li> </ul>
August '24	Ch 5: Introduction to HTML 5	8	<ul style="list-style-type: none"> <li>• Introduction, Features, Tools required</li> <li>• HTML tags, elements and attributes</li> <li>• HTML document structure and rules for writing codes</li> <li>• Practical lab</li> </ul> <p><b><u>Experiential Learning :</u></b> Lab Activity (Pg 53 – B &amp; C)</p>	<ul style="list-style-type: none"> <li>➤ Explain HTML</li> <li>➤ Show how to write HTML document, create and save web pages.</li> <li>➤ Demonstrate the use of different HTML tags to create web pages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn the concept of HTML and compare with other programming languages or word processors.</li> <li>➤ Design web page using the tags, elements, attributes</li> </ul>
September '24	Revision		Practical Test / Oral Test/ Revision		
October '24	Ch 6: Introduction to CSS  Ch 7: Artificial Intelligence	3  3	<ul style="list-style-type: none"> <li>• Different methods to apply Cascading Style Sheets</li> <li>• Inline style</li> <li>• CSS Properties</li> <li>• Practical Lab</li> </ul> <ul style="list-style-type: none"> <li>• Introduction, History, Needs and types</li> <li>• AI domains</li> <li>• Uses of AI and future potential of AI</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the concept of Cascading Style Sheets</li> <li>➤ Show different style sheets</li> <li>➤ Demonstrate to create style sheets</li> </ul> <ul style="list-style-type: none"> <li>➤ Explain AI</li> <li>➤ How it can help in everyday life.</li> <li>➤ Classify the different types based on functionalities and capabilities.</li> <li>➤ Play few games involving AI technology in order to explain the domains of AI</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn to create different Style sheets.</li> </ul> <ul style="list-style-type: none"> <li>➤ Define AI</li> <li>➤ Relate the concept with real life applications</li> <li>➤ Identify the examples in their surroundings.</li> <li>➤ Categorize the types of AI</li> </ul>

November '24	Ch 8: Introduction to Python	6	<ul style="list-style-type: none"> <li>• Introduction, translator</li> <li>• Downloading and Installing, IDLE</li> <li>• Modes of python</li> <li>• Variables, operators, data types</li> <li>• Assignment operator and print function</li> </ul> <p><b><u>Experiential Learning :</u></b> Lab Activity (Pg 112 – A, B &amp; C)</p>	<ul style="list-style-type: none"> <li>➤ Explain the concept of Python programming language</li> <li>➤ Differentiate the mode of python</li> <li>➤ Demonstrate the use of variables, operators and data types</li> <li>➤ Write simple python programs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare Python with other programming language.</li> <li>➤ Compare the benefits and limitations of Modes of python.</li> <li>➤ Write simple Python programs.</li> </ul>
December '24	Ch 9: Internet and Netiquette	6	<ul style="list-style-type: none"> <li>• Internet, common types of internet connection.</li> <li>• Google Drive, Netiquette</li> <li>• Social Media practices and digital citizenship</li> </ul> <p><b><u>Subject Enrichment Activity –</u></b> Pg 135 – Qus 3</p>	<ul style="list-style-type: none"> <li>➤ Explain the concept of netiquette</li> <li>➤ Function of Google drive</li> <li>➤ Follow the netiquettes mentioned for work online.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the internet in responsible and safe manner.</li> <li>➤ Upload and share files using Google Drive.</li> <li>➤ Compose E mail following Courtesies.</li> </ul>
January '25	Ch 10: Digital Footprint and Cyber Security	8	<ul style="list-style-type: none"> <li>• Digital footprints – impact and effect</li> <li>• Advantages and disadvantages</li> <li>• Cyber safety, cyber bullying, cybercrime</li> <li>• Online etiquettes.</li> </ul> <p><b><u>Art Integrated Learning</u></b> Lab Activity (Pg 84 – A)</p>	<ul style="list-style-type: none"> <li>➤ Explain the terms</li> <li>➤ Enlist the advantages and disadvantages of digital footprints</li> <li>➤ Follow rules while surfing the internet</li> <li>➤ Differentiate between cyberstalking and cyberbullying.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn to deal with cyberstalking and cyberbullying</li> <li>➤ Learn to do privacy settings of social media.</li> <li>➤ Apply safety measures to be followed while surfing internet.</li> </ul>
February '25	Revision		Practical Test / Oral Test/ Revision		