

**CURRICULAR GOALS AND COMPETENCIES DEFINED IN THE  
NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL  
EDUCATION (NCF-SE) 2023  
MIDDLE STAGE: GRADE VI (2024-25)**

**ENGLISH**

CURRICULAR GOALS	COMPETENCIES
<p><b>CG-1</b> Develops the capacity for effective communication using Language skills for description, analysis, and response</p>	<p><b>C-1.1</b> Identifies main points and summarizes from a careful listening or reading of the text (news articles, reports, editorials) <b>C-1.2</b> Listens to, plans, and conducts different kinds of interviews(structured and unstructured) <b>C-1.3</b> Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to the context, with sensitivity) <b>C-1.4</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes <b>C-1.5</b> Creates content for audio, visual, or both, for different audiences and purposes</p>
<p><b>CG-2</b> Appreciates the language and literary and cultural heritage in and related to Language by exploring the various forms of literary devices</p>	<p><b>C-2.1</b> Identifies and appreciates different forms of literature (prose, poetry, drama) and styles of writing (narrative, descriptive, expository, persuasive) from various cultures and time periods <b>C-2.2</b> Identifies literary devices [simile, metaphor, personification, hyperbole, alliteration, idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing <b>C-2.3</b> Expresses through speech and writing their ideas and critiques on the various aspects of their social and cultural surroundings</p>
<p><b>CG-3</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expression</p>	<p><b>C-3.1</b> Interprets and understands basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech, while reading different forms of literature, and applies them while writing <b>C-3.2</b> Writes prose, poetry, and drama using appropriate style and language</p>
<p><b>CG-4</b> Develops the ability to write reviews and uses the library to find references</p>	<p><b>C-4.1</b> Reads, responds to, and critically reviews books of varied genres (fiction and non-fiction) <b>C-4.2</b> Uses books and other media resources effectively to find references to use in projects and other activities</p>

<p><b>CG-5</b> Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language</p>	<p><b>C-5.1</b> Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used</p> <p><b>C-5.2</b> Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable</p> <p><b>C-5.3</b> Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, anagrams, crosswords)</p>
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**CURRICULUM: GRADE VI (2024-25)**  
**TEXTBOOK: COLLINS ENRICHING ENGLISH BOOK 6**

CYCLE	CYCLE DATES	TOPICS	LEARNING OUTCOMES Learners will be able to:
<b>TERM I</b>			
<b>I</b>	<b>3<sup>rd</sup> April '24 to 30<sup>th</sup> April '24</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Writing- Informal Letter</li> <li>• Prose- India's Shining Girls</li> <li>• Grammar- Subject Verb Agreement</li> <li>• Grammar - Recapitulation</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend facts explicitly stated in the text.</li> <li>• Educate them on the importance of body language in comparison to verbal language.</li> <li>• Understand the art of writing an informal letter.</li> <li>• Organise, plan, and write the content as per the given format.</li> <li>• Choose appropriate verbs to agree with collective nouns, singular, plural, and compound subjects.</li> </ul>
<b>II</b>	<b>1<sup>st</sup> May '24 to 28<sup>th</sup> May '24</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Poetry: Silver</li> <li>• Grammar: Kinds of Pronouns</li> <li>• Writing: Opinion Writing</li> <li>• Grammar - Recapitulation</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and appreciate different types of poetry.</li> <li>• Analyse the poem's underlying meanings by using poetry's elements.</li> <li>• Understand the function and usage of Pronouns in sentences.</li> <li>• Define and identify pronouns and their types in the text.</li> <li>• Introduce the topic of their opinion piece.</li> </ul>
<b>III</b>	<b>3<sup>rd</sup> July '24 to 31<sup>st</sup> July '24</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Grammar- Punctuations</li> <li>• Prose- Children of India</li> <li>• Grammar - Recapitulation</li> </ul>	<ul style="list-style-type: none"> <li>• Acquainting the learners with reading comprehension strategies and skills that effectively facilitate their understanding and analysis of written texts.</li> <li>• Demonstrate an understanding of punctuation through correct usage.</li> <li>• Look back in time and appreciate the world without technology.</li> </ul>

<b>IV</b>	<b>1<sup>st</sup> August '24 to 30<sup>th</sup> August '24</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Prose- A Spark Neglected Burns the House</li> <li>• Grammar- Tenses</li> <li>• Writing- Story Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the various genres and their elements.</li> <li>• Expose oneself to different cultures and build strong social institutions.</li> <li>• To know the structure of all 12 tenses.</li> <li>• To explain the past, present, or future verb tense in a text.</li> </ul>
<b>V</b>	<b>Half Yearly Examination (2<sup>nd</sup> September '24 - 20<sup>th</sup> September '24)</b>		
<b>TERM II</b>			
<b>VI</b>	<b>23<sup>rd</sup> - 30<sup>th</sup> September '24</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Prose- The Incident of the Tooth</li> <li>• Grammar - Recapitulation</li> </ul>	<ul style="list-style-type: none"> <li>• To list and explain the figures of speech.</li> <li>• To understand the various genres and their elements.</li> <li>• The students will learn and practice the five stages of the writing process: Prewriting, writing, revising, editing, and publishing.</li> </ul>
<b>VII</b>	<b>1<sup>st</sup> October '24 to 29<sup>th</sup> October'24</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Poetry- After Blenheim</li> <li>• Grammar- Prepositions</li> <li>• Writing- Formal Letter</li> </ul>	<ul style="list-style-type: none"> <li>• To use poetic devices to create strong images and leave lasting impressions.</li> <li>• To identify rhyming couplets and instances of repetition</li> <li>• Students will be able to identify when prepositions are used correctly.</li> <li>• identify the relationship between the noun and the preposition.</li> </ul>
<b>VIII</b>	<b>4<sup>th</sup> November'24 to 29<sup>th</sup> November '24</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Grammar- Voice</li> <li>• Grammar- Kinds of Adverbs</li> <li>• Writing- Notice Writing</li> </ul>	<ul style="list-style-type: none"> <li>• To use poetic devices to create strong images and leave lasting impressions.</li> <li>• To understand the use synonyms and proverbs.</li> <li>• Designing an eye-catching, precise, concrete and attractive notice for dissemination of information.</li> <li>• Identify the elements of notice writing as it should disseminate complete information without any gaps.</li> </ul>
<b>IX</b>	<b>2<sup>nd</sup> December '24 to 27<sup>th</sup> December '24</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Prose- The Christmas Truce</li> <li>• Prose- The Theft of the Ruby</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and identify the different types of sentences, and use conditional sentences</li> <li>• Identify and use adverbs as modifiers to express time, place, manner, degree, and frequency.</li> </ul>

			<ul style="list-style-type: none"> <li>To further elaborate the action with the modifiers.</li> </ul>
<b>X</b>	<b>16th January '25 to 31st January '25</b>	<ul style="list-style-type: none"> <li>Comprehension</li> <li>Grammar- Editing</li> <li>Poetry- The Power of Music</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the techniques and skills of editing and proofreading.</li> <li>Recite a poem with the correct intonation and expressions</li> <li>Complete a fact sheet on a famous musician</li> </ul>
<b>XI</b>	<b>3rd February '25 to 28th February '25</b>	<ul style="list-style-type: none"> <li>Comprehension</li> <li>Grammar- Conjunctions</li> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to use conjunctions properly and accurately</li> </ul>
<b>Annual Examination is in March '25 (subject to the CBSE Exam Date Sheet)</b>			

# MATHEMATICS

CURRICULAR GOALS	COMPETENCIES
<p><b>CG-1</b> Understands numbers and sets of numbers (Whole numbers, Fractions, Integers, and Rational numbers) looks for patterns, and appreciates relationships between numbers</p>	<p>C-1.1 Develops a sense for and an ability to manipulate (e.g., read, write, form, compare, estimate, and apply operations) large whole numbers of up to 10 digits and expresses them in scientific notation using exponents and powers.</p> <p>C-1.2 Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., prime numbers, powers of 3, etc.) and explain relations between different patterns.</p> <p>C-1.3 Explores and understands sets of numbers such as whole numbers, fractions, integers, and rational numbers, and their properties.</p> <p>C-1.4 Represents rational numbers in decimal form as an extension of the Indian system of numeration 'past the decimal point'.</p> <p>C-1.5 Explores the idea of percentage and apply it in solving problems.</p> <p>C-1.6 Explores and applies fractions (both as ratios and in decimal form) in daily life situations</p>
<p><b>CG-2</b> Understands the concepts of variable, constant, coefficient, expression, and (one variable) equation, and uses these concepts to solve meaningful daily life problems with procedural fluency</p>	<p>C-2.1 Extends the abstract representation of a number in the form of a variable or an algebraic expression using a variable.</p> <p>C-2.2 Forms algebraic expressions using variables, coefficients, and constants, and manipulates them through addition, subtraction, and multiplication.</p> <p>C-2.3 Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems.</p> <p>C-2.4 Develops own methods to solve puzzles</p>

<p><b>CG-3</b> Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)</p>	<p>C-3.1 Describes, classifies, and understands relationships among different types of two and three-dimensional shapes using their defining properties/attributes.</p> <p>C-3.2 Knows properties of lines, angles, triangles, quadrilaterals, and polygons, and applies them to solve related problems.</p> <p>C-3.3 Identifies attributes of three-dimensional shapes (cubes, parallelepipeds, cylinders, cones, etc.) and uses two-dimensional representations of three-dimensional objects to visualize and solve problems.</p> <p>C-3.4 Draws and constructs geometric shapes such as lines, parallel lines, angles, and simple triangles, with specified properties, using compass and straightedge.</p>
<p><b>CG-4</b> Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems.</p>	<p>C-4.1 Identifies, selects, and uses units of appropriate size and type to measure and examine the relationship between perimeter and area for 2D shapes (both regular and irregular shapes).</p> <p>C-4.2 Discovers, understands, and uses formulas to determine the circumference of a circle and the area of a triangle, parallelogram, and trapezium, and develops strategies to find the areas of more complex 2D shapes.</p> <p>C-4.3 Explores and uses Baudhayana's Theorem on right triangles and other fundamental geometric theorems to solve puzzles and everyday problems.</p> <p>C-4.4 Discovers and constructs tilings of the plane using 2D shapes and identifies and appreciates their appearances in art in India and around the world.</p> <p>C-4.5 Develops the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world.</p>
<p><b>CG-5</b> Collects, organises, represents (graphically and in tables), and interprets data/ information from daily life experiences.</p>	<p>C-5.1 Collects, organises data, and applies measures of central tendencies such as average/mean, mode, and median.</p> <p>C-5.2 Selects, creates, and uses appropriate graphical representations of data, including pictographs, bar graphs, histograms, line graphs, and pie charts.</p>
<p><b>CG-6</b> Develops mathematical thinking and the ability to logically and precisely communicate mathematical ideas.</p>	<p>C-6.1 Applies both inductive and deductive logic to formulate definitions and conjectures, evaluates and produces convincing arguments/proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and geometry.</p>

<p><b>CG-7</b> Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them.</p>	<p>C-7.1 Applies creativity to develop one’s own solutions to puzzles and other problems and appreciates the work of others to develop their own solutions. C-7.2 Engages in and appreciates the artistry and aesthetics of puzzle-making, puzzle-posing, and puzzle-solving.</p>
<p><b>CG-8</b> Knows and appreciates the development of mathematical ideas over human history, and the contributions of past and modern mathematicians from India and across the world</p>	<p>C-8.1 Recognises important mathematical contributions of India (e.g., zero, Indian numerals, ideas around infinity, concepts of algebra, etc.) as well as the contributions of specific Indian mathematicians (such as Baudhayana, Panini, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, Madhava, and Ramanujan). C-8.2 Recognizes and appreciates how concepts (like the notion of number, from counting numbers, to 0, to negative numbers, to rational evolved over a period of time across different civilizations.</p>
<p><b>CG-9</b> Develops basic skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation, generalization, abstraction, and algorithms, in order to solve problems where such techniques of computational thinking are effective.</p>	<p>C-9.1 Approaches problems using programmatic thinking techniques such as iteration, symbolic representation, and logical operations and reformulates problems into series of ordered steps (algorithmic thinking). C-9.2 Identifies, analyses, and implements possible solutions to problems, with the goal of achieving the most efficient and effective combination of steps and resources and generalizes this process to a wide variety of problems.</p>

**TEXTBOOK REFERENCE: MATHEMATICS FOR GRADE VI BY NCERT**

CYCLE	CYCLE DATES	TOPICS	LEARNING OUTCOMES
I	3 <sup>rd</sup> April '24 – 30 <sup>th</sup> April '24	Chapter-1: Knowing our Numbers  Chapter- 2: Whole Numbers	<ul style="list-style-type: none"> <li>• Understand the relation between Indian and International System of Numeration.</li> <li>• Estimate large numbers.</li> <li>• Differentiate between Natural and Whole Numbers.</li> <li>• Verify and apply the properties of whole numbers.</li> </ul>
II	1 <sup>st</sup> May '24 – 28 <sup>th</sup> May '24	Chapter- 3: Playing with numbers	<ul style="list-style-type: none"> <li>• Understand Factors, Multiples and ways to find it.</li> <li>• Solve word problems involving HCF and LCM related to real life situations.</li> </ul>

<b>III</b>	<b>3<sup>rd</sup> July '24 – 31<sup>st</sup> July '24</b>	Chapter-4: Basic Geometrical Ideas  Chapter-5: Understanding Elementary Shapes	<ul style="list-style-type: none"> <li>• Differentiate between a point, line, line segment, plane.</li> <li>• Understand angle, triangle, quadrilateral, circle and their parts.</li> <li>• Classify quadrilaterals as square, rectangle, parallelogram etc.</li> </ul>
<b>IV</b>	<b>1<sup>st</sup> August '24 – 30<sup>th</sup> August '24</b>	Chapter-6: Integers  Chapter-9: Data Handling	<ul style="list-style-type: none"> <li>• Represent integers on a number line.</li> <li>• Compare integers and add and subtract them.</li> <li>• Understand, collect and organize data.</li> <li>• Represent data in tabular form using tally marks.</li> <li>• Interpret and draw Bar Graph.</li> </ul>
<b>Half Yearly Examination (2<sup>nd</sup>September-20<sup>th</sup> September)</b>			
<b>V</b>	<b>23<sup>rd</sup> September'24 – 30<sup>th</sup> September '24</b>	Chapter-7: Fractions	<ul style="list-style-type: none"> <li>• Study types of fractions and their representation.</li> <li>• Simplify fractions.</li> </ul>
<b>VI</b>	<b>1<sup>st</sup> October'24 – 29<sup>th</sup> October'24</b>	Chapter-7: Fractions  Chapter-8: Decimals	<ul style="list-style-type: none"> <li>• Understand addition and subtraction of fractions.</li> <li>• Write and compare decimals</li> <li>• Add and subtract decimal numbers.</li> <li>• Apply the knowledge of decimals in solving real-life problems.</li> </ul>
<b>VII</b>	<b>4<sup>th</sup> November'24 – 29<sup>th</sup> November'24</b>	Chapter-11: Algebra	<ul style="list-style-type: none"> <li>• Understand and define variables, constants and algebraic expressions.</li> <li>• Form and evaluate algebraic expressions.</li> </ul>
<b>VIII</b>	<b>2<sup>nd</sup> December'24 - 27<sup>th</sup> December'24</b>	Chapter-12: Ratio and Proportion	<ul style="list-style-type: none"> <li>• Compare quantities of the same type by using ratios</li> <li>• Understand the concept of proportion by equating two ratios.</li> <li>• Apply unitary method.</li> </ul>
<b>IX</b>	<b>16<sup>th</sup> January'25- 31<sup>st</sup> January'25</b>	Chapter-10: Mensuration	<ul style="list-style-type: none"> <li>• Calculate the perimeter and area of a square, rectangle and other regular figures.</li> <li>• Apply the knowledge of area and perimeter in daily life.</li> </ul>
<b>X</b>	<b>3<sup>rd</sup> February'25 - 28<sup>th</sup> February'25</b>	Chapter-10: Mensuration cont. Symmetry (Activity Based)	<ul style="list-style-type: none"> <li>• Understand the meaning of symmetry.</li> <li>• Study about symmetrical and asymmetrical figures.</li> <li>• Study about line of symmetry.</li> </ul>



## SOCIAL SCIENCE

CURRICULAR GOALS	COMPETENCIES
<p><b>CG-1</b> Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations of social reality.</p>	<p><b>C1.1</b>-Recognizes multiple sources of information (primary and secondary) to understand the historical, geographical and socio-political aspects of an issue/behavior/ practice / belief / event. <b>C1.2</b>- Comprehends and analyses data using tables, charts, diagrams and maps representing socio- political, cultural, economic or geographic phenomenon.</p>
<p><b>CG-2</b> Determines the process of continuity and change in human civilisation through some specific examples from student's context and a few historical episodes.</p>	<p><b>C2.1</b> - Collects oral and written sources to analyse changes that have happened in their family/surrounding, in terms of livelihood, technology migration, availability of resources lifestyle and political condition. <b>C2.2</b>- Explains key phases of history which denotes major changes in world history. <b>C2.3</b>- Examines the reasons for the sustenance/continued prevalence of certain beliefs,relationships, practices, and activities in human society, regardless of the major changes in society.</p>
<p><b>CG-3</b> Draws connections between the cause and effect of different social and historical events or episodes and connects it with the overall impact on human life.</p>	<p><b>C-3.1</b> Identifies reasons behind conflicts among socialgroups and communities in their own region and theirimpact on the society. <b>C-3.2</b> Explains and analyses various changes that have occurred in human life from nomadism to early civilization (such as changes in food habits, emergence of commercial agriculture, people's beliefs and ideas like ahimsa, equality, and events related to major wars which influenced human society significantly).</p>
<p><b>CG-4</b> Appreciates the importance of being an Indian (Bhartiya) by understanding (a) India's glorious past: its cultural diversity, heritage, traditions, literature, art, philosophy, and medicine, and (b) the geographical diversity in India</p>	<p><b>C-4.1</b> Explains and upholds the cultural diversity of India by recognizing various political ideologies, dialects, languages, traditional practices, religious ideas, trade, and commerce, Indian ayurveda, yoga, etc. <b>C-4.2</b> Discovers the topographical diversity of the Indian landform- from the semi-arid zone in the west to the areas of heavy rains in the north-east, from the long coastal areas in the south to the snow-clad mountains in the north, and the rich biodiversity of the country.</p>

<p><b>CG-5</b> Understands the spatial distribution of resources (from local to global), their conservation and the interdependence between natural phenomena and human life</p>	<p><b>C-5.1</b> Explains key natural phenomena like rain, weather, climate, soil formation, the flow of rivers, agents of erosion and how it is spatially distributed. <b>C-5.2</b> Inquires about the distribution of resources such as water, agriculture, raw materials, services and the disparity in the availability of resources to people from different sections of society (both in geographical and social terms). <b>C-5.3</b> Illustrates attempts at conservation happening in society and advocates the importance of the same. <b>C-5.4</b> Correlates the existence of different patterns of livelihoods with the different types of landforms, availability of resources and climatic conditions (in local, regional, national, and global contexts).</p>
<p><b>CG-6</b> Evaluates the functioning of the family and other social and political institutions and situates them in the context of other existing grassroots and larger democratic institutions.</p>	<p><b>C-6.1</b> Collects, organizes, and interprets information about various social and political institutions in one's locality and region, and realizes its significance for human society. <b>C-6.2</b> Assesses the influence of social and political institutions on an individual/ group/ community/ and society in general.</p>
<p><b>CG-7</b> Understands various forms of inequality and discrimination in society right from those prevalent in a family to a community/regional/national level and explores its possible causes.</p>	<p><b>C-7.1</b> Observes, records, and classifies work roles, importance, autonomy (who gets most or least attention/ appreciation, scope and flexibility to work, access to opportunities) in one's own family, other families of the locality <b>C-7.2</b> Raises questions about prejudices, stereotyping and other forms of discrimination of individuals/ groups in society.</p>
<p><b>CG-8</b> Acknowledges the process of development of the Constitution of India and upholds its importance to promote democratic values in the Indian society.</p>	<p><b>C-8.1</b> Discusses the need for a constitution for any country, especially a country like India. <b>C-8.2</b> Explains the process of formation of the Indian Constitution and evaluates the ideals of Indian national movement in it. <b>C-8.3</b> Elaborates on the working of three tiers of local self-government and its significance in upholding democracy at grassroot level.</p>

<p><b>CG-9</b> Understands the process of economic activities (production, trade, and commerce) and its impact on shaping an individual's life as well as its influence on any country's history and geography.</p>	<p><b>C-9.1</b> Identifies trade and commerce activities in one's own region and sees similar patterns in the country. <b>C-9.2</b> Explains the key elements of trade and commerce (commodity, production, capital, profit, and loss) and its impact on various historical and geographical development in a country. <b>C-9.3</b> Evaluates the concept of surplus and its relationship with various economic activities.</p>
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<b>TEXTBOOK REFERENCE: NCERT TEXTBOOKS</b>			
<b>CYCLE NO</b>	<b>CYCLE DATES</b>	<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<b>TERM I</b>			
<b>I</b>	<b>3rd April '24 – 30th April '24</b>	Geography <b>Chapter 2:</b> Globe: Latitudes And Longitudes <b>Chapter 4:</b> Maps (Activity)	<ul style="list-style-type: none"> <li>• Understand Latitudes and Longitudes, Heat Zones of the earth and the relationship between time and longitude.</li> <li>• Collaboratively locate places on globe with the help of latitudes and longitudes. To identify relationship between longitude and time.</li> <li>• Develop basic skills of map reading.</li> </ul>
<b>II</b>	<b>1st May '24 – 28th May '24</b>	History <b>Chapter 1:</b> What, Where, How and When?	<ul style="list-style-type: none"> <li>• Learn and understand why it is very important to study history?</li> <li>• Familiarize with and usage of different terms like archaeology, excavations, and dates.</li> </ul>
<b>III</b>	<b>3rd July '24 – 31st July '24</b>	History - <b>Chapter 1:</b> What, Where, How and When (Contd.)  Civics Unit I <b>Chapter 1:</b> Understanding Diversity (ACTIVITY)  <b>Chapter 2:</b> Diversity and Discrimination.	<ul style="list-style-type: none"> <li>• Recognizes various forms of discrimination and understands the nature and sources of discrimination.</li> <li>• Differentiates between equality and inequality in various forms to treat them in a healthy way.</li> </ul>

IV	1 <sup>st</sup> August '24– 30 <sup>th</sup> August '24	History <b>Chapter 2:</b> From Hunting - Gathering To Growing Food <b>Chapter 3:</b> In the Earliest Cities	<ul style="list-style-type: none"> <li>Recognize distinctive features of early humancultures and explains their growth.</li> <li>Explains broad developments during the ancient period, e.g., hunting–gathering stage, thebeginning of agriculture.</li> </ul>
<b>CYCLE V</b>		<b>Half Yearly Examination (2<sup>nd</sup>September-20<sup>th</sup> September)</b>	
VI	23 <sup>rd</sup> September'24 – 30 <sup>th</sup> September'24	Civics Unit II <b>Chapter 3:</b> What is Government?	<ul style="list-style-type: none"> <li>Discuss the status of women in the ancient IndianSociety.</li> <li>Explain how did taxes come into being in India,how were they implemented?</li> </ul>
VII	1 <sup>st</sup> October'24 - 29 <sup>th</sup> October'24	Geography <b>Chapter 5:</b> Major Domainsof the Earth (Activity)	<ul style="list-style-type: none"> <li>Recognize that the earth is a unique celestial body due to the existence of life.</li> <li>Identify zones of the earth with specialreference to the biosphere.</li> </ul>
VIII	4 <sup>th</sup> November'24 – 29 <sup>th</sup> November '24	Geography <b>Chapter 5:</b> Major Domainsof the Earth (Continued) <b>Chapter 5:</b> Kingdoms, Kings, and an Early Republic	<ul style="list-style-type: none"> <li>Recognize that the earth is a unique celestial body due to the existence of life.</li> <li>Identify the practices adopted to become a raja in the ancient period.</li> <li>Differentiate between Janapadas and Mahajanapadas.</li> <li>Analyse the changes in agriculture and taxation system in the ancient kingdoms.</li> <li>Examine the features of Vajji and Magadha kingdom.</li> </ul>
IX	2 <sup>nd</sup> December'24 - 27 <sup>th</sup> December'24	History <b>Chapter 7:</b> From A Kingdom To An Empire  Civics Unit III <b>Chapter 4:</b> Panchayati Raj <b>Chapter 6:</b> Urban Administration (Activity)	<ul style="list-style-type: none"> <li>Describe Asoka's rise to power.</li> <li>Explain the events of Asoka's life beforeand after his transformation.</li> <li>Discuss how Asoka's conversion to Buddhism impacted the faith and the Mauryan Empire.</li> <li>Develop map skills.</li> <li>Describes the functioning of rural and urban local government bodies in sectorslike health and education.</li> <li>Describes factors responsible for the availability of different occupations undertaken in rural and urban areas.</li> </ul>

<b>X</b>	<b>16th January'25 - 31st January'25</b>	Geography <b>Chapter 6:</b> Our Country India (Activity) History <b>Chapter 9:</b> New Empires and Kingdoms	<ul style="list-style-type: none"> <li>• Identify geographical features of India</li> <li>• Locate India on a map</li> <li>• Identify and locate the different states and capitals of India and the Union territories and the neighbouring countries of India’.</li> </ul>
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## SCIENCE

<p><b>CG-1</b> Explores the world of matter, and its constituents, properties, and behaviour</p>	<p><b>C-1.1</b> Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical characteristics (pure, impure; acids, bases; metals, non-metals; solutions, mixtures, separation techniques; elements, compounds)</p> <p><b>C-1.2</b> Describes changes in matter (physical and chemical change) and uses particulate nature to represent the properties of matter and the changes.</p> <p><b>C-1.3</b> Explains the importance of measurement, and measures physical properties of matter (volume, weight, temperature, density) in indigenous and standard units using simple instruments.</p> <p><b>C-1.4</b> Observes and explains the phenomena caused due to difference in pressure, temperature, and density (breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)</p>
<p><b>CG-2</b> Explores the physical world around them in scientific and mathematical terms</p>	<p><b>C-2.1</b> Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical quantities (position, distance, time – speed, and changes in speed) through mathematical and diagrammatic representations</p> <p><b>C-2.2</b> Describes how electricity works through manipulating different elements in simple circuits, and demonstrate the heating and magnetic effects of electricity</p> <p><b>C-2.3</b> Describes the properties of a magnet (natural and artificial, earth as a magnet)</p> <p><b>C-2.4</b> Demonstrates rectilinear propagation of light from different sources of light (natural, artificial, reflecting surfaces), and verify the laws of reflection through manipulation of light source and objects, and use of apparatus and artefact (plane and curved mirrors, pinhole camera, kaleidoscope, periscope)</p> <p><b>C-2.5</b> Observes and identifies celestial objects in the night sky using simple telescope and images (planets, stars, natural and artificial satellites, constellation, comets), and explains their role in navigation, calendars, and phenomena (phases of the moon, eclipse, life on earth)</p>
<p><b>CG-3</b> Explores the living world around us, and its interaction with the inanimate world in scientific terms</p>	<p><b>C-3.1</b> Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), and at a smaller scale (pond water, animal and plant bodies, other microscopic organisms)</p> <p><b>C-3.2</b> Distinguishes the characteristics of living organisms (need for nutrition, growth, and development, need for respiration, response to stimuli, reproduction, excretion, cellular organization) from non-living things.</p>

	<p><b>C-3.3</b> Analyses patterns of relationship between living organisms and their environment in terms of dependence on and response to each other</p> <p><b>C-3.4</b> Explains the conditions suitable for sustaining life on earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)</p>
<p><b>CG-4</b> Understands the components of health, hygiene, and wellbeing</p>	<p><b>C-4.1</b> Undertakes a nutrition-based analysis of food components with reference to Indian and modern dietary and culinary practices, and explain the effect of nutrition on health</p> <p><b>C-4.2</b> Examines different dimensions of diversity of food – sources, nutrients, geographical, social, time-period based, diets</p> <p><b>C-4.3</b> Describes biological changes (growth, hormonal, reproductive) during adolescence, and measures to ensure overall well-being</p> <p><b>C-4.4</b> Recognizes and discuss substance abuse, viewing school as a safe space to raise these concerns</p>
<p><b>CG-5</b> Understands the interface of science, technology, and society</p>	<p><b>C-5.1</b> Illustrates how science and technology help improve the quality of lives in every walk of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites, etc.)</p> <p><b>C-5.2</b> Shares views on news and articles related to the impact science and technology, and society have on each other.</p>
<p><b>CG-6</b> Explores the nature and processes of science through engaging with the evolution of scientific knowledge and conducting scientific inquiry</p>	<p><b>C-6.1</b> Illustrates how the scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets), and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, science as a collective endeavour, conserving biodiversity and ecosystems)</p> <p><b>C-6.2</b> Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects), and collects data that is usable as evidence (through observation of the natural environment, designing simple experiments or use of simple scientific instruments)</p>
<p><b>CG-7</b> Communicates own questions, observations and conclusions related to science</p>	<p><b>C-7.1</b> Uses scientific vocabulary to communicate inferences and ideas about science accurately in oral and written form, and through visual representation</p> <p><b>C-7.2</b> Designs and build simple models to demonstrate scientific concepts</p> <p><b>C-7.3</b> Represents real world events and relationships through diagrams and simple mathematical representations</p>

<b>TEXTBOOK REFERENCE FOR CLASS VII- NCERT SCIENCE</b>			
<b>CYCLE</b>	<b>CYCLE DATES</b>	<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<b>TERM-I</b>			
<b>I</b>	<b>3<sup>rd</sup> April '24 – 30<sup>th</sup> April '24</b>	<b>Chapter -1 Components of food</b>	<ul style="list-style-type: none"> <li>• To analyze the disease caused due to deficiency of these nutrients.</li> <li>• To evaluate the terms-deficiency diseases, under nutrition and malnutrition.</li> <li>• To create a balanced diet chart.</li> </ul>

		<b>Chapter - 2 Sorting of materials into groups</b>	<ul style="list-style-type: none"> <li>• To apply knowledge and classify materials into different groups.</li> <li>• To compare materials on the basis of their properties.</li> <li>• To arrange the different materials into groups.</li> </ul>
<b>II</b>	<b>1<sup>st</sup> May '24 – 28<sup>th</sup> May '24</b>	<b>Chapter - 2 Sorting of materials into groups (Continued)</b>  <b>Chapter - 3 Separation of substances</b>	<ul style="list-style-type: none"> <li>• To study the concept of classification and its advantages.</li> <li>• To study properties of materials such as roughness, hardness, lustre, solubility, flotation and transparency.</li> <li>• To study pure substances and mixture.</li> <li>• To learn the need for separating components of mixture.</li> <li>• To study various methods for separation of mixtures.</li> <li>• To understand the meaning of saturated and unsaturated solutions.</li> </ul>
<b>III</b>	<b>3<sup>rd</sup> July '24 – 31<sup>st</sup> July '24</b>	<b>Chapter - 4 Getting to know plants</b>	<ul style="list-style-type: none"> <li>• To demonstrate the functions of root, stem and leaves.</li> <li>• To analyze the terms venation, pollination, fertilization, reproduction.</li> <li>• To compare herbs, shrubs, and trees.</li> <li>• To prepare herbarium sheets and study leaves for their shape, size and color.</li> </ul>
<b>IV</b>	<b>1<sup>st</sup> August '24 – 30<sup>th</sup> August '24</b>	<b>Chapter - 5 Body movements</b>	<ul style="list-style-type: none"> <li>• To analyze the functioning of axial skeleton and appendicular skeleton.</li> <li>• To evaluate the role of bones and muscles in the movement of our body</li> <li>• To design a model of human skeleton system and show different types of joints.</li> </ul>

**CYCLE V-Half Yearly Examination (2<sup>nd</sup> September'24-20<sup>th</sup> September'24)**

**TERM-II**

<b>VI</b>	<b>23<sup>rd</sup> September'24 – 30<sup>th</sup> September '24</b>	<b>Chapter - 6 The Living organisms and their surroundings</b>	<ul style="list-style-type: none"> <li>• To understand adaptation and acclimatization.</li> <li>• To compare the adaptations of animals in various habitats</li> <li>• To evaluate the role of bones and abiotic factors in environment.</li> </ul>
<b>VII</b>	<b>1<sup>st</sup> October'24 - 29<sup>th</sup> October'24</b>	<b>Chapter - 6 The Living organisms and their surroundings (Continued)</b>  <b>Chapter - 7 Motion and measurement of distances</b>	<ul style="list-style-type: none"> <li>• To study major types of habitats: terrestrial and aquatic.</li> <li>• To study the characteristics of living beings.</li> <li>• To learn about the history of transport.</li> <li>• To understand the concept of motion.</li> <li>• To apply knowledge and study different types of motions.</li> <li>• To analyze the various types of motions.</li> </ul>
<b>VIII</b>	<b>4<sup>th</sup> November'24 – 29<sup>th</sup> November'24</b>	<b>Chapter - 7 Motion and measurement of distances (Continued)</b>  <b>Chapter -8 Light, shadows and reflections</b>	<ul style="list-style-type: none"> <li>• To evaluate the need for standard units of measurement. To create models showing various motions.</li> <li>• To identify translucent, transparent and opaque objects.</li> <li>• To understand the terms reflection of light, shadows, image.</li> <li>• To evaluate the differences between shadow and image.</li> <li>• To understand the working of pinhole camera.</li> </ul>
<b>IX</b>	<b>2<sup>nd</sup> December'24 - 27<sup>th</sup> December'24</b>	<b>Chapter - 9 Electricity and Circuits</b>  <b>Chapter - 10 Fun with magnets</b>	<ul style="list-style-type: none"> <li>• To know the importance of conductors and insulators in our daily life.</li> <li>• To analyze the functioning of electric bulb.</li> <li>• To understand working of an electric circuit.</li> </ul>



			<ul style="list-style-type: none"> <li>• To understand the property of magnets.</li> <li>• To differentiate between natural and artificial magnets.</li> </ul>
<b>X</b>	<b>16<sup>th</sup> January'25-31<sup>st</sup> January'25</b>	<b>Chapter - 10 Fun with magnets (Continued)</b>  <b>Chapter - 11 Air around us</b>	<ul style="list-style-type: none"> <li>• To gain knowledge about magnetic and non-magnetic substances.</li> <li>• To know the uses of magnetic compass.</li> <li>• To understand the importance of various gases in atmosphere.</li> <li>• To learn about gaseous exchange in plants and animals.</li> <li>• To know the composition of air.</li> </ul>
<b>XI</b>	<b>3<sup>rd</sup> February'25 - 28<sup>th</sup> February'25</b>	<b>Chapter - 11 Air around us (Continued)</b>	<ul style="list-style-type: none"> <li>• To understand how air sustains life.</li> <li>• To learn the difference between air and wind.</li> <li>• To describe the causes and effects of air pollution.</li> </ul>
<b>Annual Examination in the month of March '25 (subject to CBSE Exam Date Sheet)</b>			

# COMPUTER APPLICATIONS

## TEXTBOOK REFERENCE : CYBER QUEST 6 BY KIPS PUBLICATIONS

CYCLE	CYCLE DATES	TOPIC	LEARNING OUTCOMES
<b>TERM 1</b>			
<b>I</b>	<b>3<sup>rd</sup> April '24 – 30<sup>th</sup> April '24</b>	<b>Chapter 1 – Computer Languages</b>	<ul style="list-style-type: none"> <li>• Know about various Generation of Languages of Computer</li> <li>• Distinguish between Translator Programs like Assembler, Compiler and Interpreter</li> </ul>
<b>II</b>	<b>1<sup>st</sup> May '24 – 28<sup>th</sup> May '24</b>	<b>Chapter 7 – Introduction to Python</b>	<ul style="list-style-type: none"> <li>• Learn the features of Python</li> <li>• Understand the two modes of Python</li> <li>• Work in IDLE mode</li> </ul>
<b>III</b>	<b>3<sup>rd</sup> July '24 – 31<sup>st</sup> July '24</b>	<b>Chapter 7 – Introduction to Python(Continued..)</b>	<ul style="list-style-type: none"> <li>• Know the rules of Python Programming</li> <li>• Work with Variables</li> <li>• Learn about the Data Types</li> <li>• Use input ( ) &amp; print ( ) functions</li> </ul>
<b>IV</b>	<b>1<sup>st</sup> August '24 – 30<sup>th</sup> August '24</b>	<b>Chapter 5 – Working with Spreadsheets</b>	<ul style="list-style-type: none"> <li>• Select Cells and Enter Numbers as Text</li> <li>• Enter Date and Time in a Cell</li> <li>• Change Row Height and Column Width</li> <li>• Copy and Move Data</li> <li>• Use Auto Fill and Flash Fill Feature</li> </ul>
<b>Half Yearly Examination (2<sup>nd</sup> September-20<sup>th</sup> September)</b>			
<b>TERM II</b>			
<b>VI</b>	<b>23<sup>rd</sup> September '24 – 30<sup>th</sup> September '24</b>	<b>Chapter 3 – Fun with PowerPoint</b>	<ul style="list-style-type: none"> <li>• Apply Animations and Transitions</li> <li>• Insert Audio and Video clips</li> <li>• Use Action buttons</li> </ul>

<b>VII</b>	<b>1<sup>st</sup> October'24</b> – <b>29<sup>th</sup> October'24</b>	<b>Chapter 4 – More on PowerPoint</b>	<ul style="list-style-type: none"> <li>• Creating Photo Albums</li> <li>• Apply Ink Annotation &amp; Ink Equations</li> <li>• Add comments</li> <li>• Perform Screen recording</li> <li>• Rearrange slides</li> <li>• Display Slides in various Views</li> </ul>
<b>VIII</b>	<b>4<sup>th</sup> November'24 –</b> <b>29<sup>th</sup> November'</b> <b>24</b>	<b>Chapter 8 – Creating Web Pages using HTML5</b>	<ul style="list-style-type: none"> <li>• Know the Brief History of HTML</li> <li>• Understands the Tools to be used in HTML</li> <li>• Learn the structure of HTML document</li> </ul>
<b>IX</b>	<b>2<sup>nd</sup> December'24 –</b> <b>27<sup>th</sup> December'24</b>	<b>Chapter 8 – Creating Web Pages using HTML5 (Continued...)</b>	<ul style="list-style-type: none"> <li>• Create an HTML Document</li> <li>• Tags, Elements and Attributes</li> <li>• Familiarize with the Rules for writing HTML Code</li> <li>• Important tags in HTML</li> <li>• Cascading Style Sheets</li> <li>• Apply Background &amp; Text Properties</li> </ul>
<b>X</b>	<b>16<sup>th</sup> January'25-</b> <b>31<sup>st</sup> January'25</b>	<b>Chapter 6- Introduction to Krita</b>	<ul style="list-style-type: none"> <li>• Understand the features of Krita Software</li> <li>• Identify the Components of Krita</li> <li>• Create a new file</li> </ul>
<b>XI</b>	<b>3<sup>rd</sup> February'25-</b> <b>28<sup>th</sup> February'25</b>	<b>Chapter 6- Introduction to Krita</b>	<ul style="list-style-type: none"> <li>• Add an Image</li> <li>• Apply Selection Tools</li> <li>• Edit an image using Krita Tools</li> </ul>
<b>Annual Examination in the month of March'25 (subject to CBSE Exam Date sheet)</b>			

# FRENCH

## TEXTBOOK: MON PASSEPORT- 2, CAHIER D' EXERCISES- 2

CYCLE	CYCLE DATES	TOPIC	LEARNING OUTCOMES
<b>TERM I</b>			
I	3 <sup>rd</sup> Apr'24 – 30 <sup>th</sup> Apr'24	Leçon 1 – Connaissons la France Les articles définis/indéfinis	<ul style="list-style-type: none"> <li>• Present oneself and others.</li> <li>• Know about French culture, museums and monuments.</li> </ul>
II	1 <sup>st</sup> May'24 – 28 <sup>th</sup> May'24	Leçon 2 – Louis a mal Leçon 3 – C'est lundi	<ul style="list-style-type: none"> <li>• Identify and label different parts of the body and face in French.</li> <li>• Conjugate verbs ending in -ER and -GER in present tense.</li> <li>• Describe nouns using appropriate adjectives, including agreement in gender and number.</li> </ul>
<b>Summer Break: 29th May – 2nd July</b>			
III	3 <sup>rd</sup> July'24 – 31 <sup>st</sup> July'24	Leçon 4 – Les trois souhaits	<ul style="list-style-type: none"> <li>• Conjugate verbs ending in -IR in present tense.</li> <li>• To be able to accurately identify ordinal numbers</li> </ul>
IV	1 <sup>st</sup> Aug'24 – 30 <sup>th</sup> Aug'24	Leçon 5 – Les saisons Révision	<ul style="list-style-type: none"> <li>• Conjugate verbs ending in -ER and -GER in present tense.</li> <li>• To be able to ask and respond to basic questions</li> <li>• To be able to recognize, name and correctly pronounce colors</li> <li>• Describe seasons in French.</li> </ul>
<b>HALF YEARLY EXAMINATION (2<sup>nd</sup> September – 20<sup>th</sup> September)</b>			
<b>TERM II</b>			
V	23 <sup>rd</sup> Sep'24 - 30 <sup>th</sup> Sep'24	Leçon 6 – On fait des courses	<ul style="list-style-type: none"> <li>• Conjugate irregular verbs like Boire, acheter, faire etc</li> </ul>
VI	1 <sup>st</sup> Oct'24 – 29 <sup>th</sup> Oct'24	Leçon 6 – On fait des courses	<ul style="list-style-type: none"> <li>• Identify various professions in French.</li> <li>• Students will be able to name and describe different types of clothing items in French.</li> <li>• Students will be able to identify and name various types of stores and products.</li> </ul>
VII	4 <sup>th</sup> Nov'24 – 29 <sup>th</sup> Nov'24	Leçon 7 – Les repas français Leçon 8 – Mon école	<ul style="list-style-type: none"> <li>• Prepare a role play “at a specialized shop”</li> </ul>

			<ul style="list-style-type: none"> <li>To recognize and use contracted and partitive articles</li> <li>Name different rooms and parts of the house</li> <li>Identify prepositions correctly and use them in a sentence</li> </ul>
VIII	2 <sup>nd</sup> Dec'24 – 27 <sup>th</sup> Dec'24	Leçon 9 – Les loisirs préférés des Français.	<ul style="list-style-type: none"> <li>To describe their leisure activity</li> <li>To correctly use demonstrative adjectives in a sentence.</li> </ul>
<b>Winter Break – 30th December'24 – 12th January'25</b>			
IX	16 <sup>th</sup> Jan'25 – 31 <sup>st</sup> Jan'25	Leçon 10 – Pourquoi apprendre le français ?	<ul style="list-style-type: none"> <li>Conjugate irregular verbs like lire, dire etc</li> <li>Respond to question with pourquoi.</li> </ul>
X	3 <sup>rd</sup> Feb'25 - 28 <sup>th</sup> Feb'25	Révision	<ul style="list-style-type: none"> <li>Worksheets and activities</li> </ul>
<b>Annual Examination in the month of March'25 (subject to CBSE Exam Date sheet)</b>			

## GERMAN

### CURRICULUM: GRADE VI (2024-25)

**TEXTBOOK: HALLO DEUTSCH (BAND 1)- KURSBUCH UND ARBEITSBUCH**

CYCLE	CYCLE DATES	TOPIC	LEARNING OUTCOMES
<b>TERM I</b>			
I	3 <sup>rd</sup> Apr'24 – 30 <sup>th</sup> Apr'24	Modul 1 Lektion 1: Hallo!	Know about German culture Ask for and give personal details
II	1 <sup>st</sup> May'24 – 28 <sup>th</sup> May'24	Modul 1 Lektion 2: Meine Familie	Describe their family members and relatives
<b>Summer Break: 29<sup>th</sup> May – 2<sup>nd</sup> July</b>			
III	3 <sup>rd</sup> July'24 – 31 <sup>st</sup> July'24	Modul 1 Lektion 3: Hast du Geschwister?	Conduct an Interview with other subject teachers
IV	1 <sup>st</sup> Aug'24 – 30 <sup>th</sup> Aug'24	Modul 1 Lektion 4: Wo wohnt ihr? Wiederholung des Moduls 1	Describe the location of German cities Enquire the personal details to make an Identity card
V	<b>HALF YEARLY EXAMINATION (2<sup>nd</sup> September'24 – 20<sup>th</sup> September'24)</b>		
<b>TERM II</b>			
VI	23 <sup>rd</sup> Sep'24 - 30 <sup>th</sup> Sep'24	Modul 2 Lektion 1: Das Haus von Familie Weigel	Comprehend an Audio text (Listening Comprehension)

VII	1 <sup>st</sup> Oct'24 – 29 <sup>th</sup> Oct'24	Modul 2 Lektion 1: Das Haus von Familie Weigel	Make a sketch of their house and describe all the rooms
VIII	4 <sup>th</sup> Nov'24 – 29 <sup>th</sup> Nov'24	Modul 2 Lektion 2: Ein Besuch	Write an E-mail to friends inviting them for an event
IX	2 <sup>nd</sup> Dec'24 – 27 <sup>th</sup> Dec'24	Modul 2 Lektion 3: Mautzi, unsere Katze	Discuss about two famous German fairytales Describe their favourite pet
X	16 <sup>th</sup> Jan'25 – 31 <sup>st</sup> Jan'25	Modul 2 Lektion 4: Die Nachbarn von Familie Weigel	Play the game 'Roll the dice' based on world countries and its official languages
XI	3 <sup>rd</sup> Feb'25 - 28 <sup>th</sup> Feb'25	Wiederholung des Moduls 2	Practice Worksheets and Activities
<b>Annual Examination in the month of March'25 (subject to CBSE Exam Date sheet)</b>			

**CURRICULUM: GRADE VI (2024-25)**  
**TEXTBOOK: CHICOS CHICAS (NIVEL 1)**

CYCLE	CYCLE DATES	TOPIC	LEARNING OUTCOMES
<b>TERM I</b>			
I	3 <sup>rd</sup> Apr'24 – 30 <sup>th</sup> Apr'24	Lección 1 - ¡Hola! Lección 2 - Cumpleaños	Ask for and give personal details
II	1 <sup>st</sup> May'24 – 28 <sup>th</sup> May'24	Lección 3 - En el aula	Describe the ambience and activities of the class
<b>Summer Break: 29<sup>th</sup> May – 2<sup>nd</sup> July</b>			
III	3 <sup>rd</sup> July'24 – 31 <sup>st</sup> July'24	Lección 4 - Plan de trabajo Lección 5 - Vida cotidiana	Talk about their daily routine activities
IV	1 <sup>st</sup> Aug'24 – 30 <sup>th</sup> Aug'24	Tarea Escrita – Rutina Diaria La negación Repaso	Written expression: Daily routine
<b>HALF YEARLY EXAMINATION (2<sup>nd</sup> September'24 – 20<sup>th</sup> September'24)</b>			
<b>TERM II</b>			
VI	23 <sup>rd</sup> Sep'24 - 30 <sup>th</sup> Sep'24	Lección 12 - ¿Qué estás haciendo?	Describe the image using Continuous tense Game – 'Roll the dice'
VII	1 <sup>st</sup> Oct'24 – 29 <sup>th</sup> Oct'24	Lección 7 - Mi Familia Adjetivos posesivos	Monster activity

VIII	4 <sup>th</sup> Nov'24 – 29 <sup>th</sup> Nov'24	Lección 8 - ¿Cómo son?	Describe the physical aspects of their family members
IX	2 <sup>nd</sup> Dec'24 – 27 <sup>th</sup> Dec'24	Lección 6 - Me gustan las matemáticas Lección 13 - Tiempo libre	Express likes Give opinions Talk about leisure
X	16 <sup>th</sup> Jan'25 – 31 <sup>st</sup> Jan'25	Verbo Gustar, Encantar e Detestar	Express likes and dislikes
XI	3 <sup>rd</sup> Feb'25 - 28 <sup>th</sup> Feb'25	Revision	Worksheets and activities
<b>Annual Examination in the month of March'25 (subject to CBSE Exam Date sheet)</b>			

## SANSKRIT

### CYCLE WISE CURRICULUM FOR TERM 1 AND TERM 2

#### GRADE VI (2024-25)

#### संस्कृत पाठ्यक्रम योजना

पुस्तकौ- रुचिरा भाग-1

(संपादक :- एन सी ई आर टी)

सरस्वती मणिका व्याकरण -6 (संपादक :- न्यू सरस्वती हाउस प्रा0 लि0)

क्र. सं.	दिनांक	उपविषय	सीखने के प्रतिफल
<b>TERM-I</b>			
I	3 अप्रैल '24 से 30 अप्रैल '24	<ul style="list-style-type: none"> <li>प्रथमः पाठः – शब्दपरिचयः-I</li> <li>व्याकरणम्- संस्कृतवर्णमाला</li> <li>संख्या (1-30)</li> </ul>	<ul style="list-style-type: none"> <li>छात्र संस्कृत पुल्लिङ्ग शब्दों से परिचित होंगे।</li> <li>छात्र संस्कृत वर्णमाला को जानेंगे।</li> <li>छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>
II	1 मई '24 से 28 मई '24	<ul style="list-style-type: none"> <li>द्वितीयः पाठः – शब्दपरिचयः-II</li> <li>तृतीयः पाठः- शब्दपरिचयः-III</li> <li>व्याकरणम् – कारकाः विभक्तयः च</li> </ul>	<ul style="list-style-type: none"> <li>छात्र संस्कृत स्त्रीलिङ्ग तथा नपुंसकलिङ्ग शब्दों से परिचित होंगे।</li> <li>छात्र कारक विषय को हिन्दी से जोड़कर समझेंगे।</li> </ul>
III	3 जुलाई '24 से 31 जुलाई '24	<ul style="list-style-type: none"> <li>पञ्चमः पाठः- वृक्षाः</li> <li>व्याकरणम्- शब्दरूपप्रकरणम्</li> <li>पर्यायाः एवम् विपर्यायाः</li> <li>पठनम् – अपठित गद्यांशं</li> </ul>	<ul style="list-style-type: none"> <li>छात्र वृक्षों के जीवन में महत्त्व को जानेंगे।</li> <li>छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>
IV	1 अगस्त '24 से 30 अगस्त '24	<ul style="list-style-type: none"> <li>सप्तमः पाठः - बकस्य प्रतीकारः</li> <li>व्याकरणम् धातुरूपप्रकरणम्</li> </ul>	<ul style="list-style-type: none"> <li>छात्र कथा के माध्यम से जैसे को तैसा व्यवहार सीखेंगे।</li> </ul>

		<ul style="list-style-type: none"> <li>• रचनात्मक लेखनम् – चित्र-वर्णनम्</li> <li>• पठनम् – अपठित पद्यांशं</li> </ul>	<ul style="list-style-type: none"> <li>• छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>
V	02 सितंबर '24 से 20 सितंबर '24	अर्धवार्षिक परीक्षा	
<b>TERM-II</b>			
VI	23 सितंबर '24 से 30 सितंबर '24	<ul style="list-style-type: none"> <li>• अष्टमः पाठः- सूक्तिस्तबकः</li> <li>• व्याकरणम् – संख्या (31-60)</li> <li>• अव्ययाः</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र सद्वृत्तियों को समझकर व्यवहार में लाने के लिए प्रेरित होंगे।</li> <li>• छात्र संख्या शब्दों को संस्कृत में जानेंगे।</li> </ul>
VII	1 अक्टूबर '24 से 29 अक्टूबर '24	<ul style="list-style-type: none"> <li>• दशमः पाठः- कृषिकः कर्मवीराः</li> <li>• व्याकरणं- पर्यायाः एवम् विपर्ययाः</li> <li>• पठनम् - अपठित गद्यांशं</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र कृषक के जीवन तथा उसके संघर्ष के विषय में जानेंगे।</li> <li>• छात्रों के शब्द-भंडार में वृद्धि होगी।</li> </ul>
VIII	4 नवंबर '24 से 29 नवंबर '24	<ul style="list-style-type: none"> <li>• द्वादशः पाठः – दशमः त्वम् असि</li> <li>• व्याकरणं- शब्दरूपाणि धातुरूपाणि च</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र प्रस्तुत कथा के माध्यम से संस्कृत संख्या शब्दों का प्रयोग करना सीखेंगे।</li> </ul>
IX	2 दिसंबर '24 से 27 दिसंबर '24	<ul style="list-style-type: none"> <li>• त्रयोदशः पाठः - विमानयानं रचयामः</li> <li>• पठनम् - अपठित पद्यांशम्</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र बालक की मनोवृत्ति के उस पक्ष को जानेंगे जो उनकी रचनात्मकता से जुड़े होते हैं।</li> </ul>
X	16 जनवरी '25 से 31 जनवरी '25	<ul style="list-style-type: none"> <li>• चतुर्दशः पाठः- अहह आः च</li> <li>• रचनात्मक लेखन- चित्र-वर्णनं</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र प्रस्तुत लघु कथा के माध्यम से जानेंगे कि चतुराई तथा ईमानदारी से कार्य करने से असंभव कार्य को भी संभव बनाया जा सकता है</li> </ul>
XI	3 फरवरी '25 से 28 फरवरी '25	<ul style="list-style-type: none"> <li>• वाक्य रचना और अनुवाद</li> <li>• अशुद्धि-शोधनम्</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र संस्कृत वाक्य-निर्माण संबंधी मुख्य नियमों को जानेंगे।</li> </ul>

**Please note- Curriculum is designed as per CBSE guidelines and in case of any further notification , school will duly update the changes**