





<p style="text-align: center;"><b>2.1, THE CAT FAMILY OF INDIA</b></p>	<p>i.e., compassion and kindness for others.</p> <p>To tell the students about the cat family of India.</p>	<p>The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p> <p>The learner would interpret the title of the lesson. The background knowledge. The facilitator would discuss difficult words and terms.</p>	<p><b>Speaking:</b> Making a phone call from a zoo to speak to a friend and describing the zoo to him.</p> <p><b>Listening:</b> Listening to telephonic conversation between two friends and then marking True/False for the given statements.</p> <p><b>Writing:</b> Writing how animals both wild and domestic are useful to us and also about our duty to them.</p>	<p>pairs of rhyming words and summaries the poem on their own.</p> <p>The learner would be able to interpret complete information about cat family of India.</p>
<p style="text-align: center;"><b>2.2, BLACK BEAUTY</b></p>	<p>Connect the author's biography to the text. Research and effectively prepare for a formal debate.</p>	<p>Teacher will tell the students about the main theme of the story i.e. preservice Explanation of chapter and telling the meaning of difficult words</p>	<p><b>Speaking:</b> Give your reaction about any animal of your choice.</p> <p><b>Listening:</b> Listening to words and then tabulating them.</p> <p><b>Writing:</b> Filling in the fact file in respect of polar bear writing about the kangaroo based on text listened.</p>	<p>The students would be able to infer the main theme of the chapter i.e. Preservice</p>

<p><b>2.3, THE MAN WHO KILLED MY DOG</b></p> <p><b>GRAMMAR and WRITING</b>  *All perfect tenses  *Paragraph writing</p> <p><b>AUGUST</b></p>	<p>To tell the students the importance of animals as dogs.</p>	<p>The learners are informed that they will be working on Reading comprehensions.  The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p><b>Speaking:</b> Telling a friend the correct route with the help of given map.  <b>Listening:</b> Listening carefully to the description of a route and writing the names of places.  <b>Writing:</b> Writing a letter to friend describing how Richard's dog was run over by a car.</p>	<p>The learner would be able to develop empathy against animals.</p>
<p><b>2.4, THE RESCUE</b></p>	<p>To explain the students the importance of rescuing animals and to</p>	<p>The learners are informed that they will be working on Reading comprehensions.  The facilitator will ask the students to complete the</p>	<p>Rewriting the given passage</p>	<p>The students would be able to learn how to identify the stanzas in a poem and identifying rhyming words.</p>

<p><b>3.1, GARDENS AND GARDENING</b></p>	<p>be empathetic towards them.</p> <p>Informative passage to tell the students about essentials of gardening.</p>	<p>exercises on their own and then later on review the exercises done by them.</p> <p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p><b>Speaking:</b> Role playing the given dialogues; doing the same, using a similar dialogue.</p> <p><b>Listening:</b> To the text and giving the correct age of persons describing therein</p> <p><b>Writing:</b> Writing a letter to a friend about a new hobby you have taken up.</p>	<p>Students Would be able to learn and interpret the essentials of gardening.</p>
<p><b>3.2, BEAKS AND FEATHERS</b></p>	<p>Informative passage to give the students information regarding birds.</p>	<p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p><b>Speaking:</b> Supposing you as Jane, Tom and Lucy, speaking to each other on the given lines.</p> <p><b>Listening;</b> Listening to the text and marking true/false the given statements.</p> <p><b>Writing:</b> Writing sentence on the bird of your choice.</p>	<p>The students would be able to identify different types of birds.</p>



<p><b>GRAMMAR and WRITING</b> *Degree of comparison</p>				
<p><b>OCTOBER</b>  <b>4.2, THE PANCHTANTRA</b></p>	<p>To offer a vision to the students. To make us aware of the fact that solutions lie within ourselves.</p>	<p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p><b>Speaking:</b> Role playing a story from panchtantra. <b>Listening;</b> Listening to the text and then matching the advice with each problem. <b>Writing:</b> Replying a letter from a friend, advising him/her to gift someone a copy of Panchtanta.</p>	<p>Once Someone's trust is broken how difficult it is to get it back.</p>
<p><b>4.3, THE COCK AND THE FOX</b></p>	<p>To let the students know about the main theme of the story i.e. deceiving.</p>	<p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p><b>Speaking:</b> Collecting an interesting story about an animal and relating it in the class. <b>Listening;</b> Listening to the activities done and putting them in the right order. <b>Writing:</b> Using the given facts, writing a consumer's guide.</p>	<p>Those who attempt to deceive should expect to be compensated in their own currency.</p>

**4.4, THE FOOLISH FISH**

To tell the students about the moral of the story

The learners are informed that they will be working on Reading comprehensions.  
The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.

Students would be able to learn the moral of the story i.e. listen to the advice and accept correction.

**GRAMMAR and WRITING**

- \*Subject-verb agreement
- \*Informal letter

**NOVEMBER**

<p><b>5.1, A GREAT SAINT</b></p>	<p>Factual passage about the father of nation Mahatma Gandhi.</p>	<p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p><b>Speaking:</b> Working with the partner and solving the given puzzle.  <b>Listening;</b> Listening the instructions concerning your lifestyle and then marking true /false against given situations.  <b>Writing:</b> Writing a letter to a friend on the reason behind the present day intolerance.</p>	<p>Students would be able to learn the values taught by mahatma Gandhi.</p>
<p><b>5.2, INQUILAB ZINDABAD</b></p>	<p>Informative passage about famous freedom fighter Bhagat Singh.</p>	<p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p><b>Speaking:</b> Role playing an imaginary dialogue with Bhagat Singh based on his life.  <b>Writing:</b> Writing an article on how you propose to serve your motherland.</p>	<p>Students would be able to learn the values taught by Bhagat Singh.</p>

<p><b>5.3. HORATIUS AT THE BRIDGE</b></p>	<p>Recognising the story</p>	<p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p><b>Speaking:</b> Role playing as two kings comparing each other's wealth. <b>Listening;</b> Looking at the pictures at the houses and marking true/false for the statements read out to you. <b>Writing:</b> Writing four paragraphs about the students' capital city.</p>	<p>Once Someone's trust is broken how difficult it is to get it back.</p>
<p><b>5.4, MY NATIVE LAND</b></p> <p><b>GRAMMAR and WRITING</b> *Active and passive voice *Notice writing</p> <p><b>DECEMBER</b></p>	<p>The theme of the poem is nationality and patriotism.</p>	<p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p><b>Speaking:</b> Discussing with the partner the aspects of the given nonsense poem</p> <p><b>Speaking:</b> Finding out what the given joke is about and</p>	<p>Students would be able to read and reciprocate a nonsense poem.</p>

<p><b>6.1, THE BATTLE OF WATERLOO</b></p>	<p>To tell the students about the battle of Waterloo</p>	<p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p>guessing the last four words of the joke.  <b>Listening;</b> Listening to the riddles and marking the correct answer.  <b>Writing:</b> Writing a letter to a friend about some sport hobby you have taken up.</p>	<p>Students would be able to read and learn about the battle of waterloo</p>
<p><b>6.2, JESSE OWENS</b></p>	<p>The students would be able to learn about Jesse Owens.</p>	<p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then later on review the exercises done by them.</p>	<p><b>Speaking:</b> Speaking to partners in the group on the sport of your choice.  <b>Listening;</b> Listening to the text as to how game sports can keep you fit and healthy.  <b>Writing:</b> Writing a letter to a friend about some sport hobby you have taken up.</p>	<p>Students would be able to learn about racism.</p>
<p><b>6.3,CONFESION OF A BORN SPECTATOR</b></p>	<p>To tell the students about how all the things are not suited to everyone.</p>	<p>The learners are informed that they will be working on Reading comprehensions. The facilitator will ask the students to complete the exercises on their own and then</p>	<p><b>Speaking:</b> Speaking among partners in the group about the dangers in some sports and also about injuries they might have received.  <b>Writing:</b> Making a summary of injuries received in playing</p>	

<p><b>JANUARY</b></p> <p><b>GRAMMAR and WRITING</b></p> <p><b>*Determiners</b> <b>*Direct and Indirect speech</b></p>		<p>later on review the exercises done by them.</p>	<p>games . Writing a letter about some sports.</p>	
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**CLASS VI, APP OF ENGLISH (2024-2025), LEARNWELL SMART**

<b>Months and Topics</b>	<b>Learning Objectives</b>	<b>Pedagogical Approaches Used and Activities</b>	<b>Learning Outcomes</b>
<p>APRIL</p> <p>TOPIC – The Secret Of True Happiness</p>	<p>To analyse the thoughts, actions and emotions of the characters.</p> <p>To write someone’s biography.</p>	<p>Cultivate relationships, Interaction</p> <p>ACTIVITIES – Writing letter using the given notes.</p>	<p>Pupils will be able to discuss about emotions of characters.</p> <p>They will be able to write biographies.</p>
<p>TOPIC – The Lost Child</p>	<p>To grasp the emotions though reading text.</p> <p>To inculcate the feeling of affection towards the family.</p>	<p>Cultivate relationships, Interaction</p> <p>ACTIVITIES – Role play</p>	<p>Learners will be able to discuss about the feeling of being lost.</p> <p>They will be able to know the value of a family.</p>
<p>TOPIC – Half A Gift</p>	<p>To read and grasp the events and emotions in the story.</p> <p>To use expressions in sync with the events and speak confidently in front of a group.</p>	<p>Cultivate relationships, Natural approach</p> <p>ACTIVITIES – Role play, Google map directions</p>	<p>Students will be able to discuss about different emotions.</p> <p>They will be able to speak publically.</p>
<p>MAY</p> <p>TOPIC – Somebody’s Mother</p>	<p>To inculcate the feeling of helping others.</p> <p>To find poetic devices and rhyming scheme.</p>	<p>Cultivate relationships, Humanistic approach</p> <p>ACTIVITIES – Group discussion</p>	<p>Learners will be able to help others.</p> <p>They will be able to identify poetic devices and rhyming scheme.</p>
<p>TOPIC- The Cat Family Of India</p>	<p>To gather information about how man keeps wild animals in captivity.</p> <p>To analyse the positives and negatives of a zoo and a national park.</p>	<p>Structural approach, Direct method</p> <p>ACTIVITIES – Slogan writing, Debate on vegetarian food is better than non-vegetarian food.</p>	<p>Learners will be able to know the natural habitat of the animals.</p> <p>They will be able to differentiate between a zoo and a national park.</p>
<p>TOPIC – Black Beauty</p>	<p>To impersonate an assigned character.</p> <p>To share ideas thinking from the point of view of an assigned character.</p>	<p>Critical thinking, Direct method</p> <p>ACTIVITIES – Role play, List of mammals and reptiles.</p>	<p>Students will be able to think from the point of view of an assigned character.</p> <p>They will be able to differentiate between mammals and reptiles.</p>

JULY	To grasp the events and emotions to communicate. To enable in writing a report of situation.	Humanistic approach, Content and language integrated	Learners will be able to enact the situation or create a role play. They will be able to write a report.
TOPIC – The Man Who Killed My Dog		ACTIVITIES - Group discussion, Role play	
TOPIC – The Rescue	To identify the poetic devices. To identify rhyming scheme.	Humanistic approach, Critical thinking	Students will be able to find the poetic devices. They will be able to explain the poem.
AUGUST		ACTIVITIES – Picture composition, Group discussion	
TOPIC – Gardens And Gardening	To create coherent dialogues. To make them aware about the beauty and value of nature.	Natural approach, Content and language integrated	Learners will be able to deliver dialogues. They will be able to create the structure of leaf.
TOPIC – Beaks And Feathers	To understand an informational text by referring to key details of the text. To know about the different body parts of a bird.	Natural approach, Content and language integrated	Learners will be able to understand the key details of the text. They will be familiar with the body parts of a bird.
TOPIC – Daffodils	To appreciate the picture created in the poem. To think of appropriate similes to describe natural beauty.	Natural approach, Humanistic approach	Students will be able to create things on mind. They will be able to use poetic devices.
SEPTEMBER		ACTIVITIES – Word puzzle solving	
TOPIC – Aesop’s Fables	To appreciate the significance of the oral tradition. To observe the allegorical significance of the fable.	Humanistic approach, Content and language integrated	Learners will be able to understand the oral tradition. They will be able to understand the moral of the fable.
TOPIC – The Panchatantra	To gather information regarding the basic structure of the Panchatantra. To write informal letter.	Communication, Grammar paraphrasing	Learners will be able to talk about structure of the Panchatantra. They will be able to relate a story from Panchatantra.
		ACTIVITIES – Role play, List of some Panchatantra stories	

<p>TOPIC – The Cock And The Fox</p> <p>OCTOBER</p>	<p>To use the given ideas to write a paragraph guiding consumers. To identify the theme of a story.</p>	<p>Interaction, Content and language integrated</p> <p>ACTIVITIES – Writing a consumer’s guide</p>	<p>Students will be able to write a consumer’s guide. They will be able to distinguish about the themes.</p>
<p>TOPIC – The Foolish Fish</p>	<p>To grasp the story written in verse. To deduce the moral.</p>	<p>Interaction, Content and language integrated</p> <p>ACTIVITIES – To write character’s trait</p>	<p>Learners will be able to understand the story written in verse. They will be able to inculcate the moral in their lives.</p>
<p>TOPIC- A Great Saint</p>	<p>To analyse the qualities of a character. To analyse the structure and function of phrasal verbs.</p>	<p>Interaction, Content and language integrated</p> <p>ACTIVITIES – Puzzle solving</p>	<p>Students will be able to differentiate between good and bad. They will be able to phrasal verbs in the sentences.</p>
<p>TOPIC – Inquilab Zindabad</p> <p>NOVEMBER</p>	<p>To get acquainted with the fiery nationalist. To recognise the pains of the freedom fighters.</p>	<p>Cultivate relationships, Content and language integrated</p> <p>ACTIVITIES – Role play, Article writing</p>	<p>Learners will be able to know the life of freedom fighters. They will be able to serve the motherland.</p>
<p>TOPIC – Horatius At The Bridge</p>	<p>To get acquainted with The history of Roman struggle. To analyse how there is no substitute to courage by the text.</p>	<p>Content and language integrated, Communication</p> <p>ACTIVITIES – Role play, Paragraph writing</p>	<p>Students will be able to know the struggle done in the history of Rome. They will be able to know the value of being courageous.</p>
<p>TOPIC – My Native Land</p> <p>DECEMBER</p>	<p>To realise the importance of our native land holds for us. To analyse the qualities that make us worthy of being called a good citizen.</p>	<p>Cultivate relationships, Interaction</p> <p>ACTIVITIES –Paragraph writing, Group discussion</p>	<p>Students will be able to connect with the native land. They will be able to become good citizens.</p>
<p>TOPIC – The Battle Of Waterloo</p>	<p>To analyse the story by making attempts to integrate the teachings given in the text. To realise the importance of physical exercises.</p>	<p>Content and language integrated, Humanistic psychology</p> <p>ACTIVITIES – Riddles solving, Matching pictures</p>	<p>Learners will be able to realise importance of physical exercises. They will be able to develop the feeling of being healthy.</p>
<p>TOPIC – Jesse Owens</p>	<p>To comprehend a story by gathering information.</p>	<p>Content and language integrated, Humanistic psychology</p>	<p>Students will be able to gather information of story. They will be able to</p>

<p>JANUARY</p> <p>TOPIC – Confessions Of A Born Spectator</p>	<p>To identify the difference between games and sports.</p> <p>To notice the tone and infer the message. To write the summary of the poem.</p>	<p>ACTIVITIES – Group discussion, Article on Olympic champion</p> <p>Humanistic psychology, Direct method</p> <p>ACTIVITIES –Summaries of injuries in games, Paragraph writing</p>	<p>develop the feeling of sportsmanship..</p> <p>Learners will be able to develop the feeling of sportsmanship. They will be able to identify the poetic devices and rhyming schemes.</p>
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**Curriculum Plan of  
Mathematics**

(Session: 2024-2025)

Class 6<sup>th</sup>

Book prescribed: Learnwell Smart

Month Content/Theme	Experiential Learning Case Studies/Activity/Joyful learning	Learning Outcome	ICT Oral Quiz	Written Work
<b>April</b> <b>Chapter 1: - Knowing Our Numbers</b> <ul style="list-style-type: none"> <li>○ Comparing Numbers</li> <li>○ Ascending &amp; Descending order</li> <li>○ Place Value</li> <li>○ Larger numbers</li> <li>○ Indian &amp; International System of numeration</li> <li>○ Estimation of numbers and their sum, difference and products</li> <li>○ Use of brackets</li> <li>○ Roman numerals</li> </ul>	<u><b>Experiential Learning Method</b></u> <u>Activity on large numbers-</u> Identify the use of large numbers in day-to-day life.	<b>Students would be able to-</b> Applies appropriate operations (addition, subtraction, multiplication and division) in order to solves problems involving large numbers	You tube links Diksha Portal Links	Worksheet
<b>Chapter 2: - Whole Numbers</b> <ul style="list-style-type: none"> <li>○ Whole numbers</li> <li>○ Number line</li> <li>○ Properties of whole numbers</li> <li>○ Patterns in whole numbers</li> </ul>	<u><b>Art Integration Activity</b></u> To verify that addition & multiplication are commutative for whole numbers.	<b>Students would be able to</b> Define Whole numbers. - demonstrate the understanding of whole numbers on a number line. - apply the properties of whole numbers.	You tube links Diksha Portal Links	Worksheet

<p><b>May</b>  <b>Chapter-6 Integers</b>  <ul style="list-style-type: none"> <li>○ Integers on Number line</li> <li>○ Ordering of integers</li> <li>○ Addition and subtraction of integers</li> </ul> </p>	<p><b><u>Experiential Learning Method</u></b>  To perform addition and subtraction of integers using different coloured buttons.</p>	<p><b>Students would be able to-</b>Applies addition and subtraction rules involving positive and negative integers in order to solve real life problems.</p>	<p>You tube links  Diksha Portal Links</p>	<p>Worksheet</p>
<p><b>July</b>  <b>Chapter 7: - Fractions</b>  <ul style="list-style-type: none"> <li>○ Fractions</li> <li>○ Fractions on number line</li> <li>○ Improper, proper and mixed fractions</li> <li>○ Equivalent fractions</li> <li>○ Simplest form of fractions</li> <li>○ Like and unlike fractions</li> <li>○ Comparison of fractions</li> <li>○ Addition and subtraction of fractions</li> </ul> <b>Chapter 11: - Algebra</b>  <ul style="list-style-type: none"> <li>○ Matchstick Patterns</li> <li>○ Use of Variables in common rules (from geometry and arithmetic)</li> <li>○ Expressions with variables</li> </ul> Equation </p>	<p><b><u>Art Integration Activity</u></b>  Hands on activity to show fractions by paper folding.</p> <p><b><u>Art Integration Activity</u></b>  To show the identity <math>(a+b)^2</math> on a square dot paper.</p>	<p><b>Students would be able to-</b>Calculates fractions in different real-life situations in order to identify the appropriate quantity of money, length, temperature etc. For example, <math>7\frac{1}{2}</math> metres of cloth..</p> <p><b>Students would be able to-</b>Involves use of variables with different operations to generalize a given situation in order to find a solution to a given problem e.g., perimeter of a rectangle with sides x units and 3 units is <math>2(x+3)</math> units</p>	<p>You tube links  Diksha Portal Links</p> <p>You tube links  Diksha Portal Links</p>	<p>Worksheet</p> <p>Worksheet</p>
<p><b>August</b>  <b>Chapter 3: - Playing with Numbers</b>  <ul style="list-style-type: none"> <li>○ Factors and multiples</li> <li>○ Prime and composite numbers</li> </ul> </p>	<p><b><u>Art Integration Activity</u></b>  To find the HCF of two given numbers by paper cutting &amp; pasting.</p>	<p><b>Students would be able to-</b> differentiate between factors and multiples. - find factors and multiples of a given number. - identify Prime and</p>	<p>You tube links  Diksha Portal Links</p>	<p>Worksheet</p>

<ul style="list-style-type: none"> <li>○ Even and Odd numbers</li> <li>○ Divisibility test of numbers</li> <li>○ Common factors and Multiples</li> <li>○ Prime factorization</li> <li>○ HCF and LCM</li> </ul> <p><b>Chapter 4: Basic Geometrical ideas</b></p> <ul style="list-style-type: none"> <li>○ Line, line segment and ray</li> <li>○ Parallel and intersecting lines</li> <li>○ Curves</li> <li>○ Polygons</li> <li>○ Angles</li> <li>○ Triangles</li> <li>○ Quadrilaterals</li> </ul> <p>Circles &amp; its Parts</p>	<p style="text-align: center;"><b><u>Experiential Learning Method</u></b></p> <p>Students will be able to recognize and illustrate geometric properties in real life, including recognizing shapes have volume or are flat plane figures</p>	<p>Composite numbers. - use the rules for divisibility to determine if numbers are divisible by certain other numbers. - find the Highest Common Factor using different methods. - find Least Common Multiple of the given numbers. - apply the concept of HCF &amp; LCM in the given word problems.</p> <p><b>Students would be able to-</b>Provides examples from surround in order to describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle ,etc</p>	<p>You tube links Diksha Portal Links</p>	<p>Worksheet</p>
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<p><b>September</b></p>	<p><b><u>REVISION AND HALF YEARLY EXAMINATIONS</u></b></p>			
<p><b>OCTOBER</b></p> <p><b>Chapter 8: - Decimals</b></p> <ul style="list-style-type: none"> <li>○ Representing decimals on Number line</li> <li>○ Conversion of Decimals as Fractions</li> <li>○ Conversion of Fractions as Decimals</li> <li>○ Comparing Decimals</li> <li>○ Conversion of Length, Mass &amp; Capacity as Decimals</li> <li>○ Addition and subtraction of decimals</li> </ul> <p><b>Chapter 10: - Mensuration</b></p> <ul style="list-style-type: none"> <li>○ Perimeter</li> <li>○ Perimeter of Regular Shapes</li> <li>○ Area</li> <li>○ Area of Rectangle &amp; Square</li> </ul>	<p><b><u>Experiential Learning Method</u></b></p> <p>To represent decimal numbers by using graph paper.</p> <p><b><u>Experiential Learning Method</u></b></p> <p>Skin is an insulator, keeps human body cool, holds the internal organs, and is the body's largest and fastest growing organ. In this activity, students will guess out the approximate surface area of the skin.</p>	<p><b>Students would be able to-</b>Calculates decimals in different real-life situations in order to identify the appropriate quantity of money, length, temperature etc. For example, Distance between two places is 112.5 km etc. Calculates addition and subtraction of decimals in order to solve daily life problems involving quantities that measure between two integers.</p> <p><b>Students would be able to-</b>Finds out the perimeter and area of the rectangular objects in order to calculate them for commonly found objects from the surroundings like floor of the class room ,surfaces of a chalk box etc</p>	<p>You tube links Diksha Portal Links</p> <p>You tube links Diksha Portal Links</p>	<p>Worksheet</p> <p>Worksheet</p>
<p><b>November</b></p> <p><b>Chapter 5: - Understanding Elementary Shapes</b></p> <ul style="list-style-type: none"> <li>○ Measuring Line segments</li> <li>○ Types of angles</li> <li>○ Measuring Angles</li> </ul>	<p><b><u>Joyful Learning Activity</u></b> (To make a protractor for measuring an angle)</p>	<p><b>Students would be able to-</b> - classify angles according to their measure. - Classify triangles into different groups/types on the basis of their angles &amp; sides. - classify</p>	<p>You tube links Diksha Portal Links</p>	<p>Worksheet</p>

<ul style="list-style-type: none"> <li>○ Classification of triangles</li> <li>○ Quadrilaterals</li> </ul> <p>Polygons</p>		<p>quadrilaterals on the basis of their sides &amp; angles. - identify various 3-D objects from their surroundings like: cuboid, cube, cone, etc.</p>		
<p><b>December</b> <b>Chapter 12: - Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>○ Concept of ratio and proportion</li> <li>○ Unitary method</li> </ul>	<p><b><u>Joyful Learning Activity</u></b> Meeting real life ratio challenges (recipes), through Strong coffee? Weak coffee? Activity.</p>	<p><b>Students would be able to-</b>Represents the measurement as ratios in order to compare two quantities in real life e.g., the ratio of girls to boys in a particular class in 3:2 Uses unitary method in problem solving to calculate the quantity for one unit in order to calculate the total quantity for larger quantities. For example, if the cost of a dozen notebooks is given, she finds the cost of 7 notebooks by first finding the cost of 1 notebook</p>	<p>You tube links Diksha Portal Links</p>	<p>Worksheet</p>
<p><b>January</b> <b>Chapter 9: - Data Handling</b></p> <ul style="list-style-type: none"> <li>○ Recording and Organization of data</li> <li>○ Pictograph</li> <li>○ Bar graph</li> </ul>	<p><b><u>Art Integration Activity</u></b> To find the area of irregular shapes by using graph paper.</p>	<p><b>Students would be able to-</b> Arranges given/collected information such as expenditure on different items in a family in the last six months, in the form of table, pictograph and bar graph in order to interpret them</p>	<p>You tube links Diksha Portal Links</p>	<p>Worksheet</p>

<b>FEBRUARY</b>		<b><u>REVISION AND ANNUAL</u></b> <b><u>EXAMINATIONS</u></b>		

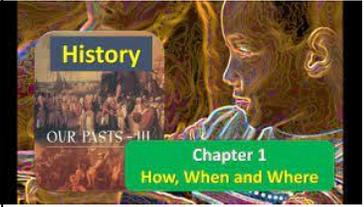
**CLASS –VI**

**(SESSION:2024-2025)**

**ANNUAL PEDAGOGICAL PLAN**



**Prescribed Books: Learnwell Smart Social Science**  
**(1.History,2.Geography, 3.Civics)**

S. no	Month	Topic	Content	Project	Learning Outcome
1.	April	History Chapter no-1 Introduction: When, Where, How and When? 	<ul style="list-style-type: none"> <li>• Significance of History</li> <li>• Importance of Dates in History</li> <li>• Sources of History and Classification</li> <li>• Time line</li> </ul>	Collect old Indian coins .Read the names , dates and the figures engraved on them .Write what information you get from these coins. (Joyful learning)	Students will be able to understand Prehistory and History – the story of the past and the journey of mankind from early humans to present day.
		Civics Chapter no – 1 Understanding Diversity 	<ul style="list-style-type: none"> <li>• Language</li> <li>• Festival</li> <li>• Religion</li> <li>• Clothes</li> <li>• Food</li> <li>• Dance and Music</li> <li>• Geographical Factors</li> </ul>	Role play on the topic “ Unity in Diversity.” (Experiential learning)	Students will be able to understand :- ❖ What is diversity ? ❖ Diversity in festivals ❖ Cultural diversity Diversity in food , clothes and dance forms.
		Geography Chapter no – 1 The Earth in the Solar System 	<ul style="list-style-type: none"> <li>• The Solar system</li> <li>• Stars</li> <li>• The universe</li> <li>• Asteroids</li> <li>• Meteoroids</li> <li>• Constellations</li> </ul>	Life sketch of the following :- Rakesh Sharma Kalpana Chawla (Art Integrated)	Students will be able to understand :- ❖ Universe ❖ Stars ❖ Solar system ❖ Comets ❖ Satellites.
2.	May	History Chapter no – 2 From Hunters – Gatherers to growing Food	<ul style="list-style-type: none"> <li>• Palaeolithic Age</li> <li>• Mesolithic Age</li> <li>• Neolithic Age</li> <li>• Chalcolithic Age</li> <li>• Timeline</li> </ul>	---	Students will be able to understand :- ❖ The stone age ❖ Paleolithic period and the life of early human in Paleolithic times ❖ Compare the life of humans in Mesolithic and Neolithic periods

3.	July	Geography Chapter no – 2	<ul style="list-style-type: none"><li>• Globes</li><li>• Parallels of Latitude</li></ul>		Students will be able to understand :- ❖ Globe
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		<p>Globe: Latitude and Longitudes.</p> 	<ul style="list-style-type: none"> <li>• Heat zones of the Earth</li> <li>• Meridians of Longitude</li> <li>• Meridians of Latitude</li> </ul>		<ul style="list-style-type: none"> <li>❖ Parallels of latitude</li> <li>❖ Heat zones of the Earth</li> <li>❖ Meridians of Longitude</li> <li>❖ Longitude and Time</li> </ul>
		<p>History: Chapter no –3 In the earliest cities</p> 	<ul style="list-style-type: none"> <li>• Coming of the cities in the Indian Subcontinent</li> <li>• Major sites</li> <li>• social life</li> <li>• The Indus valley civilizations</li> </ul>	-	<p>Students will be able to understand :-</p> <ul style="list-style-type: none"> <li>• Coming of the cities in the Indian Subcontinent</li> <li>• Major sites</li> <li>• social life</li> <li>• The Indus valley civilizations</li> </ul>

		<p>Civics Chapter no – 2 Diversity and Discrimination</p> 	<ul style="list-style-type: none"> <li>• Prejudice</li> <li>• stereotypes</li> <li>• inequality</li> <li>• Struggle for Equality</li> </ul>		<p>Students will be able to understand :-</p> <ul style="list-style-type: none"> <li>• Prejudice</li> <li>• stereotypes</li> <li>• inequality</li> <li>• Struggle for Equality</li> </ul>
4.	August	<p>Civics Chapter no – 3 What is Government?</p> 	<ul style="list-style-type: none"> <li>• Government</li> <li>• Role of Government</li> <li>• Need for a Government</li> <li>• Forms of Government</li> <li>• Features of the Governance of India</li> </ul>	<p>Do activity on page no C-32. <b>(Experiential Learning)</b></p>	<p>Students will be able to understand :-</p> <ul style="list-style-type: none"> <li>• What a government is and its role</li> <li>• Indian Constitution</li> <li>• Different forms of the government</li> <li>• Features of the governance in India</li> </ul>

		<p>Geography Chapter no – 3 Motions of the Earth</p> 	<ul style="list-style-type: none"> <li>• Model of the Earth</li> <li>• Latitudes and longitudes</li> </ul>	<p>Draw the diagram of important latitudes and heat zones .(<b>Art Integrated</b>)</p>	<p>Students will be able to understand :-</p> <ul style="list-style-type: none"> <li>• The rotation of the Earth and its effects</li> <li>• The circle of illuminations</li> <li>• The revolution of the Earth around the Sun and its effects</li> <li>• The reasons behind solstices and equinoxes</li> </ul>
		<p>History Chapter no – 4 What Books and Burials tell us</p> 	<ul style="list-style-type: none"> <li>• The Veda age</li> <li>• Early Vedic period</li> <li>• Case study of Inamgaon</li> <li>• Archaeological Sources</li> </ul>	<p>Make a model of a megalith burial site using thermo cal and small boulders.(Art Integrated) OR Prepare enact a scene from Ramayana in the class. (ICT)</p>	<p>Students will be able to understand about the Sources of Vedic age , social and economic life during the period and Chalcolithic age drainage system.</p>

5.	September	<p>History Chapter no – 5 Kingdoms, kings and an Early Republic</p>	<ul style="list-style-type: none"> <li>● Janapadas &amp; Mahajanpads</li> <li>● Life in Mahajanapadas</li> <li>● Differences between monarchies and republics</li> </ul>	<p>Prepare a presentation on one of the republics of 6<sup>th</sup> century India. <b>(Experiential Learning)</b></p>	<p>Students will be able to understand Janapadas and Mahajanapadas , Republics and monarchies and Administration in the Mahajanapadas.</p>
		<p>Geography Chapter no – 4 Maps</p> 	<ul style="list-style-type: none"> <li>● Maps</li> <li>● Types of Maps</li> <li>● Main components of a Map</li> <li>● Conventional Symbols</li> <li>● Plan and Sketch</li> </ul>	<p>Do activity on page no G-33. <b>(Joyful Learning)</b></p>	<p>Students will be able to understand about:-</p> <ul style="list-style-type: none"> <li>❖ Globes and maps</li> <li>❖ Map Projections</li> <li>❖ Difference between globes and maps</li> <li>❖ Types of maps</li> <li>❖ How to read maps?</li> </ul>

Civics Chapter  
no – 4  
Panchayati Raj



- Panchyati Raj System
- Structure of the Panchyati Raj
- Rural Administration

A mock Village  
Panchayat can be enacted in  
the classroom. Show various  
decisions are taken by the  
members of Gram panchyat.  
(Experiential learning )

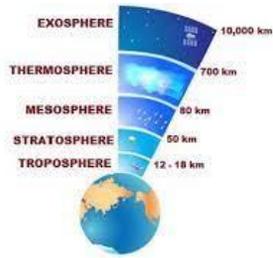
Students will be able to understand :-

- ❖ Why do we need local self – government?
- ❖ Panchayat Raj System in India.
- ❖ Types of Panchayats in India
- ❖ Empowerment of women in Panchayati Raj

<b>6.</b>	<b>October</b>	History Chapter no – 6 New Questions and Ideas	<ul style="list-style-type: none"><li>• Later Vedic Period</li><li>• Buddhism and Lord Gautam Buddha</li><li>• Lord Mahavira and Philosophy of Jainism</li></ul>	Group Discussion on “ Comparison of Mauryan administration with modern system of administration” (Joyful Learning)	Students will be able to understand about : <ul style="list-style-type: none"><li>• The later vedic period</li><li>• The philosophy of Buddhism and the great thinker Lord Gautam Buddha</li><li>• Teachings of Lord Mahavira and the philosophy of Jainism.</li></ul>
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7.	November	History Chapter no – 7 From a kingdom to an Empire	<ul style="list-style-type: none"><li>• Janapadas &amp; Mahajanpadas</li><li>• Life in Mahajanapadas</li><li>• Differences between monarchies and republics</li></ul>	Prepare a presentation on one of the republics of 6 <sup>th</sup> century India. ( <b>Experiential Learning</b> )	Students will be able to understand Janapadas and Mahajanapadas , Republics and monarchies and Administration in the Mahajanapadas.
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Geography  
Chapter no – 5  
Major Domains of the  
Earth



- Lithosphere
- Hydrosphere
- Atmosphere
- Biosphere

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Students will be able to understand about:-

- ❖ The four realms of the Earth
- ❖ Different countries and oceans
- ❖ Different layers of the atmosphere
- ❖ Effects of greenhouse gases

		<p>Civics Chapter no – 5 Urban Administration</p>	<ul style="list-style-type: none"><li>• Urban Self Government</li><li>• Types of Urban Self Government</li><li>• Kinds of Governance in Cities and Towns</li></ul>	<p>Make a report on Right to Information (RTI). ( ICT )</p>	<p>Students will be able to understand :-</p> <ul style="list-style-type: none"><li>❖ Municipality and Municipal Corporation</li><li>❖ Function of Municipal Corporation</li><li>❖ Sources of income</li><li>❖ Grievance cells..</li></ul>
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8.	December	History Chapter no -8 Village, towns and trade	<ul style="list-style-type: none"><li>• Growth of agriculture</li><li>• trade arts and crafts</li><li>• life in villages</li><li>• The sangam texts</li><li>• the silk route</li><li>• spread of buddism</li></ul>		Students will be able to understand :- <ul style="list-style-type: none"><li>• Growth of agriculture</li><li>• trade arts and crafts</li><li>• life in villages</li><li>• The sangam texts</li><li>• the silk route</li><li>• spread of Buddhism</li></ul>
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		<p>Geography Chapter no – 6 Our country - India</p>	<ul style="list-style-type: none"><li>• Neighbouring countries of India</li><li>• Locational Significance</li><li>• Physiographic Divisions</li><li>• Impact of India's Geography</li></ul>	<p>Imagine you are travelling from Kashmir to Kanniyakumari by train. Make a diary entry describing the journey , mentioning the landscape , climate , dress and food of the states that you are passing through. (Experiential learning)</p>	<p>Students will be able to understand :-</p> <ul style="list-style-type: none"><li>• Physiographic divisions of India –</li><li>• Influence of land , climate , vegetation and wildlife on human life.</li><li>• Appreciate the need for conserving natural vegetation and wildlife.</li></ul>
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		<p>Civics Chapter no – 6 Rural and Urban Livelihoods</p>	<ul style="list-style-type: none"><li>• Types of livelihood</li><li>• Rural and Urban livelihoods</li><li>• livelihood for urban areas</li></ul>	-	<p>Students will be able to understand :-</p> <ul style="list-style-type: none"><li>• Types of livelihood</li><li>• Rural and Urban livelihoods</li><li>• livelihood for urban areas</li></ul>
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9.	January	History Chapter no – 9 New Empires and kingdoms	<ul style="list-style-type: none"> <li>• Early and Later Gupta Empire</li> <li>• Gupta Administration</li> <li>• Harshavardhana , Chalukyas, Pallavas</li> </ul>	Get a picture of the Chinese pilgrim Fa – Hien and narrate what he says about the life of the people in India. (ICT)	Students will be able to understand :- ❖ The development of different administrative systems. ❖ The strategies of expansion and their logic, differ.
		History Chapter no – 10 Buildings , Paintings and Books	<ul style="list-style-type: none"> <li>• Literature</li> <li>• Cultural Legacy</li> <li>• Architecture and Art</li> <li>• Mathematics and Science</li> </ul>	Divide the class in 5 groups .Each groups to make a collage on one of the following :- 1.Temples of ancient India 2.Pillars of Ashoka 3.Painting of Ajanta. (Experiential Learning)	Students will be able to understand :- ❖ Development in art ❖ Works of art –Fresos , Sculptures. ❖ Style of architecture – stupas , caves , temple ❖ Literature , science and education..
10.	February	<b><u>Revision</u></b>			
		<b><u>ANNUAL EXAMINATIONS</u></b>			

## ANNUAL PEDAGOGICAL PLAN FOR SESSION (2023-24)

Class - 6

Subject -Gk

Teacher's Name UMA SHUKLA

Chapter name	No. of Periods	Activity	TEACHING METHODOLOGY	Completion Status
1- Rock and Metals, publishing a book, gemstones, currencies	1 (APRIL)	MAKE GROUP AND WILL ASK STUDENTS HOBBIES OF COLLECTION OF OLD CURRENCIES	NATURE EDUCATION,ICT	
2- Agriculture sector,wild cats, Nature's fury	1(APRIL)	SHOW MORE OTHERS PLACE AAND ASK	NATURE EDUCATION,JOYFUL	
3- Amazing trees,exotic fruits,Asia Atlas,	2(APRIL)	MAKE GROUP AND ASK TRAFIC RULES	NATURE EDUCATION,ENVIRONMENTAL PROTECTION	
4- Indian legends, Unusual Places, Nickname	1 (MAY)	WILL NICK NAME ACTIVITIES	EXPERIENTIAL	
5- Social reformers,news anchors, yoga app	1( MAY)	WILL ASK HOW MANY TYPES. INSECT AROUND US	EXPERIENTIAL	
6- International borders, Museums, Inspiring legends, MASTERPIECE	1( JULY)	MAKE GROUP AND ASK HOW THEY SAFE TREE	JOYFUL	
7- EARTH DAY ORGANIZATION, WORLD WAR, GREETINGS,	1( JULY)	CLEAN CLASS ROOM AND SCHOOL	JOY FUL	

8- HELPFUL ROBOTS, HUMAN MACHINE, GREATEST INVENTIONS,	1(JULY)	STUDENTS WILL BE WRITE MIRE OTHERS HELF ROBOT	ART INTEGRATION,ENVIRONMENTAL PROTECTION	
9- INTERNET ICON , UNHEALTHY FOODS,PLAY STORE	2(AUG)	MAKE GROUP , WILL ASK QUESTIONS ABOUT HEALTHY FOOD	ICT	
10- Healthy disestive systems,COVID19	1(SEP)	DRAW digestive SYSTEM WITH ON PAPER	NATURE EDUCATION	
11- FOREVER QUOTES, LITERARY STARS, PHOBIA, HOMOGRAPH,SELF RELIANT	1(SEP)	MAKE SMILY	NATURE EDUCATION	
12- FICTION BOOK, HANDICRAFT S, CHILDHOOD MEMORIES, ANCIENT GREEK GODS, MOVIE CHARACTER S, FESTIVE SPIRIT, FAMOUS DANCERS	2 (SEP}	MAKE GROUP OF STUDENTS AND ASK THEIR CHILDHOOD GOOD OR EVENT	NATURE EDUCATION	
13- REVISION	2 (SEP}	SAVE TREE(PLANTING	EXPERIENTIAL LEANING	

14-	SPORTS 4U, SPORTS TERMS, CAMPING,	2(OCT)	STUDENTS WILL WRITE TWO MANNER	JOYFULL	
15-	SPORTS IN FILMS, SPORTS EVENT S, RIDDLE S, ANIMALS SYMBOLS	2(NOV)	JUMBLE WORDS ACT	JOYFULL	
16-	MATH MAGIC, MY CITY,MY PRIDE	2(NOV)	WILL ASK ABOUT PLAYER S will said to make a first box	JOYFUL,NATURE EDUCATION	
	UNSCRAMBLE, EVOLUTION OF INDIAN FLAG	1(DEC)	MAKE GROUP ASK BENIFITS OG YOGA	JOYFUL	
17-	ABOUT COVID -19 VACCINE	1(JAN)	DANCE ACT	JOYFUL	
18-	TEST PAPER 1,2	1( JAN)	GROUP ACT	ENVIRONMENT PROTECTION	
19-	REVISION	1(FAB)	MAKE CARD FOR NEW YEAR	JOYFUL	
20-	REVISION	2(FEB)	MAKE MASK	ART INTIGRATION	



**DELHI PUBLIC GLOBAL SCHOOL**  
**ANNUAL PEDAGOGICAL PLAN (SESSION: 2023-24)**

**Subject: Science**

**Class VI**

NAME OF THE BOOK	WRITER /PUBLISHER
FRANK Experience Science	Macmillan Education

Ch. No.	TERM I	Ch. No.	TERM II
1	Sources of food	8	Body movements
5	Separation of Substances	4	Sorting Materials into groups
2	Componets of food	11	Light, Shadows and Reflections
10	Measurement of Distances and motion	6	Changes around Us
3	Fibre to Fabric	12	Electricity and Circuits
14	Fun with Magnets	13	Fun with Magnets
9	Living Organisms and their surroundings	14	Water
7	Getting to know Plants	15	Air around us
		16	Garbage In Garbage Out

<b>MONTH</b>	<b>CHAPTER/CONTENT</b>	<b>PROJECT/ACTIVITY</b>
<b>April</b>	<b>Chapter 1: Sources of food</b> Food and nutrients Ingredients of food Sources of food Food habits of animals Food chain	<b>Video:</b> Food: Where does it come from? Classification of animals on the basis of their food habits.
<b>April</b>	<b>Chapter 5: Separation of Substances</b> Mixture and pure substances Need for separation of substances Methods of separation Solubility Importance of water as a solvent	<b>Activity:</b> Demonstration of sedimentation, decantation, evaporation, condensation and filtration. <b>Video:</b> Methods of separation. Winnowing. Evaporation and condensation.
<b>May</b>	<b>Chapter 2: Components of food</b> Carbohydrates Fats Proteins and minerals Water and roughage Testing for nutrients Nutrients in some common food A balanced diet Deficiency diseases	<b>Activity:</b> Test for starch, protein and fats. <b>Video:</b> Components of food. Summary of minerals. Summary of vitamins. Deficiency disease (3D Lab)
<b>July</b>	<b>Chapter 10-Measurements of Distances and Motion</b> Introduction to physical quantities Standard units of measurement Need for accurate measurement Measurement of length Importance of estimation Introduction and types of motion Different motions at the same time	<b>Activity:</b> Measurement of class length and width by foot. Measurement of curved line by scale and thread. <b>Video:</b> Story of transport. Types of motion.

**Activity:**

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<b>July</b>	<b>Chapter 3: Fibre to Fabric</b> Clothing material - history Types and properties of fabric Manufacture and uses of natural fibres Uses of synthetic fibres	Differentiation between natural and artificial fibre. <b>Video:</b> How to convert fibre into fabric. Yarn to fabrics.  History of clothing.
<b>August</b>	<b>Chapter 14: Fun with Magnets</b> Introduction to magnet Magnetic and nonmagnetic substances Poles of a magnet The earth's magnetism Making magnets Magnetic field Uses of magnets	<b>Activity:</b> Demonstration of magnetic and nonmagnetic substances. Demonstration to show attraction and repulsion in magnet. Demonstration to show working of magnetic compass. Demonstration: how to convert iron
<b>August</b>	<b>Chapter 9- Living Organisms and their surroundings</b> Biotic and abiotic component of environment Interaction between different components Habitat and its types Adaptations in animals	bar <b>Activity:</b> into magnet. Demonstration of parts of cactus plant. <b>Video:</b> What is habitat (3D Lab) Aquatic ecosystem (3D Lab) Forest ecosystem (3D Lab)

<p><b>September</b></p>	<p><b>Chapter 7: Getting to know Plants</b></p> <p>Herbs, shrubs and trees          Roots - functions and modifications          Stem - functions and modifications          Leaf - function and modifications          Flower and fruits</p>	<p><b>Activity:</b>          Demonstration of parts of leaf, its venation and types of roots.          Demonstration of parts of flower.          Demonstration of transpiration in plant.</p> <p><b>Video:</b>          Classification of plants.          Climbers and creepers.          Function of stem.</p>
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**TERM I: HALF-YEARLY EXAMINATION**

**Activity:**

<b>November</b>	<b>Chapter 8: Body Movement</b> Organisation and structure of body Movement of body parts Human skeletal system Structure of human skeleton Joints and movement Movement in other animals	Demonstration of human skeleton and joints. <b>Video:</b> Body movement Locomotion in animals (3D Lab) The skeletal system (3D Lab) Sternum and ribs (3D Lab) Types of joints.
<b>November</b>	<b>Chapter 4: Sorting materials into groups</b>  Introduction to matter The concept of classification and its advantages Properties of materials States of matter	<b>Activity:</b> Demonstration of soluble, insoluble, translucent and opaque materials. <b>Video:</b> Sorting materials into groups. Materials and their appearance. Hard and soft materials. Soluble and insoluble materials. Transparent, translucent and opaque
<b>November</b>	<b>Chapter 11: Light, Shadows and Reflections</b>  Importance of light on earth Light travels in straight line Eclipse Difference between shadow and image Reflection of light by plane mirror	objects <b>Activity:</b> Demonstration of transparent, translucent and opaque objects. Formation of shadow. Image formed by pinhole camera. <b>Video:</b> Light and shadow (3D Lab) Transparent, Translucent and opaque
<b>December</b>	<b>Chapter 6: Changes around us</b> Reversible and irreversible changes Physical and chemical changes Changes when different substances are mixed Examples of physical and chemical change	materials (3D Lab) <b>Activity:</b> List out reversible and irreversible changes around us. <b>Video:</b> Physical and chemical changes (3D Lab) Reversible changes. Irreversible changes. Expansion.

**Activity:**

<b>December</b>	<b>Chapter 12: Electricity and Circuits</b> Electric current Electric circuits Conductors and insulators Electric cells	<b>Activity:</b> Making of a circuit. Demonstration of open and closed circuit. Demonstration of electric cell and bulb. <b>Video:</b> Electricity around us (3D Lab) Bulb connected to a cell (3D Lab)
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**Prepared By: Ms.Tabina Siddiqui**

<b>January</b>	<b>Chapter 13: Rain, Thunder and Lightning</b> Three states of Water States of water Change of state in water Water cycle Thunder and Lightning	Demonstration of the process of evaporation and condensation <b>Video:</b> Water cycle (3D Lab)
<b>January</b>	<b>Chapter 14: Water</b> Importance of water for sustaining life Sources of water Water cycle Drought Floods Conservation of water	<b>Activity:</b> Demonstration of the process of evaporation and condensation <b>Video:</b> Water cycle (3D Lab)
<b>January</b>	<b>Chapter 15: Air around Us</b> The atmosphere Composition of air Air supports life Oxygen cycle	<b>Activity:</b> Demonstration to show air is present in water and soil. Demonstration to show air is necessary for combustion.
<b>February</b>	<b>Chapter 16: Garbage In, Garbage Out</b> Types of waste Reusing and recycling of waste Steps to reduce waste	<b>Video:</b> Waste disposal (3D Lab) Rubbish and Litter (3D Lab) Plastic Recycling (3D Lab)

**Activity:**

**TERMI I: ANNUAL EXAMINATION**

**DPGS**



**DELHI PUBLIC GLOBAL SCHOOL**  
**ANNUAL PEDAGOGICAL PLAN (A.P.P.)**

**SESSION: 2024-25**

**SUBJECT - URDU**

**CLASS: 6**

ملک کی اہمیت سمجھنا، ایک دوسرے کے تہیں برابری کا خیال رکھنا	اپنے ملک سے محبت کرنا، پڑوسیوں اور اہل وطن کی مدد کرنا، انہیں اپنا بھائی سمجھنا	ملک کا نام روشن کرنے کے طریقوں پر گفتگو کرنا اور ایک چارٹ پر ان کاموں کی فہرست بنانا	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، خالی جگہ پُر کرنا، مصرعوں کو معنی کے ساتھ ملانا، مرکب الفاظ کی مشق کرنا، مصرعے مکمل کرنا	ترانہ ہندی (نظم)	اپریل	۱			
بزرگوں کی نصیحت پر عمل کرنا ان کے ساتھ وقت گزارنا	دوسروں کی کامیابی کے راز جان کر اپنی زندگی کو خوش گوار بنانا	بڑا کرنا یا فیر و کی محنت و لگن اور ان کے چیف جسٹس بننے پر مباحثہ کرنا، مضمون 'علم سے بڑا کوئی خزانہ نہیں' لکھنا	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، پیرا گراف سے سوالات کے جواب تلاش کرنا، عملی قواعد کے تحت واحد جمع، مذکر مؤنث اور متضاد الفاظ لکھنا	استاد کی نصیحت (کہانی)	اپریل	۲			
اپنا اخلاق بلند کرنا، معیار زندگی کو بہتر بنانا	ہمارا کردار ہی ہماری نمائندگی کرتا ہے، اس لیے بولنے یا کچھ کرنے سے پہلے دوبار سوچ لینا چاہیے کہ اس کے اثرات کیا پڑیں گے	اچھائی پر نعرے لکھنا، ہندوستان کی ثقافتی روایت کی نمائندگی کرنے والی عمارتوں کے متعلق معلومات حاصل کر کے لکھنا	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، جملوں کو صحیح ترتیب سے ملانا، پیرا گراف سے سوالات کے جواب دینا، الفاظ و محاوروں کو جملوں میں استعمال کرنا	میں اور میرا ملک (کہانی)	مئی	۳			
کام کو اس کی ضرورت و اہمیت کے مطابق انجام دینا	اپنے وقت کو قیمتی جاننا اور ہر کام وقت پر کرنے کی عادت ڈالنا	ہندوستان کی عظیم شخصیتوں پر ایک مضمون لکھنا، روزمرہ زندگی میں آنے والی تبدیلیوں پر اظہار خیال کرنا	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، عملی قواعد کے تحت مترادف اور متضاد الفاظ لکھنا، مصرعوں کو غور سے پڑھنا، مصرعوں کو درست کر کے لکھنا	پہلے کام، بعد آرام (نظم)	مئی	۴			
ہمدردی کا جذبہ رکھنا	بزرگوں کی ہمت بڑھانا اور ان کی دل چسپی کے سامان فراہم کرنا	بزرگوں کو خط لکھنا، کلاس میں دوسروں سے ہمدردی کے طریقے بتانا	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، عملی قواعد کے تحت واحد جمع، واحد مذکر مؤنث لکھنا اور مرکب الفاظ کی مدد سے جملے بنانا	سو برس کی نانی (کہانی)	جولائی	۵			
آزادی کا خیال رکھنا، عقل مندی کا ثبوت دینا	کسی انسان اور جانور کو پریشان نہیں کرنا چاہیے	اپنے تجربات دوسروں کو سنانا، چند پرند پر مشتمل کوئی نظم سنانا، کسی حادثے میں زخمیوں کی مدد کے طریقے بتانا	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، پیرا گراف کے سوالوں کے جواب دینا، صحیح جواب کے سامنے صحیح کا نشان لگانا، واحد کی جمع لکھنا، مرکب الفاظ سے جملے بنانا	کہوڑکی سچی کہانی (کہانی)	جولائی	۶			
شکر کا جذبہ پیدا کرنا	خدا کی نعمتوں کو یاد کرنا، شکر ادا کرنا	دودھ کی اہمیت بتانا، دودھ سے بننے والی چیزوں کی فہرست تیار کرنا اور چارٹ بنانا	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، مصرعے ملانا، واحد جمع، مترادف الفاظ، اسم کو صفت میں بدلنا اور الفاظ سے جملے بنانا	ہماری گائے (نظم)	اگست	۷			
حوصلہ رکھنا، ہمت نہ ہارنا	مشکلات کا سامنا کرنا، اچھے خیالات ہی انسان کو عظیم بناتے ہیں	انوکھا کام کرنے والوں کی مشکلات کے بارے میں اپنے خیالات بتانا، کسی عظیم شخصیت سے متعلق کلاس میں بتانا	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، صحیح جواب کے سامنے صحیح کا نشان لگانا، واحد جمع اور الفاظ سے جملے بنانا	علم کی شمع (ترغیبی کہانی)	اگست	۸			

۹	ستمبر	بولوکون بہادر ہے (نظم)	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، شعر کو نثر میں لکھنا، عملی قواعد کے تحت مترادف الفاظ لکھنا، الفاظ سے جملے بنانا، خالی جگہیں بھرنا	اچھی خوبیوں کا ایک چارٹ بنانا، بری عادتوں کا پوسٹر بنانا، اچھی عادتوں کو فروغ دینے کے لیے نعرے لکھنا	ضرورت سے زیادہ اعتماد نہیں کرنا، ضرورت مندوں کی مدد کے لیے اپنی ضرورتوں کی قربانی دینا	ضبط کرنا، قربانی کا جذبہ پیدا کرنا	
<b>ششماہی امتحان</b>							
	اکتوبر	مولانا محمد علی جوہر (سوانح)	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، واحد جمع، مذکر مؤنث، متضاد و مرکب الفاظ لکھنا	آزادی کی تحریک کے واقعات لکھنا، مولانا محمد علی جوہر کی زندگی کا مطالعہ کرنا، مجاہدین آزادی کے نام لکھنا	اچھے انسان کو ہمیشہ یاد رکھا جاتا ہے، اپنے ملک کے لیے قربانی کا جذبہ رکھنا	حب الوطنی کا جذبہ پیدا کرنا، ہندوستانی تہذیب و ثقافت سے واقف ہونا	
	نومبر	خانہ کعبہ (اسلامیات)	الفاظ و معانی یاد کرنا، کثیر الانتخابی سوالات کے جواب دینا، عملی قواعد کے تحت واحد جمع، متضاد اور مرکب اضافی لکھنا، مرکب الفاظ کو جملوں میں استعمال کرنا	پہلی مرتبہ خانہ کعبہ پہنچنے والے لوگوں کے احساسات پر گفتگو کرنا، یہ بتانا کہ آپ وہاں جا کے کیا کریں گے	والدین کی فرماں برداری کرنا	اسلامی تعلیمات سے باخبر ہونا، اطاعت و فرماں برداری کرنا	
	دسمبر	آدی نامہ (نظم)	الفاظ و معانی یاد کرنا، کثیر الانتخابی سوالات کے جواب دینا، عملی قواعد کے تحت متضاد الفاظ اور سابقہ لاحقہ لکھنا، محاوروں کو جملوں میں استعمال کرنا، مصرعوں کو مکمل کرنا	جن کاموں کو آپ روز دیکھتے ہیں ان پر جملے لکھنا اور فہرست بنانا، کام کرنے والوں کی تصویریں دیکھ کر ان کے بارے میں لکھنا	سارے انسان برابر ہیں سب کی اپنی اہمیت ہے، اجتماعی زندگی اختیار کرنا	مساوات کی تعلیم، ہمدردی کا جذبہ رکھنا	
	جنوری	ابو خاں کی بکری (کہانی)	الفاظ و معانی یاد کرنا، زبانی و تحریری سوالات کے جواب دینا، واحد جمع، جملے کے لیے ایک لفظ لکھنا اور الفاظ کو جملوں میں استعمال کرنا	بھینڑ اور بکری کی لڑائی کے نتیجے پر اپنی رائے دینا، پالتو جانوروں کی ایک فہرست تیار کرنا، جانوروں کی دیکھ بھال کے طریقے بتانا	آزادی کے لیے جدوجہد کرنا	جذبہ آزادی کو فروغ دینا	
	فروری	<b>Revision</b>					
	مارچ	<b>سالانہ امتحان</b>					



दिल्ली पब्लिक ग्लोबल स्कूल २०२४-२५

कक्षा-6

वषय-हिन्दी

महीना	पाठ का नाम	कार्य	गति व ध	जीवन-मूल्य और कौशल
अप्रैल	पाठ-१ मत ठहरो	श्रुतलेख, शब्दार्थ, प्रश्नोत्तर, वाक्य प्रयोग	क वता का चार्ट पेपर पर चत्रांकन	समय का सदुपयोग
मई	पाठ-२ आम का मौसम पाठ-३ समय-नियोजन	श्रुतलेख, शब्दार्थ, प्रश्नोत्तर, वाक्य प्रयोग	आम की कस्मों के नाम की सूची	पेड़ों की उपयो गता तनाव से निपटना
जुलाई	पाठ-४ अगर वे उस दिन भी स्कूल आते तो पाठ-५ च इया और चुरुन्गुन पाठ-६ पंच परमेश्वर	श्रुतलेख, शब्दार्थ, प्रश्नोत्तर, वाक्य प्रयोग	च इया से जुडी कुछ क वता कार्य-पुस्तिका में लगाए कहानी कस कक्षा में अ भनय	कर्तव्यपालन, मत्रता स्वभा वक गुणों कों जानना-पहचानना न्याय एवं समस्या-समाधान
अगस्त	पाठ-७ बहादुर बेटा पाठ-८ चूहा और मै पाठ-९ उठ कसान ओ	श्रुतलेख, शब्दार्थ, प्रश्नोत्तर, वाक्य प्रयोग	आपदा प्रबंधन पर अनुच्छेद ड्राइंगशीट पर प्रकृति चत्रण	वप त के समय न घबराना बादल और वर्षा का महत्व
सतम्बर	पाठ-१० जब रवीन्द्रनाथ ने 'सर' की उपा ध लौटा दी पाठ-११ अन्याय के वरुद्ध	श्रुतलेख, शब्दार्थ, प्रश्नोत्तर, वाक्य प्रयोग	स्वतंत्रता आन्दोलन की प्रमुख घटनाओं को चार्ट पेपर पर प्रद र्शित करें	देश के अ भमान की रक्षा भावुकता पर नियंत्रण
अक्टूबर	पाठ-१२ सागर तट के आस-पास पाठ-१३ बाल लीला	श्रुतलेख, शब्दार्थ, प्रश्नोत्तर, वाक्य प्रयोग	पांच देशों की मुद्रा चत्रसहित ड्राइंग शीट परतैयार करें बाँसुरी का चत्र	भ्रमण का महत्व निश्छल प्रेम सरल व्यवहार
नवम्बर	पाठ-१४ पड़ोसी पाठ-१५ दुनिया दिमाग	श्रुतलेख, शब्दार्थ, प्रश्नोत्तर, वाक्य प्रयोग	पांच देशों के नाम राजधानी सहित	पड़ोसी की मदद मस्तिष्क की कार्य-

	की		पुस्तिका में लखें	प्रणाली
दिसम्बर	पाठ-१६ अन्तरिक्ष का उपहार पाठ-१७ सरिता का जल	श्रुतलेख, शब्दार्थ, प्रश्नोत्तर, वाक्य प्रयोग	ऊर्जा-स्त्रातों पर एक प्रस्तुति तैयार करें	वज्ञान की उपयो गता निरंतर प्रयत्नशील रहना
जनवरी	पाठ-१८ मेरी काम	श्रुतलेख, शब्दार्थ, प्रश्नोत्तर, वाक्य प्रयोग	पांच भारतीय खलाडी महिलाओं के चित्र बनाए	दृढ इच्छाशक्ति कठोर परिश्रम
फरवरी	पुनरावृ त	पुनरावृ त	पुनरावृ त	पुनरावृ त

## ANNUAL PEDAGOGICAL PLAN FOR SESSION (2024-25)

Class - VI

Subject - ART

TEACHER NAME-UMA SHUKLA

Chapter name	No. of Periods	Activity	TEACHING METHODOLOGY	Completion Status
Basic of art- tools, shape, color wheel	(APRIL)	HOW TO MAKE NATURE COLOUR FOR HIBISCUS COLOUR	NATURE EDUCATION,ICT	
1- STILL LIFE	(APRIL)	HOW TO GRIP PENCIL	JOYFUL	
2- NATURE STUDY	(APRIL)	HOW TO MAKE NATURAL COLOURS FOR LEAF	JOYFUL	
3- Basic OF OBJECT	(MAY)	BLENDING	EXPERIENTIAL	
4- Stick Drawing	( MAY)	POSTER MAKING	EXPERIENTIAL	
5- FRUITS	( JULY)	MAKE BOAT WITH CRAFT	JOYFUL	
6- HOW TO MAKE GRID	( JULY)	WITH THE HELP OF SCALE	JOY FUL	
7- HOW TO MAKE GRID	(JULY)	STUDENTS WILL BE WRITE THEIR NAME WITH BEAUTIFUL CALLIGRAPHY	ART INTEGRATION,ENVIRONMENTAL PROTECTION	
9-GRID WORK	(AUG)	BUCKET MAKING	JOYFUL	
Decorative art	(AUG)	MAKE A FLAG	EXPERIENTIAL	
8- Fabric painting	(SEP)	MAKE SMILY	NATURE EDUCATION	
9- TREE WITH PENCIL SHEDE	(SEP}	PAINT A POT	NATURE EDUCATION	

10-	SCENERY	(SEP}	SAVE TREE(PAINTING)	EXPERIENTIAL LEANING	
11-	TREE WITH WATER COLOUR	(OCT)	MAKE FUNNY FACE WITH DISPOSAL PLATE	JOYFUL	
12-	LANDSCAPE	(OCT)	DECORATE A POT WITH COLOUR	JOYFUL	
13-	Poster making	(OCT)	PAINT HANKERCHEIF WITH FAB COLOUR	JOYFUL,NATURE EDUCATION	
14-	VILLAGE SCENE	(OCT)	DRAW A TREE	JOYFUL	
15-	STILL LIFE WITH WATER COLOUR	(NOV)	RATH ACT.	JOYFUL	
16-	STENCIL ART	(NOV)	MAKE A COLLAGE OF FAMOUS MONUMENT	ENVIRONMENT PROTECTION	
17-	FOREST SCENE	(NOV)	LION ACT	JOYFUL	
18-	SCENERY	(DEC)	MAKE MASK	ART INTIGRATION	
19-	Story telling	DEC	MAKE PAPER BOAT	JOYFUL L	
	Origami	DEC	WALLCLOCK	JOYFUL L	
20-	LANDSCAPE WITH PENCIL SHADE	DEC	OWL	NATURE EDUCATION	
21-	Collage making	JAN	FLOWER POT WITH TRICOLOUR	JOYFUL	
22-	POSTER DESIGN	JAN	BOAT WITH PAPER	JOYFUL	

<b>23-</b>	<b>COLLAGE MAKEING</b>	<b>FEB</b>	<b>DRAW A PICHKARI</b>	<b>JOYFUL</b>	
<b>24-</b>	<b>Painting with wax</b>	<b>FEB</b>	<b>MAKE COLLAGE WITH COLOUR FUL PAPER AS JUNGLE SEEN</b>	<b>JOYFUL</b>	