



# GRADE 4-10 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :-COUNSELING

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

1. Empowered students towards a conscious and informed decision-making regarding their emotional well-being.
2. Enhanced sensitivity and awareness among students for their holistic development.
3. Vapes, social media and other kinds of addictions.
4. Understanding regarding gender equality in modern day.
5. Non- biased information regarding sensitive topics like: Sex education, self-awareness, LGBTQIA+

## Curriculum Planner **TERM-1** and **TERM-2**

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1. Introduction of counselling and the process in school system. 2. Importance of healthy diet (breakfast) and mental well-being.	1. Series of awareness sessions on different types of addictions. 2. Prefect leadership training.	1. Bursting myths and facts about sexuality education.	1. Time management and organizational skills 2. Dealing with distractors	1. Effective study skills and dealing with exam anxiety.

<b><u>Oct &amp; Nov</u></b>	<b><u>Dec &amp; Jan</u></b>	<b><u>Feb</u></b>		
1. Communication skills as a personality enhancer.	1. Problem solving and Decision making	1. Handling gadget addictions.		

<b>Assessment Planner</b>
<b><u>PA-1 (20 marks )</u></b>
<b><u>Half Yearly (PA-2) (80 marks )</u></b>
<b><u>Pre Board 1 (Dec) &amp; Pre Board 2 (Jan) -(PA-3) (80 marks )</u></b>
<b><u>Multiple Assessment (MA)(5 marks )</u></b>

MA1

MA2

**Portfolio Assessment (PORT) (5 marks )**

**PORT. 1**

**PORT.2**

**Subject Enrichment (SE) (5 marks )**

**SE1**

**SE2**

**Board Exam (80 marks )**

**\*\* Subject to change as per CBSE DIRECTIVES**



# GRADE 6

## Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- GERMAN

STUDENT'S COPY

### LEARNING OUTCOMES

The students will be able to:

- Listen and understand familiar phrases and sentences concerning themselves, their family and surroundings.
- Introduce themselves.
- Recognise and understand some familiar words and phrases in written form.
- Write words, phrases and a few sentences.
- Identify the countries where German is spoken.
- Understand and construct simple basic sentences in German.

### Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p><b>MODUL-1</b> <b>LEKTION -1 "Hallo"</b></p> <ul style="list-style-type: none"> <li>• Verbs: heißen, sein (1<sup>st</sup> and 2<sup>nd</sup> Person)</li> <li>• Statement</li> <li>• Question words; wer? wie?</li> <li>• Idiom: "wie geht's"</li> <li>• Phonetics: long and short vowels</li> </ul>	<p><b>L-2 "Das ist meine Familie"</b></p> <ul style="list-style-type: none"> <li>• Verbs: heißen, sein (3rd person singular and plural)</li> <li>• Personal pronouns: 3<sup>rd</sup> person</li> <li>• Definite articles: der, die/die(plural)</li> <li>• Preposition: von</li> <li>• Possessive articles: mein/meine, dein/deine</li> </ul> <p><b>Revision for PA1</b></p>	<p><b>L-3 "Hast du Geschwister?"</b></p> <ul style="list-style-type: none"> <li>• Accusative case</li> <li>• Adjectives</li> <li>• Verb: haben (1<sup>st</sup> and 2<sup>nd</sup> person singular)</li> <li>• The formal address Sie</li> <li>• Yes-No questions</li> <li>• Phonetics: Ö and Ü vowels</li> </ul>	<p><b>L-4 "Wo wohnt ihr?"</b></p> <ul style="list-style-type: none"> <li>• Verbs: wohnen, heißen, sein (3rd person singular and plural)</li> <li>• Personal pronouns: 1<sup>st</sup> and 2<sup>nd</sup> person plural</li> <li>• Question words: wo? wieviele? Woher?</li> <li>• Preposition: in, bei, aus</li> </ul>	<p>Half Yearly</p>
<p style="text-align: center;"><b>Oct</b></p> <p><b>MODUL-2</b> <b>L-1 "Das Haus von Familie Weigel"</b></p> <ul style="list-style-type: none"> <li>• Accusative case</li> <li>• Adjectives</li> <li>• Verb: haben (1<sup>st</sup> and 2<sup>nd</sup> person singular)</li> <li>• The formal address Sie</li> <li>• Yes-No questions</li> <li>• Phonetics: Ö and Ü vowels</li> </ul>	<p style="text-align: center;"><b>Nov</b></p> <p><b>L-2 "Ein Besuch"</b></p> <ul style="list-style-type: none"> <li>• Verbs: "möchten"</li> <li>• Personal pronouns: mir, dir, Ihnen.</li> <li>• Phonetics: Ending and pauses within a word/ sentence</li> </ul>	<p style="text-align: center;"><b>Dec</b></p> <p><b>L-3 "Mautzi, unsere Katze"</b></p> <ul style="list-style-type: none"> <li>• Forms of mögen and haben.</li> <li>• Accusative case</li> <li>• Negation of Indefinite articles.</li> <li>• Phonetics: Combination of Consonants.</li> </ul>	<p style="text-align: center;"><b>Jan</b></p> <p><b>L-4 "Die Nachbarn von Familie Weigel"</b></p> <ul style="list-style-type: none"> <li>• Verb: sprechen</li> <li>• The impersonal structure "man"</li> <li>• Question Word: woher?</li> <li>• Preposition: aus</li> <li>• Phonetics: Consonants</li> </ul>	<p style="text-align: center;"><b>Feb</b></p> <ul style="list-style-type: none"> <li>• Revision for Annual</li> </ul>

## **Assessment Planner**

### **PA-1 (20 marks)**

Lektion 1- Hallo  
Section A: Reading (Reading comprehension)  
Section B: Writing (E-Mail writing)  
Section C: Grammar (exercises in workbook)  
Section D: Vocabulary (word list of the chapter)

### **Half Yearly (60 marks)**

Lektion 1 – Hallo  
Lektion 2 – Das ist meine Familie  
Lektion 3 – Hast du Gewishter?  
Lektion 4 – Wo wohnt ihr?  
Section A: Reading (Reading comprehension)  
Section B: Writing ( Dialogue/ E-Mail writing/ Paragraph writing)  
Section C: Grammar (exercises in workbook)  
Section D: Vocabulary (word list of the chapter)

### **PA-2 (20 marks)**

#### **Lektion 1- Das Haus Von Familie Weigel**

Section A: Reading (Reading comprehension)  
Section B: Writing (Reading comprehension)  
Section C: Grammar (exercises in workbook)  
Section D: Vocabulary (word list of the chapter)

### **Multiple Assessment (MA) (5 marks)**

**MA1** sprechen (Introduction)

**MA2** hören (MCQ)

### **Portfolio Assessment (PORT) (5 marks)**

#### **(Notebook -3 marks + Activity-2 marks)**

**PORTFOLIO 1-** Notebook

**PORTFOLIO 2-** worksheets & Dictation

### **Subject Enrichment (SE) (5 marks)**

Family Tree

### **Project (PROJ) (5 marks)**

Holiday Homework on German Food, Culture & Festivals

### **ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

### **Annual (60 marks)**

Lektion 1 – Was isst du in der Pause?  
Lektion 2 – Meine Schulsachen  
Lektion 3 – Was gibt es im Fernsehen?  
Lektion 4 – Um wie viel Uhr stehst du auf?  
Section A: Reading (Reading comprehension)  
Section B: Writing ( Dialogue/ E-Mail writing/ Paragraph writing)  
Section C: Grammar (exercises in workbook)  
Section D: Vocabulary (word list of the chapter)

**\*\* Subject to change as per DIRECTIVES**



# GRADE 6 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT: -PHYSICAL EDUCATION

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

1. Apply and refine Locomotors Skills and concepts effort space and relationship to perform and create a variety of activities to improve Personal performance.
2. Adopt and improve activity specific skills for a variety of games.
3. Select plan and create game that incorporates simple and more Challenging strategies and tactics.
4. Adopt and improve activity specific skills in a variety of individual pursuits Eg: - Resistance Training Aerobics
5. Communicate thoughts and feelings in an appropriate respectful Manner as they relate to participation in physical education.
6. Discuss issues related to positive athletic / active living roles.
7. Demonstrate etiquette and fair play.
8. Describe apply monitor and assess leadership and followership skills Related to physical activity.
9. Develop and apply practice that contributes to team work.
10. Identify and Demonstrate positive behaviour that show respect for self and other.

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<b>1. Marching</b> <b>2. Athletes Selection</b> <b>Event: -</b> <b>50M,100M,200M,</b> <b>400M</b> <b>3. Final Selection</b> <b>4. Drill Practice</b> <b>5. Football</b> <b>Instep Kick</b> <b>Out Step Kick</b> <b>6. Rules &amp; Regulation</b>	<b>1. Marching</b> <b>2. Athletes Selection</b> <b>Event: -</b> <b>Standing Board Jump</b> <b>Ball Throw</b> <b>3. Final Selection</b> <b>4. Basketball</b> <b>Dribbling</b> <b>Layup shot</b> <b>5. Rules &amp; Regulation</b>	<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Cricket</b> <b>Flat &amp; High</b> <b>Catch</b> <b>(Orthodox cup)</b> <b>4. Athletics</b> <b>Selection</b> <b>5. Rules &amp;</b> <b>Regulation</b>	<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Term One</b> <b>Assessment</b> <b>4. Athletics</b> <b>Practice</b> <b>5. Rules &amp;</b> <b>Regulation</b>	<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Athletics</b> <b>Practice</b> <b>4. Rules &amp;</b> <b>Regulation</b>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Athletic Practice</b> <b>4. Rules &amp; Regulation</b>	<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Athletics Practice</b> <b>4. Rules &amp; Regulation</b>	<b>1. Cricket</b> <b>Front Foot</b> <b>Drive</b> <b>Back Foot Drive</b> <b>2. Cricket</b> <b>Selection</b> <b>3. Cricket</b> <b>Match</b> <b>4. Match</b> <b>Practice</b> <b>6. Rules &amp;</b> <b>Regulation</b>	<b>1. Football</b> <b>Toe Kick</b> <b>Instep Kick</b> <b>Push Pass (Long</b> <b>Distance)</b> <b>2. Football</b> <b>Section</b> <b>3. Football</b> <b>Match</b> <b>4. Match</b> <b>Practice</b> <b>5. Rules &amp;</b> <b>Regulation</b>	<b>1. Second Term</b> <b>Assessment</b> <b>2. Fun Game</b> <b>3. Fun Race</b> <b>4. Match Practice</b>

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<b>Assessment Planner</b>
<b><u>PA-1 (20 marks)</u></b>
<b><u>Half Yearly (5 marks)</u></b>

<b>TERM -1 (Sep)</b>	<b>Game: - Football</b>	<b>CHECK LIST</b>
<b>Grade criteria</b>	<b>Skill:- Instep Kick</b>	
<b>Mark 5 A</b>		<b>1 DISCIPLINE</b>
<b>Mark 4 B</b>		<b>2 APPROACH TOWARDS THE BALL</b>
<b>Mark 3 C</b>		<b>3 CONTACT OF THE BALL</b>
<b>Mark 2 C</b>		<b>4 EXECUTION</b>
<b>Mark 1 C</b>		<b>5 FOLLOW THROUGH</b>

<b><u>PA-2 (20 marks)</u></b>
<b><u>Multiple Assessment (MA) (5 marks)</u></b>



MA1	
MA2	
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b>	
<b>(Notebook -3 marks + Activity-2 marks)</b>	
PORTFOLIO 1-	
PORTFOLIO 2-	
<b><u>Subject Enrichment (SE) (5 marks)</u></b>	
<b><u>Project (PROJ) (5 marks)</u></b>	
<b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b>	
<b><u>Annual Exam (5 marks)</u></b>	

<b>TERM -2 (Feb)</b>	<b>Game: - Cricket</b>	<b>CHECK LIST</b>
<b>Grade criteria</b>	<b>Skill :- FLAT CATCH WITH ORTHODOX CUP</b>	
<b>Mark 5 A</b>		<b>1 DISCIPLINE -1</b>
<b>Mark 4 B</b>		<b>2 KEEP EYES ON THE BALL -1</b>
<b>Mark 3 C</b>		<b>3 TRYING TO COME UNDER THE BALL -1</b>
<b>Mark 2 C</b>		<b>4 MAKE AN ORTHODOX CUP</b>

<b>Mark 1 C</b>		<b>5 CATCH THE BALL &amp; FOLLOW THROUGH</b>
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**\*\* Subject to change as per DIRECTIVES**



# GRADE 6 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT: SANSKRIT

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

- संस्कृत शब्दों (व्याकरणिक एवं व्यावहारिक शब्द) का परिचय एवं संस्कृत में शुद्ध उच्चारण ।
  - भाषिक तत्वों के श्रवण, भाषण, पठन तथा लेखन कौशल का विकास ।
  - पाठों में निहित श्लोकों / पाठों के माध्यम से छात्रों में नैतिक मूल्यों का विकास
  - रोचक कथाओं के पठन एवं अर्थ ग्रहण कौशल द्वारा कथा - घटनाक्रम संयोजन कर सकने की क्षमता का विकास।
- निर्देशों के आधार पर प्रश्न-उत्तर की क्षमता व भाषा अनुवाद का कौशल विकसित करना ।

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
वर्ण विच्छेद / संयोजन लिंग परिचय वचन परिचय पुरुष परिचय संख्या 1-10 व्यावहारिक शब्द - खगा: (पक्षी)	PA1 Papers व्यावहारिक शब्द - प्रकृति उपहारा: सर्वनाम परिचय  धातु परिचय (पठ्, गम्)  रुचिरा - पाठ-1	रुचिरा - पाठ 2  रुचिरा: पृष्ठ - ८९ - शब्दरूप - बालक व्यावहारिक शब्द शाकानि, फलानि	धातु (क्रिया)प्रयोग,कर्ता व क्रिया का मेल  अव्यय परिचय  रुचिरा - पाठ-3	Half Yearly Exam  पुनः अभ्यास कार्य  अपठित गद्यांश  व्यावहारिक शब्द: शरीरस्य भागाः, यानानि नाम्नानि  संख्या 1-20
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
पाठ -7 बकस्य प्रतीकारः धातु रूप - लट् लकार - नम्	PA - 2 papers रुचिरा - पाठ 8 - सूक्तिस्तबकः शब्दरूप बालिका धातु रूप - पत्	रुचिरा - पाठ 12 - दशमः त्वं असि  धातुरूप - लट् लकार (पच्)	रुचिरा - पाठ 14- अह....आहः च धातु रूप - लट् लकार (वद्) शब्द रूप-पुष्प	<u>Annual Exam</u>  (अपठित गद्यांश) पुनरावृत्ति कार्य

<b>Assessment Planner</b>	
<b><u>PA-1 (20 marks)</u></b>	
वर्णविच्छेद , वर्णसंयोजन ; सर्वनाम ; तीनों लिंगों के शब्द ; व्यावहारिक शब्द - खगा: (पक्षी); वचन परिचय; संख्या 1-10 (संस्कृत में)	
<b><u>Half Yearly (50 marks)</u></b>	
(साहित्य) रुचिरा: - पाठ 1,2,3	
(व्याकरण) - अव्यय; शब्दरूप – बालक; व्यावहारिक शब्द परिचय – शाकानि, फलानि; प्रकृति उपहाराः; संख्या 1-20; अपठित गद्यांश; धातु रूप – लट् लकार (पठ्, गम्)	
<b><u>PA-2 (20 marks)</u></b>	
(साहित्य) पाठ-7 - बकस्य प्रतीकारः	
(व्याकरण) - व्यावहारिक शब्द - शरीरस्य भागाः; यानानि नाम्नानि; धातु रूप – लट् लकार (नम्)	
<b><u>Multiple Assessment (MA) (5 marks)</u></b>	
(MA1) श्लोक वाचन	
(MA2) धातु रूप वाचन	
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b> <b><u>(Notebook -3 marks + Activity-2 marks)</u></b>	
PORTFOLIO 1- नोट बुक + गतिविधियाँ; Act.1 - विद्यालयः	
PORTFOLIO 2- नोट बुक + गतिविधियाँ; Act.2 - कारक लेखन	
<b><u>Subject Enrichment (SE) (5 marks)</u></b>	
पाठ -6 – समुद्रतटः (सह राज्य अंडमान निकोबार, लक्षद्वीप)	
<b><u>Project (PROJ) (5 marks)</u></b>	
पाठ 5: वृक्षाः - Art integrated activity:	
<b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b>	
<b><u>Annual (50 marks)</u></b>	
(साहित्य) रुचिरा – पाठः – सूक्तिस्तबक, दशम् त्वं असि, अहह आः च	
(व्याकरण) संख्या - (1-20), शब्दरूप – बालकः, बालिका, पुष्प ; धातु रूप - लट् लकार (प्रथम व द्वितीय सत्र के समस्त धातु रूप); व्यावहारिक शब्द- (प्रथम व द्वितीय सत्र के समस्त व्यावहारिक शब्द); अपठित गद्यांश	

\*\* Subject to change as per DIRECTIVES



# GRADE 6 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- SCIENCE

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

1. Classify materials based on their properties/characteristics
2. Explain processes and phenomena
3. Identify materials and organisms
4. Record the observations during an activity, experiment, field trip etc.
5. Apply learning of scientific concepts in day-to-day life
6. Explore his surroundings, natural phenomena using one's senses
7. Conduct simple investigations to seek answers to queries
8. Draw diagrams and flowcharts
9. Relate many concepts in day-to-day life.

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
GETTING TO KNOW PLANTS  SORTING MATERIALS INTO GROUPS	SEPARATION OF SUBSTANCES	SEPARATION OF SUBSTANCES (contd.)  COMPONENTS OF FOOD	LIGHT, SHADOWS AND REFLECTIONS  MOTION AND MEASUREMENT OF DISTANCES	REVISION  ELECTRICITY AND CIRCUITS (Symbols - used in Electric Circuits & Closed & Open Circuits)
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
ELECTRICITY AND CIRCUITS (Contd.) AIR AROUND US	THE LIVING ORGANISMS - CHARACTERIS	FUN WITH MAGNETS	BODY MOVEMENTS (labelling of the skeleton)	BODY MOVEMENTS (contd.)

	TICS AND HABITATS			REVISION
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<b>Assessment Planner</b>				
<u>PA-1 (20 marks)</u>				
<ul style="list-style-type: none"> <li>• GETTING TO KNOW PLANTS</li> <li>• SORTING MATERIALS INTO GROUPS</li> </ul>				
<u>Half Yearly (60 marks)</u>				
<ul style="list-style-type: none"> <li>• LIGHT, SHADOW &amp; REFLECTIONS</li> <li>• GETTING TO KNOW PLANTS</li> <li>• SEPARATION OF SUBSTANCES</li> <li>• COMPONENTS OF FOOD</li> <li>• SORTING OF MATERIALS INTO GROUPS</li> <li>• MOTION AND MEASUREMENT OF DISTANCES</li> </ul>				
<u>PA-2 (20 marks)</u>				
<ul style="list-style-type: none"> <li>• ELECTRICITY AND CIRCUITS</li> <li>• AIR AROUND US</li> </ul>				
<u>Multiple Assessment (MA) (5 marks)</u>				
MA1: Demonstrate one separation technique and submit the description on an A4 sheet.				
MA2: Write the full form of AQI. Collect data of the AQI recorded in your area for 7 days. Write two reasons of poor AQI.				
<u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u>				
PORTFOLIO 1 - Draw/ paste pictures of any two plants in the school campus. Write their common and scientific names. Classify them as herb/ shrub/ tree.				
PORTFOLIO 2 - Assemble an electric circuit and draw the circuit diagram using symbols.				
<u>Subject Enrichment (SE) (5 marks)</u>				
List the ingredients and nutritional values of any two dishes traditional to Andaman & Nicobar Islands.				
<u>Project (PROJ) (5 marks)</u>				
On an A4 sheet, describe two deficiency diseases. Paste/ draw pictures and list the cause and cure.				
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>				
<u>Annual (60 marks)</u>				

- **LIGHT, SHADOW & REFLECTIONS**
- **GETTING TO KNOW PLANTS**
- **ELECTRICITY AND CIRCUITS**
- **FUN WITH MAGNETS**
- **THE LIVING ORGANISMS -CHARACTERISTICS & HABITATS**
- **BODY MOVEMENTS**
- **AIR AROUND US**

**\*\* Subject to change as per DIRECTIVES**



# GRADE 6 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT: 6 SST

STUDENTS' COPY

## LEARNING OUTCOMES

The students will be able to:

- Analyse and articulate significant historical terms and their contextual usage.
- Recall and summarize the names and significant contributions of pivotal Indian Kingdoms, Emperors, and Kings.
- Recognize and differentiate the unique characteristics of Earth within the Solar system.
- Apply cartographic skills to interpret, annotate, and create maps.
- Classify and explain the major domains and Landforms of Earth.
- Recognize and evaluate Diversity in its various manifestations.
- Analyse the concept of government, particularly emphasizing Democracy.
- Examine and elucidate the administration and livelihood systems in both Rural and Urban sectors.
- Engage in interdisciplinary activities integrating art with the subject matter.
- Evaluate the connection between the topics covered and the Sustainable Development Goals (SDGs).

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>August</u>	<u>September</u>
<p><b><u>History</u></b> : What, Where, How and When</p> <p><b><u>Geography</u></b> : Globe – Latitudes and Longitudes</p> <p><b><u>Civics</u></b> : Understanding Diversity Diversity and Discrimination</p>	<p><b><u>Geography</u></b> : The Earth in the Solar System</p> <p><b>Revision for PA 1</b></p>	<p><b><u>History</u></b> : New Questions and Ideas</p> <p><b><u>History</u></b> : In the Earliest Cities</p> <p><b><u>Civics</u></b>: What is Government?</p>	<p><b><u>Geography</u></b> : Motions of the Earth</p> <p><b><u>History</u></b> : Kingdoms, Kings and an Early Republic</p> <p><b><u>Civics</u></b> : Panchayati Raj</p>	<p><b>Revision for Term 1</b></p> <p><b><u>Geography</u></b>- Maps</p>
<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>
<p><b><u>History</u></b>:</p>	<p><b>Revision for PA2</b></p>	<p><b><u>History</u></b>:</p>	<p><b><u>Geography</u></b>: Our Country India</p>	<p><b><u>Civics</u></b>: Urban Livelihoods Cont.</p>



<p>What Books and Burials Tell Us</p> <p>From a kingdom to an empire</p> <p><b>Civics-</b> Rural Administration</p> <p><b>Geography-</b> Major Domains of the Earth (cont. in Nov)</p>	<p><b>Geography-</b> Major Domains of the Earth (Cont.)</p> <p><b>Civics-</b> Urban Administration</p>	<p>Villages Towns and Trade</p> <p>New Empires and Kingdoms</p>	<p><b>Civics-</b> Rural Livelihoods</p> <p><b>Civics-</b> Urban Livelihoods</p>	<p><b>Revision for Final Exam</b></p>
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**Assessment Planner**

**PA-1 (20 marks)**

**History -**  
**What, Where, How and When**

**Geography-**  
**Globe - Latitudes and Longitudes**  
**Earth in the Solar System**

**Civics-**  
**Understanding Diversity**

**Half Yearly (60 marks)**

**History -**  
**What, Where, How and When**  
**New Questions and Ideas**  
**In the Earliest Cities**  
**Kingdoms, Kings and Early Republic**

**Geography-**  
**Globe - Latitudes and Longitudes**  
**Earth in the Solar System**  
**Motions of the Earth**

**Civics -**  
**Understanding Diversity**  
**Diversity and Discrimination**  
**What is Government?**  
**Panchayati Raj**

**PA-2 (20 marks)**

**History-**  
**What Books and Burials Tell Us**  
**From a Kingdom to an Empire**

**Civics-** Rural Administration

**Geography-**

**Maps**

**Major Domains of the Earth**

**Multiple Assessment (MA) (5 marks)**

**MA1- Inscription Making on A4 size sheet ( Parchment - Coffee Painting)**

**MA2- Map Work- Physical Features of India**

**Portfolio Assessment (PORT) (5 marks)**

**(Notebook -3 marks + Activity-2 marks)**

**PORTFOLIO 1- Activity - Chart on Human evolution (From hunting gathering to growing food) on A4 sheet**

**PORTFOLIO 2- Activity- Draw an outline of a stupa on an A4 sheet of paper and decorate it as per your liking. Keep in mind that the stupas were elaborately decorated. You can take inspiration from historical scenes given in the chapter Buildings, Paintings and Books in your History book.**

**Subject Enrichment (SE) (5 marks)**

**Make an Accordion Book on Tourism in Andaman & Nicobar Islands**

**Project (PROJ) (5 marks)**

**Write 5 facts about any two planets of your choice on an A4 sheet.**

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**T1+T2**

**Annual (60 marks)**

**20% of Half Yearly Syllabus**

**Geography - Globe: Latitudes and Longitudes**

**Civics - Panchayati Raj**

**History - New Questions and Ideas**

**Annual Exam Syllabus**

**History-**

**What Books and Burials Tell Us**

**From a Kingdom to an Empire**

**Villages, Towns and Trade**

**New Empires and Kingdom**

**Civics-**

**Rural Administration**

**Urban Administration**

**Rural Livelihoods**

**Urban Livelihoods**

**Geography-**

**Maps**

**Major Domains of the Earth**

**Our Country India**

**\* Subject to change as per DIRECTIVES**



# GRADE - Curriculum & Assessment Annual Planner

2024-2025

Grade 6

SUBJECT :- Swimming

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

1. Discipline
2. Hard Working
3. Perseverance
4. Sense of Rhythm
5. Motor ability Skills
6. Socialization
7. Confidence
8. Building team work
9. Self-Innovation
10. Vision to win
11. Importance of health

Curriculum Planner				
<u>April(20)</u> SDG-03, 04  1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	<u>May(15)</u> SDG-03, 04  1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE	<u>July(21)</u> SDG-03, 04  1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE	<u>Aug(20)</u> SDG-03, 04  1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE	<u>Sep(10)</u> SDG-03, 04  1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE 5 SWIMMING GALA SELECTION
<u>Oct(21)</u> SDG-03, 04  1. DRILL PRACTICE 2. MARCHING PRACTICE 3. ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC)	<u>Nov(21)</u> SDG-03, 04  1. DRILL PRACTICE 2. MARCHING PRACTICE 3. ATHLETIC PRACTICE 4. GAME (FOOTBALL, BASKETBALL, ETC)	<u>Dec(16)</u> SDG-03, 04  1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL (ONE HAND SHOT)	<u>Jan(20)</u> SDG-03, 04  1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING (SWIMMING EXERCISES) 5. GAME (BASKETBALL, FOOTBALL, ETC.)	<u>Feb(14)</u> SDG-03, 04  1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING (SWIMMING EXERCISES) 5. GAME (BASKETBALL, FOOTBALL, ETC.)

## Assessment Planner TERM-1

TERM -1 (Sep)	Grade criteria	Game :- Swimming	Skill :- Free Style	CHECK LIST
Mark 5	A			1 JUMPING
Mark 4	B			2 SUBMERGING
Mark 3	C			3 KICKING
Mark 2	C			4 FLOATING
Mark 1	C			5 ARM ACTION

## Assessment Planner TERM-2

<b>Assessment Planner TERM-2</b>		
<b>TERM -2 (Feb)</b>	<b>Game :- Basketball</b>	<b>CHECK LIST</b>
<b>Grade criteria</b>	<b>Skill :- One Hand Shot</b>	
<b>Mark 5 A</b>		<b>1 DISCIPLINE -1</b>
<b>Mark 4 B</b>		<b>2 Foot Movement -1</b>
<b>Mark 3 C</b>		<b>3 Body Posture-1</b>
<b>Mark 2 C</b>		<b>4 Release -1</b>
<b>Mark 1 C</b>		<b>5 FOLLOW THROUGH</b>



# GRADE -6th Curriculum & Assessment Annual Planner

2024-2025

SUBJECT: - Art & Craft

STUDENT'S COPY

## LEARNING OUTCOMES

1. Learn geometrical shapes to create animals, birds, etc.
2. Improve drawing and compositional skills.
3. Learn paper folding, cutting, pasting, and assembling skills.
4. Develop designing skills.
5. Improve fine motor skills.
6. Understand the character of the pigment.
7. Develop designing skills, slogan writing skills, and measurement skills.
8. Learn to paint and decorate diya (terracotta surface).
- 9.. Learn to handle threads to create abstract forms.
10. Learn the stippling technique.

## **Curriculum Planner**

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
. Fun and Learn (Transformation of basic shape into Object/ living things)	.Color Blending Technique with Oil Pastel	.Drawing Human/Birds /Animal study	.BasicTrees sketch with Oil pastel, watercolor	.Landscape with oil pastel color
.Paper Craft/Origami	.Basic human drawing(portion)	. Composition	.OrigamiJumping Frog/paper craft	.Composition
.Basic Drawing of object	.Paper Bag (using	.Origami Jumping Frog/paper craft	.FlexiblePaperFish	JuteThreadWork/Craft
		.Paper Fish with Origami/Craft	.Animal Drawing (Squirrel)	.Paper Mask /Craft Jute Thread Work/Craft
		.Composition	.Drawing (Human Face study)	

	newspaper with slogan etc.)		.PaperAngry Bird .National Flag with Coloured Paper	
<b><u>Oct</u></b> .Paper Mask /Craft Jute Thread Work/Craft .Paper Collage .Texture painting Hand Puppet ome .Diya Painting/ Flower pot painting .Imaginative Human Figure Composition	<b><u>Nov</u></b> .Imaginative Human Figure Composition .Christmas painting .Origami House/Hom e decor craft	<b><u>Dec</u></b> .New Year Greeting Card .Christmas Decoration PenStand .composition on Christmas Painting .Pen Stand	<b><u>Jan</u></b> .Thread Painting Stippling Art .Object Painting .Origami Butterfly .Basic Tree Sketch with Pencil	<b><u>Feb</u></b> .watercolor technique . Watercolor composition .technique of water brush .Madhubani Painting (Technique,color combination and material) .composition .3d paper craft

<b>Assessment Planner</b>
<b><u>PA-1 ( marks )</u></b>
<b><u>NA</u></b>
<b><u>Half Yearly (PA-2) ( marks )</u></b>
NA
<b><u>PA- ( marks )</u></b>
NA

**Multiple Assessment (MA) ( marks )**

NA

**Portfolio Assessment (PORT) ( marks )**

NA

**Subject Enrichment (SE) ( marks )**

**Annual Exam ( marks )**

NA

**Graded Ability Levels**

**Grade A: 81-100 Marks**

**Grade B: 61-80 Marks**

**Grade C: 41-60 Marks**



## **Criteria for Assessing the Graded Levels**

- Participation
- Creativity
- Imagination
- Inquisitiveness
- Timely completion and submission of work

## **Assessment Tools**

- Art file
- Group Activities
- Involvement in Creative Work
- . Portfolio
- . Observation
- . Content
- . Originality
- Interest





# GRADE 6 Curriculum & Assessment Annual Planner

2024-2025

**SUBJECT :- Computer Science**

**STUDENT'S COPY**

## LEARNING OUTCOMES

The students will be able to:

**List the real-world applications of coding**

1. **Describe coding in context of computer science**
2. **Define Algorithm, Flowchart, Pseudocode and their application**
3. **Elaborate variable and the various rules to name it**
4. **Explain the commonly used data types**
5. **Perform various operations on variables**
6. **Describe conditions and their application in real life**
7. **Define the different types of operators**
8. **Explain how multiple operators are combined**
9. **Apply logical operations in block coding**
10. **Elaborate on Loops and how are they incremented.**
11. **Define different types of Loops**
12. **Elucidate the concept of Nested Loops**
13. **Create engaging and interactive programs based on the above concepts**

## Curriculum Planner

<b><u>April</u></b>	<b><u>May</u></b>	<b><u>July</u></b>	<b><u>Aug</u></b>	<b><u>Sep</u></b>
Chapter 1: Introduction to Coding (Pages 2-5)	Chapter 2: Algorithm with Block Coding (Pages 9-18)	Chapter 3: Variables using Block Coding (Pages 19-21, 23(before Assignment Operator))	Chapter 3: Variables using Block Coding (Pages 33-36)	<b>Revision and Worksheet</b>
Chapter 2: Algorithm with Block Coding (Pages 6-8)	<b>Revision and Worksheet</b>			<b>Half Yearly Exam</b>
	<b>PA1 Exam</b>			
<b><u>Oct</u></b>	<b><u>Nov</u></b>	<b><u>Dec</u></b>	<b><u>Jan</u></b>	<b><u>Feb</u></b>
Chapter 4: Control with Conditionals (Pages 37-39) (Before combining Logical Operators), page 40 (from Relational Operators)-46 (Before Nested Condition)	<b>Revision and Worksheet</b>	Chapter 4: Control with Conditionals (Pages 50 contd..(from Quiz) to 52	Chapter 5: Loops using Block Coding (Pages 55(from different types of loops) to 57(Before FOR Loop))	Chapter 5: Loops using Block Coding (Pages 57 Contd... (from FOR Loop) to 58 (Before Nested Loop)
	<b>PA2 Exam</b>	Chapter 5: Loops using Block Coding (Pages 54-55 (before different types of loops))		<b>Revision and Worksheets</b>
	Chapter 4: Control with Conditionals (Pages 46 (from Nested Condition) to 50 (Before Quiz))			<b>Annual Exam</b>

## **Assessment Planner**

### **PA-1 (20 marks)**

Chapter 1: Introduction to Coding (Pages 2-5)  
Chapter 2: Algorithm with Block Coding (Pages 6-18)

### **Half Yearly (30 marks)**

Chapter 1: Introduction to Coding (Pages 2-5)  
Chapter 2: Algorithm with Block Coding (Pages 6-18)  
Chapter 3: Variables using Block Coding (Pages 19-21, 23(before Assignment Operator), Pages 33-36)

### **PA-2 (20 marks)**

Chapter 4: Control with Conditionals (Pages 37-39) (Before combining Logical Operators),page 40(from Relational Operators)-46(Before Nested Condition)

### **Multiple Assessment (MA) (5 marks)**

**MA1:** Create a Flowchart on the given topic

**MA2:** Create a Pseudocode on the given topic

### **Portfolio Assessment (PORT) (5 marks)**

#### **(Notebook -3 marks + Activity-2 marks)**

**PORTFOLIO 1-** Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks +  
Pasting the pictures representing different types of data (e.g. temperature, height etc.) in real life and then labelling them. This should display the artistic skills of the student.

**PORTFOLIO 2:** Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks +  
Diagrammatic presentation of the iterations of loops using real life concepts like staircase etc. This should display the artistic skills of the student.

### **Subject Enrichment (SE) (5 marks)**

- Students will be asked to create a program on Makecode.org as per the instructions given.
- Artistic skills will also be integrated with the above given task.
- It will be a hands-on experience on the computer.

### **Project (PROJ) (5 marks)**

- Students will be asked to create a program on Minecraft Education Edition as per the instructions given on the topic Lakshadweep.
- Artistic skills will also be integrated with the above given task.

### **ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

### **Annual (30 marks)**

Chapter 3: Variables using Block Coding (Pages 19-21, 23(before Assignment Operator), Pages 33-36)  
Chapter 4: Control with Conditionals (Pages 37-52)  
Chapter 5: Loops using Block Coding (Pages 54 to 58 (Before Nested Loop)

**\*\* Subject to change as per DIRECTIVES**



# Class 6 Curriculum & Assessment Annual Planner

**2024-2025**

**SUBJECT : ENGLISH**

**STUDENTS' COPY**

## LEARNING OUTCOMES

**The students will be able to:**

- Identify the main ideas, characters and details of literary texts.
- Organize ideas coherently, using appropriate vocabulary and expression.
- Summarise literary pieces.
- Write paragraphs, notices and letters in a coherent manner.
- Apply comprehension strategies to answer the contextual questions..
- Read/recite aloud with proper pronunciation and intonation.
- Develop and use the four language skills, that is, Reading, Listening, Speaking and Writing, with proficiency.
- Develop an interest in reading varied texts of varied genres by different authors.
- Enhance their vocabulary and create meaningful sentences.
- Ask and answer relevant questions both orally and in writing.
- Build greater confidence and proficiency in written communication.
- Think critically and communicate effectively.

## **Curriculum Planner**

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<b>LITERATURE :</b> - Who did Patrick's homework? - A House, A Home  <b>GRAMMAR :</b> - Punctuation - Kinds of Sentences	<b>WRITING :</b> Paragraph Writing (Descriptive)  <b>Revision</b>  <b>LITERATURE :</b> A Tale of two birds	<b>LITERATURE :</b> How the Dog found himself a new master  <b>GRAMMAR :</b> - Transitive and Intransitive Verbs - Linking Words  <b>WRITING :</b> Notice Writing	<b>LITERATURE :</b> - Vocation - What If?  <b>GRAMMAR :</b> - Tenses (Simple and Continuous) - Determiners	<b>Revision</b>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>

<b>LITERATURE :</b> - The friendly Mongoose - Beauty <b>GRAMMAR :</b> - Phrases and Clauses - Adjectives (Degrees of Comparison)	<b>WRITING :</b> Informal Letter writing <b>LITERATURE :</b> - Taro's Reward - The wonderful words <b>Revision</b>	<b>LITERATURE :</b> - An Indian-American woman in Space - Where do all the teachers go? <b>GRAMMAR :</b> Subject-Verb Agreement	<b>LITERATURE :</b> - A Pact with the Sun <b>GRAMMAR :</b> - Tenses (Perfect) - Direct and Indirect Speech	<b>GRAMMAR :</b> Adverbs  <b>Revision</b>
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<b>Assessment Planner</b>
<b><u>PA-1 (20 marks)</u></b>
<b><u>READING</u> :</b> Unseen Passage <b><u>WRITING</u> :</b> Paragraph Writing (Descriptive) <b><u>GRAMMAR</u> :</b> - Punctuation - Kinds of Sentences <b><u>LITERATURE</u> :</b> - Who did Patrick's Homework? - A House, A Home
<b><u>Half Yearly (60 marks)</u></b>
<b><u>READING</u> :</b> Unseen Passage and Poem <b><u>WRITING</u> :</b> Notice Writing <b><u>GRAMMAR</u> :</b> - Transitive and Intransitive Verbs - Linking words - Tenses - Determiners <b><u>LITERATURE</u> :</b> - A tale of two birds - How the Dog found himself a new master? - Vocation - What If?
<b><u>PA-2 (20 marks)</u></b>
<b><u>READING</u> :</b> Unseen Poem <b><u>WRITING</u> :</b> Informal Letter writing <b><u>GRAMMAR</u> :</b> - Phrases and Clauses - Adjectives (Degrees of Comparison)

**LITERATURE : - The friendly mongoose**

**- Beauty**

**Multiple Assessment (MA) (5 marks)**

**MA1 – Listening Comprehension**

**MA2 – Crossword**

**Portfolio Assessment (PORT) (5 marks)**

**(Notebook -3 marks + Activity-2 marks)**

**PORTFOLIO 1 – Idiom Card**

**PORTFOLIO 2 – Rhyme and Rhythm performance**

**Subject Enrichment (SE) (5 marks)**

**EBSB Art Integrated Paired state activity**

**Project (PROJ) (5 marks)**

**Comic strip**

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**Annual (60 marks)**

**READING : Unseen Passage and Poem**

**WRITING : Notice Writing**

**GRAMMAR : - Subject Verb Agreement**

**- Tenses (Perfect)**

**- Direct and Indirect Speech**

**- Adverbs**

**LITERATURE : - Taro's Reward**

**- The wonderful words**

**- An Indian-American woman in Space**

**- Where do all the teachers go?**

**- A Pact with the Sun**

**First term topics to be included : - Tenses (Simple and Continuous)**

**- Transitive and Intransitive Verbs**

**\*\* Subject to change as per DIRECTIVES**



# GRADE 6 Curriculum & Assessment Annual Planner

2024 - 2025

SUBJECT : - हिंदी

STUDENT'S COPY

## LEARNING OUTCOMES

छात्र ये समझने में सक्षम होंगे -

1. छात्र पाठों को पढ़कर अपरिचित घटनाओं की कल्पनाओं से बनने वाली छवि और विचारों के विषय में मौखिक व सांकेतिक अभिव्यक्ति की क्षमता का विकास करेंगे।
2. छात्र विभिन्न पठन - सामग्रियों में प्रयुक्त शब्दों, मुहावरों, विराम चिह्न, कारक चिह्न, लिंग, वचन, काल भेद व क्रिया आदि को समझते हुए उनका स्वतंत्र रूप से प्रयोग करना सीखेंगे।
3. छात्र किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक या लिखित भाषा में व्यक्त करने में सक्षम होंगे।
4. छात्र कविता, कहानी, नाटक व संस्मरण आदि को पढ़कर साहित्य की विविध विधाओं से परिचित होंगे।
5. छात्र पढ़ी गई सामग्री पर चिंतन करते हुए परिचर्चा एवं तर्क - वितर्क करेंगे व भावों की अभिव्यक्ति सुंदर लेख में लिखेंगे।

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<u>साहित्य</u> - वह चिड़िया जो, नादान दोस्त <u>व्याकरण</u> - वर्णमाला, वर्ण - विच्छेद, लिंग, संज्ञा - भेद, चित्र - वर्णन	<b>P.A. - 1 PAPERS</b> <u>साहित्य</u> - बचपन <u>व्याकरण</u> - वचन, विलोम शब्द, अपठित गद्यांश	<u>साहित्य</u> - चाँद से थोड़ी - सी गप्पें (पठित पद्यांश) <u>व्याकरण</u> - अशुद्धि - शोधन, सर्वनाम, विराम - चिह्न, अनुच्छेद - लेखन	<u>साहित्य</u> - जो देखकर भी नहीं देखते <u>व्याकरण</u> - क्रिया, काल - भेद, कारक - चिह्न	समस्त कार्य की पुनरावृत्ति <b>(अर्धवार्षिक परीक्षा)</b> <u>व्याकरण</u> - विशेषण - भेद, पर्यायवाची शब्द
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>साहित्य</u> - नौकर, मैं सबसे छोटी होऊँ <u>व्याकरण</u> - अनेक शब्दों के लिए एक शब्द, संवाद - लेखन	<b>P.A. - 2 PAPERS</b> <u>साहित्य</u> - संसार पुस्तक है <u>व्याकरण</u> - मुहावरे	<u>साहित्य</u> - टिकट अलबम <u>व्याकरण</u> - अनौपचारिक - पत्र, अनुच्छेद - लेखन	<u>साहित्य</u> - झाँसी की रानी <u>व्याकरण</u> - चित्र - वर्णन, अपठित गद्यांश	समस्त कार्य की पुनरावृत्ति <b>(वार्षिक परीक्षा)</b>



## Assessment Planner

### PA-1 (20 marks)

**साहित्य** - नादान दोस्त

**व्याकरण** - वर्णमाला, वर्ण - विच्छेद, लिंग, संज्ञा - भेद, चित्र - वर्णन

### Half Yearly (60 marks)

**साहित्य** - वह चिड़िया जो, बचपन, चाँद से थोड़ी सी गप्पें (पठित पद्यांश), जो देखकर भी नहीं देखते

**व्याकरण** - वर्णमाला, वर्ण - विच्छेद, वचन, विलोम शब्द, अशुद्धि शोधन, संज्ञा - भेद, सर्वनाम, क्रिया, काल - भेद, कारक - चिह्न, विराम - चिह्न, अनुच्छेद - लेखन, चित्र - वर्णन, अपठित गद्यांश

### PA-2 (20 marks)

**साहित्य** - नौकर

**व्याकरण** - विशेषण - भेद, पर्यायवाची शब्द, अनेक शब्दों के लिए एक शब्द, संवाद - लेखन

### Multiple Assessment (MA) (5 marks)

MA1 - चाँद से थोड़ी गप्पें

MA2 - वन के मार्ग में

### Portfolio Assessment (PORT) (5 marks)

#### (Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1- उत्तरपुस्तिका + गतिविधियाँ

PORTFOLIO 2- उत्तरपुस्तिका + गतिविधियाँ

### Subject Enrichment (SE) (5 marks)

अंडमान निकोबार और लक्षद्वीप के गीतों में प्रयोग किए जाने वाले वाद्ययंत्र

### Project (PROJ) (5 marks)

वीर रस पर आधारित कविता लिखेंगे और याद करेंगे।

### ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\*

### Annual (60 marks)

**साहित्य** - मैं सबसे छोटी होऊँ, झाँसी की रानी, संसार पुस्तक है, टिकट अलबम

**व्याकरण** - लिंग, क्रिया, काल - भेद, कारक - चिह्न, विराम - चिह्न, पर्यायवाची शब्द, मुहावरे, अनेक शब्दों के लिए एक शब्द, विशेषण - भेद, चित्र - वर्णन, अनुच्छेद - लेखन / अनौपचारिक - पत्र, अपठित गद्यांश

\*\* Subject to change as per DIRECTIVES



# GRADE 6 Curriculum & Assessment Annual Planner

**2024-2025**

**SUBJECT :-LIBRARY**

**STUDENT'S COPY**

## LEARNING OUTCOMES

- Library rules - objective- to use library effectively.
- Introduction to different genre – objective—will be able to understand and differentiate among the different kind of genre. It cultivates reading habits in students It develops their interest in using the library.
- Related Vocabulary – objective – students will learn new words and their usage.
- Newspaper Scavenging : Search information about related topic from newspapers & paste them in their scrap book / fact file or present in the class.
- Read Aloud will help students to enhance their reading skills and create interest in reading. It will also improve their pronunciation.
- Guided Reading will trigger their interest in reading. It develops the self-learning skills of students. It nurtures good moral values and principles in the children. It cultivates respect and love for the nation and its culture in the students.

Following titles for compulsory reading:

- MATILDA BY ROALD DAHL

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Introduction of Library Rules for classes.</p> <p>Discuss about different Genres and explore on it.</p> <p>Introduction of the book assigned to</p>	<p>Few chapters were assigned to the students to read from the assigned book. They will prepare quiz on those</p>	<p>Reiteration of Library Rules</p> <p>Boys will prepare quiz in the class during the period of the chapter assigned to them after reading it.</p>	<p>Continuation of Assessment will be done.</p> <p>Independent Reading</p>	<p>Reiteration of library Rules</p> <p>Independent Reading</p>

<p>the students and Author of the assigned book. Few chapters were assigned to the students to read from the assigned book. They will prepare quiz on those chapters and ask in the class.</p> <p>Independent reading will take place as well.</p>	<p>chapters and ask in the class.</p> <p>Independent reading will take place as well.</p> <p>Prepare a fact file from the newspapers they receive in the class and present it and at end of every month.</p>	<p>Students will share their experience of reading the book.</p> <p>Assessment will start from the 2nd last week of the month.</p>		
<p><b><u>Oct</u></b></p> <p><b>Story Map :</b> Students will draw simple pictures of story with key words. Students will read the books to develop self reading habit</p>	<p><b><u>Nov</u></b></p> <p>Self reading which will help them to be focus</p>	<p><b><u>Dec</u></b></p> <p>Self reading which will help them to be focus</p>	<p><b><u>Jan</u></b></p> <p><b>Assessment of the 2<sup>nd</sup> term from these two activities</b></p> <p><b>Story Map :</b> Students will draw simple pictures of story with key words</p> <p><b>Jigsaw Activity :</b> Whole chapter / Text will be divided in fragments / groups &amp; will be given to a pair / group.</p>	<p><b><u>Feb</u></b></p> <p>Continuation of assessment.</p> <p>Self reading which will help them to be focus</p>

<b>Assessment Planner</b>
<b><u>PA-1 (20 marks)</u></b>

**Half Yearly (60 marks)**

First Term Assessment-- will be based on the Book given to the students to read that is “ Matilda by Roald Dahl”

**PA-2 (20 marks)**

**Multiple Assessment (MA) (5 marks)**

**MA1**

**MA2**

**Portfolio Assessment (PORT) (5 marks)**

**(Notebook -3 marks + Activity-2 marks)**

**PORTFOLIO 1-**

**PORTFOLIO 2**

**Subject Enrichment (SE) (5 marks)**

**Project (PROJ) (5 marks)**

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**Annual (60 marks)**

**\*\* Subject to change as per DIRECTIVES**



# GRADE 6 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :-MATHS -CLASS 6

## LEARNING OUTCOMES The students will

be able to:

- Compare and arrange large numbers in the ascending order, simplify using the four operations and express them in words.
- Apply properties of whole number in order to simplify arithmetic expression.
- Represent the Numbers on Number line in order to perform number operation.
- Write the factors and multiples of a given number and find the common factors and multiples.
- Applies the concept of HCF or LCM in order to solve problems in a real-life situation.
- Demonstrate an understanding of angles, closed & open figures, line segments and triangles.
- Apply addition and subtraction rules involving positive and negative integers in order to solve real life problems.
- Calculates addition and subtraction of fractions and decimals in order to solve daily life problems involving quantities and measures.
- Represents the measurement as ratios in order to compare two quantities
- Deduce and apply the formula in order to determine the area and perimeter of a rectangle and square.
- Classify quadrilaterals on the basis of their sides and angles.
- Arrange given data in the tabular form, tally chart and pictograph and interpret them.

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
KNOWING OUR NUMBERS WHOLE NUMBERS	PLAYING WITH NUMBERS FRACTIONS	FRACTIONS (contd) INTEGERS	BASIC GEOMETRICAL IDEAS	REVISION DECIMALS
<u>Oct</u> DECIMALS(contd) ALGEBRA	<u>Nov</u> DATA HANDLING	<u>Dec</u> MENSURATION	<u>Jan</u> RATIO AND PROPORTION  UNDERSTANDING ELEMENTARY SHAPES	<u>Feb</u>  REVISION

## Assessment Planner

PA-1 (20 marks)

KNOWING YOUR NUMBERS  
WHOLE NUMBERS

**Half Yearly (60 marks)**

- KNOWING OUR NUMBERS
- WHOLE NUMBERS
- PLAYING WITH NUMBERS
- FRACTIONS
- INTEGERS
- BASIC GOOMETRICAL IDEAS

**PA-2 (20 marks)**

- DECIMALS
- ALGEBRA

**Multiple Assessment (MA) (5 marks)**

MA1

TOPIC : INTEGERS

ART INTEGRATED ACTIVITY ON ADDITION AND SUBTRACTION OF INTEGERS

MA2

TOPIC: MENSURATION

PERIMETER AND AREA USING MATCH STICKS AND SQUARE UNITS

**Portfolio Assessment (PORT) (5 marks)**

**(Notebook -3 marks + Activity-2 marks)**

PORTFOLIO 1- SYMMETRY IN VARIOUS SHAPES SUCH AS SQUARES, TRIANGLES AND STARS AND DISCUSS ROTATIONAL SYMMETRY

PORTFOLIO 2 - PICTOGRAPH

**Subject Enrichment (SE) (5 marks)**

TOPIC : UNDERSTANDING ELEMENTARY SHAPES

MAKE DIFFERENT RANGOLI SHAPES USING DIFFERENT GEOMETRICAL SHAPES LIKE CIRCLE , TRIANGLE RECTANGLE AND STAR

**Project (PROJ) (5 marks)**

TOPIC : FRACTIONS

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**Annual (60 marks)**

- ALGEBRA
- DECIMALS
- UNDERSTANDING ELEMENTARY SHAPES
- DATA HANDLING
- MENSURATION
- RATIO AND PROPORITION
- INTEGERS
- FRACTIONS

\*\* Subject to change as per DIRECTIVES



# GRADE 6 - Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- western music singing

STUDENT'S COPY

## LEARNING OUTCOMES

**Music gives a soul to the universe wings to the mind. Flight to the imagination and life to everything -Plato**

Music connects individuals and communities through the expression of thoughts and emotions. Musical experiences enhance our lives and enrich our understanding of ourselves and the world.

Music is a medium of self-expression.

It enables the sharing of feelings, ideas and experiences. It has the capacity to cross cultural and social Boundaries; it also helps us to understand culture through times.

Music plays important roles in encouraging social bond, strengthening social identities and national Identity formation.

Music education therefore contributes to the appreciation and renewal of Indian cultural heritage and Traditions.

Our music education philosophy embraces the belief that **all children are musical and seek to develop their aural abilities to empower them, to appreciate and participate in music.**

### SINGING TRAINING PROGRAMME

We will try to cover per week one song from the SDGS according to the standard, lyrics and karaoke will be provided on the smart Board as well as on the Material Box in the Google Class Room.

We will teach Basic scales major and minor, vowels exercise, and motivational songs and will cover songs in other Languages also, we will prepare the Children for Musical Rhyme and Rhythm and combined assemblies, festivals and Celebrations.

In the span of one year we will cover 30 to 35 songs

Teaching to middle school classes songs in an effective way to get all singers in an ensemble to technically and musically improve. When all singers learn as a soloist.

We will focus on their range

1. Flexibility
2. Overall Musicality Tone
3. Phrase Shape
4. Language Skills
5. Stage performance



## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Per month two songs Selection of theme for Musical R n R and related Theme Songs <b>20 Days</b></p>	<p><b>Labour's day Assembly, Practice for R n R</b>  15 Days + <i>PTM</i></p>	<p>Practice for Musical Rhyme and Rhythm in full Swing  21 Days + <i>PTM</i></p>	<p><b>Independence, day Assembly, Patriotic Songs Musical Rhyme and Rhythm Show</b>  <b>20 Days</b></p>	<p><b>Teachers Day Assembly, Exam Vocal -Test</b>  <b>Term - 1</b>  10 Days</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Gandhi Jayanti Assembly Per month two Songs  <b>21 Days</b></p>	<p><b>Two Carols And Christmas Two Songs</b>  <b>21 Days</b></p>	<p><b>Christmas Assembly, Carols &amp; Christmas Songs</b>  <b>16 Days</b></p>	<p><b>Republic -Day Assembly and Patriotic Songs vocal-Test</b>  <b>20 Days</b></p>	<p><b>Vocal Test Final Exam</b> <b>Term -2</b>  14 Days + Exams</p>

### Assessment Planner Term -1

**Graded Singing Levels:- Key Features in singing Exam at classes 4 & 5- level**  
:- Dynamics , Lyrics, Rhythms, and short Phrases

**:- The Basic Scales and Songs for example :- Edmund Rice Song ,Prayer songs, School songs, School anthem ,National Anthem, Patriotic Songs ,and Musical Rhyme & Rhythm, Teacher's Day, Special assemblies,**

**:- Small Major intervals and Basic Rhythms pattern**

**For Example Common Rhythms 4/4, 2/4,3/4**

**Singing Exams will be conducted in September.**

**Half Yearly (PA-2)**

**Criteria for Assessing the Graded Singing Levels**

**GRADE PITCH RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE**

<b><u>OUT STANDING</u></b>	<b>Highly accurate notes and intonation Plus Perfect Rhythm</b>	<b><u>A</u></b>
<b><u>MERIT</u></b>	<b>Largely accurate notes and intonation and Good Rhythm sense</b>	<b><u>B</u></b>
<b><u>PASS</u></b>	<b>Generally Correct Notes sufficiently reliable intonation to maintain tonality and sometimes miss the rhythm and doesn't know the sum or the 1<sup>st</sup> Beat</b>	<b><u>C</u></b>
<b><u>BELOW PASS</u></b>	<b>Frequent notes error insufficiently unreliable intonation to maintain tonality and no sense of rhythm</b>	<b><u>D</u></b>

**Assessment Planner TERM -2**

**Graded Singing Levels :-**

**:- Key Features in singing Exam at classes 4 - level**

**:- Dynamics , Lyrics, Rhythms, and short Phrases**

**:- The Basic Scales and Songs for example :- Happy songs , Action songs , School anthem ,National Anthem, Patriotic Songs ,and festivals songs ,Carols and Christmas Songs, and basic knowledge of instruments like Guitar ,Piano, drums, keyboard, basic notation system, basic chord knowledge, maj, min, seventh, diminished,**

**:- Small Major intervals and Basic Rhythms pattern**

**For example :- Common Rhythms 4/4, 2/4,3/4**

**Singing Exams will be conducted in February**

**Criteria for Assessing the Graded Singing Levels**

**GRADE PITCH RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE**

<b><u>OUTSTANDING</u></b>	<b>Highly accurate notes and intonation Plus Perfect Rhythm</b>	<b><u>A</u></b>
<b><u>MERIT</u></b>	<b>Largely accurate notes and intonation and Good Rhythm sense</b>	<b><u>B</u></b>

<b><u>PASS</u></b>	<b>Generally Correct Notes sufficiently reliable intonation to maintain tonality and sometimes miss the rhythm and doesn't know the sum or the 1<sup>st</sup> Beat</b>	<b><u>C</u></b>
<b><u>BELOW PASS</u></b>	<b>Frequent notes error insufficiently unreliable intonation to maintain tonality and no sense of rhythm</b>	<b><u>D</u></b>



# GRADE 6 Curriculum & Assessment Annual Planner

**2024-2025**

**SUBJECT :- Spanish**

**Student's Copy**

## LEARNING OUTCOMES

The students will be able to:

- Read and pronounce alphabets and words properly
- Give introduction of self, greet and bid farewell
- Talk their daily routine and hobbies
- Conjugate verbs in present tenses and form sentences
- Write short note on family/ house/School
- Learn Spanish song on colours
- Form simple sentences using Ser and Estar
- Tell numbers till 1000
- Build vocabularies of Common and daily life objects (Classroom, Food, fruits, vegetables, sports, body parts, Days, months, season)
- Give physical description of self and friends.
- Ask and tell time in Spanish
- Tell historical and general facts about Spain

## **Curriculum Planner**

<b><u>April</u></b>	<b><u>May</u></b>	<b><u>July</u></b>	<b><u>Aug</u></b>	<b><u>Sep</u></b>
Lesson 1 Introduction to Spanish Language, Family Tree and language family Spanish Alphabets, Pronunciation, Introduccìon ( Mi presentaciòn	Los saludos y las despedidas  Gender of Noun Los numeros(1-30)	Revision - P.A-1 Papers Lesson 2 Los articulos Determinados y indeterminados Personal Pronoun El verbo Ser	Lesson 3,  El verbo Ser, Tener y llamar. La formaciòn de oraciòn El verbo Ser Vocabulario (Profesiones, Nacionalidad, colores)	Half Yearly Exam – Revision Lesson 4 Feliz cumpleaños Signos del Zodiaco
<b><u>Oct</u></b>	<b><u>Nov</u></b>	<b><u>Dec</u></b>	<b><u>Jan</u></b>	<b><u>Feb</u></b>
Lesson 5 EL VERBO ESTAR Ser Vs Estar Los numeros ( 30 – 100)	Lesson 6 Los Verbos regulares (ar,er,ir), Los Numeros (1-1000) Descripciòn de mi casa	Lesson 6 & 7 El repaso – Los verbos regulares, Los verbos irregulares, La escuela (Descripciòn de la escuela)	Lesson 7 & 8 Los Adjectivos, El cuerpo humano, el verbo gustar, Picture description	El Repaso (Vocabs, Grammar and lessons done in the class)

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## Assessment Planner

### PA-1 (20 marks)

**Lesson 1, Los alfabetos, Gender of Noun, Greetings and Farewell, Numbers 1-30, language and language family**

**Vocabulario ( Chapter 1 )**

### Half Yearly (50 marks)

PA1 Syllabus + Lesson – 1,2,3, Def & Indefinite articles,

Gender of Noun, El verbo Ser, La Familia, sentencemaking

,Vocabs - Los días y los meses, Colores.

### PA-2 (20 marks)

Lesson 4 & 5

Comprension de lectura ( Feliz Cumpleaños)

Ser Vs Estar, Los Numeros. Descripción de la casa, Vocabulary ( Signos

del Zodiaco, Cosas de la casa)

### Multiple Assessment (MA) (5 marks)

**MA1 - Arbol genealogico**

**MA2 - irregular verbs and Gustar**

### Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

**PORTFOLIO 1-** Notebook along with the worksheets

**PORTFOLIO 2 -** Notebook along with the worksheets

**Subject Enrichment**

**Activity : Picture description**

**(Describe given picture orally using the adjectives of body parts)**

**Work completion - 2**

**Timely submission – 1**

**Creativity & presentation(Drawing, date, title, heading,etc.)- 2**

**Project (PROJ) (5 marks)**

Activity : Draw the map of Spain and mention all autonomous regions with capital

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**ATTENDANCE will carry 5 marks and will be reflected in both the terms.**

**Annual (50 )**

PA2 Syllabus + Lesson – 6,7,8 Def & Indefinite articles,  
Gender of Noun, El verbo Ser, Estar, La Escuela, sentence

making ,Vocabs - Cuerpo Humano