



# GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: SOCIAL STUDIES

STUDENTS' COPY

## LEARNING OUTCOMES

**The students will be able to:**

- Identify and summarise the contributions of major Indian civilisations, kingdoms, emperors and rulers, linking them to historical developments.
- Develop map skills by interpreting, labelling, and creating maps with accuracy and relevance.
- Classify and explain Earth's major landforms and domains, analysing their impact on human life and the environment.
- Understand and evaluate different forms of government, with a special focus on democracy and citizen participation.
- Integrate creative and interdisciplinary approaches by connecting Social Studies with art, literature, and hands-on projects.
- Relate Social Studies concepts to contemporary global challenges and the Sustainable Development Goals (SDGs), enhancing critical thinking and awareness.

<b>Curriculum Planner</b>				
<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<b><u>History:</u></b> Timeline and Sources of History  <b><u>Geography:</u></b> Locating Places on the Earth	<b><u>Civics:</u></b> Unity in Diversity, or 'Many in the One'  <b>Revision for PA 1</b>	<b><u>History:</u></b> India's Cultural Roots  <b><u>Geography:</u></b> Oceans and Continents	<b><u>Economics:</u></b> The Value of Work  <b><u>History:</u></b> The Beginnings of Indian Civilisation	Map Work – States of India, Neighbouring Countries, Oceans and Continents <b>(to be tested)</b>  <b>Revision for Half-Yearly Exams</b>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<b><u>Civics:</u></b> Grassroots Democracy – Part 1 Governance  <b><u>Geography:</u></b> Landforms and Life	<b><u>Civics:</u></b> Family and Community  <b><u>History:</u></b> India, That is Bharat	<b><u>Civics:</u></b> Grassroots Democracy — Part 2: Local Government in Rural Areas  <b><u>Civics:</u></b>	<b><u>Civics:</u></b> Grassroots Democracy — Part 3: Local Government in Urban Areas ( <i>continued</i> )  <b><u>Economics:</u></b>	Map Work – States of India, Neighbouring Countries, Oceans and Continents <b>(to be tested)</b>

	<b>Revision for PA2</b>	Grassroots Democracy — Part 3: Local Government in Urban Areas	Economic Activities Around Us	<b>Revision for Term 2 Final Exams</b>
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<b>Assessment Planner</b>	
<b><u>PA-1 (20 marks)</u></b>	
<b><u>History</u></b> - Timeline and Sources of History <b><u>Geography</u></b> - Locating Places on the Earth <b><u>Civics</u></b> - Unity in Diversity, or 'Many in the One'	
<b><u>Half Yearly (60 marks)</u></b>	
<b><u>HISTORY</u></b> Timeline and Sources of History India's Cultural Roots Beginnings of Indian Civilisation  <b><u>GEOGRAPHY</u></b> Locating Places on Earth Oceans and Continents <i>*Map Work</i>  <b><u>CIVICS</u></b> Grassroots Democracy Part 1: Governance  <b><u>ECONOMICS</u></b> The Value of Work	
<b><u>PA-2 (20 marks)</u></b>	
<b><u>Civics:</u></b> Grassroots Democracy — Part 2: Local Government in Rural Areas Family and Community <b><u>Geography:</u></b> Landforms and Life <b><u>History:</u></b> India, That is Bharat	
<b><u>Multiple Assessment (MA) (5 marks)</u></b>	
<b>MA1- Inscription Making</b> on A4 size sheet (Parchment - Coffee Painting) <b>MA2- Seal making with clay from ancient India</b>	
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b> <b><u>(Notebook -3 marks + Activity-2 marks)</u></b>	
<b>PORTFOLIO 1- Activity – Make a Card with a message for the people of Indus Valley Civilisation</b> <b>PORTFOLIO 2- Activity- Written Quiz on Economic vs. Non-economic Activities.</b>	
<b><u>Subject Enrichment (SE) (5 marks)</u></b>	
<b>EBSB Paired State Transdisciplinary Project:</b> Make an Accordion Book on Tourism in Sikkim.	

<p style="text-align: center;"><b><u>Project (PROJ) (5 marks)</u></b></p> <p><b>Dialogue Writing on Religious Harmony</b> - Students will write a detailed dialogue exchange between a <b>community leader</b> and a <b>scholar</b>, discussing ways to promote harmony among all religions.</p>
<p style="text-align: center;"><b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b></p> <p style="text-align: center;"><b><u>T1+T2</u></b></p>
<p style="text-align: center;"><b><u>Annual (60 marks)</u></b></p> <p><b><u>Annual Exam Syllabus</u></b></p> <p><b><u>CIVICS</u></b>  Grassroots Democracy — Part 2: Local Government in Rural Areas  Grassroots Democracy — Part 3: Local Government in Urban Areas</p> <p><b><u>ECONOMICS</u></b>  The Value of Work  Economic Activities Around Us</p> <p><b><u>HISTORY</u></b>  The Beginnings of Indian Civilisation  India, That is Bharat</p> <p><b><u>GEOGRAPHY</u></b>  Oceans and Continents  Landforms and Life  <i>*Map Work</i></p>

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

# **GRADE 6 Curriculum & Assessment Annual Planner**

**2025-2026**

**SUBJECT:- SCIENCE**

**STUDENTS' 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>  <b>L-1 THE WONDERFUL WORLD OF SCIENCE</b>  <b>L-2 DIVERSITY IN THE LIVING WORLD</b>  <b>L-4 EXPLORING MAGNETS</b>	<u>May</u>  <b>L- 6 MATERIALS AROUND US</b>	<u>July</u>  <b>L-9 METHODS OF SEPARATION IN EVERYDAY LIFE</b>  <b>L- 8 A JOURNEY THROUGH STATES OF WATER</b>	<u>Aug</u>  <b>L-3 MINDFUL EATING: A PATH TO A HEALTHY BODY</b>	<u>Sep</u>  <b>REVISION</b>
<u>Oct</u>  <b>L-7 TEMPERATURE &amp; ITS MEASUREMENT</b>  <b>L-12 BEYOND EARTH</b>	<u>Nov</u>  <b>L-10 LIVING CREATURES – EXPLORING THEIR CHARACTERISTICS</b>	<u>Dec</u>  <b>L-11 NATURE’S TREASURES</b>	<u>Jan</u>  <b>L-5 MEASUREMENT OF LENGTH &amp; MOTION</b>	<u>Feb</u>  <b>REVISION</b>

## **Assessment Planner**

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

- L-2 DIVERSITY IN THE LIVING WORLD
- L-4 EXPLORING MAGNETS

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

- L-2 DIVERSITY IN THE LIVING WORLD
- L-3 MINDFUL EATING: A PATH TO A HEALTHY BODY
- L-4 EXPLORING MAGNETS
- L-6 MATERIALS AROUND US
- L-8 A JOURNEY THROUGH STATES OF WATER
- L-9 METHODS OF SEPARATION IN EVERYDAY LIFE

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

- L-7 TEMPERATURE & ITS MEASUREMENT
- L-12 BEYOND EARTH

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

**MA1: Paste pictures of any two Millets and write their nutritional values.**

**MA2: Record the maximum and minimum temperatures; and Air Quality Index (AQI) for 3 days. Present the data in a tabular form.**

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

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

**PORTFOLIO 1 - Paste a picture of a plant/ animal on an A4 sheet and draw its habitat around it.**

**PORTFOLIO 2 – Draw a pictographic representation of any one of the following constellations on an A4 sized sheet of paper: Canis major, Taurus or Orion.**

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

**List the ingredients and nutritional values of any two dishes traditional to Sikkim.**

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

**Make a flyer on any two deficiency diseases, write their causes and symptoms.**

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

**Annual (60 marks)**

- L-5 MEASUREMENT OF LENGTH & MOTION
- L-7 TEMPERATURE & ITS MEASUREMENT
- L-10 LIVING CREATURES – EXPLORING THEIR CHARACTERISTICS
- L-11 NATURE'S TREASURES
- L-12 BEYOND EARTH
- **L-3 MINDFUL EATING: A PATH TO A HEALTHY BODY**

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



# GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :-MATHS

STUDENTS' COPY

## LEARNING OUTCOMES

The students will be able to:

- Identify various patterns in and around us in the form of various activities like shopping, cooking or even throwing a ball and noticing patterns to learn to use numbers and operations in new ways.
- Understand basics of geometry including point, line, ray, line segment and angle in order to understand more advanced topics in geometry such as the construction and analysis of different shapes.
- Write the factors and multiples of a given number and find the common factors and multiples.
- Apply the concept of HCF or LCM in order to solve problems in a real-life situation.
- Apply the divisibility tests on various numbers for better understanding of the concept of multiples.
- Demonstrate an understanding of angles, closed and open figures, line segments and triangles.
- Apply addition and subtraction rules involving positive and negative integers in order to solve real life problems.
- Calculate addition and subtraction of fractions in order to solve daily life problems involving quantities and measures.
- Deduce and apply the formula in order to determine the area and perimeter of a rectangle and square.
- Identify the lines of symmetry in various shapes and mark them.
- Find reflectional and rotational symmetry in alphabets, various shapes and objects in nature.
- Arrange the given data in tabular form, make a tally chart and bar graph and interpret them.

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> <li>• Number Play</li> <li>• Data handling and Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Data Handling and presentation (cont.)</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Prime Time</li> </ul>	<ul style="list-style-type: none"> <li>• Prime Time (cont.)</li> <li>• Lines and Angles</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Perimeter and Area</li> </ul>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> <li>• Perimeter and Area (cont.)</li> <li>• Constructions</li> </ul>	<ul style="list-style-type: none"> <li>• The other side of zero</li> </ul>	<ul style="list-style-type: none"> <li>• Symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>



<b>Assessment Planner</b>	
<u><b>PA-1 (20 marks)</b></u>	
Number Play Data Handling and Presentation	
<u><b>Half Yearly (60 marks)</b></u>	
Number Play Data Handling and Presentation Fractions Prime Time Lines and Angles	
<u><b>PA-2 (20 marks)</b></u>	
Perimeter and Area Constructions	
<u><b>Multiple Assessment (MA) (5 marks)</b></u>	
<b>MA1</b> <b>TOPIC :</b> LINES AND ANGLES <b>ACTIVITY:</b> Draw any three different types of triangles such as isosceles, equilateral, right or obtuse triangle	
<b>MA2</b> <b>TOPIC:</b> THE OTHER SIDE OF ZERO (INTEGERS) <b>ACTIVITY:</b> Art integrated activity on addition and subtraction of integers	
<u><b>Portfolio Assessment (PORT) (5 marks)</b></u>	
<u><b>(Notebook -3 marks + Activity-2 marks)</b></u>	
<b>PORTFOLIO 1</b> <b>TOPIC:</b> FRACTIONS <b>ACTIVITY:</b> Represent any two pairs of equivalent fractions diagrammatically	
<b>PORTFOLIO 2</b> <b>TOPIC:</b> CONSTRUCTIONS <b>ACTIVITY:</b> Construct a pentagonal house with a door and a window using a ruler and compass.	
<u><b>Subject Enrichment (SE) (5marks)</b></u>	
<b>TOPIC:</b> DATA HANDLING AND PRESENTATION  <b>ACTIVITY:</b> Represent the population of Sikkim using a bar graph.	
<u><b>Project (PROJ) (5 marks)</b></u>	
<b>TOPIC:</b> PERIMETER AND AREA <b>ACTIVITY:</b> On a squared paper, find the area of the given figure by splitting into rectangles or squares	

<b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b>
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<b><u>Annual Exam (60 marks)</u></b>
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<p>Perimeter and Area Constructions The other side of zero Symmetry Patterns Fractions</p>
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# GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- Computer Science

STUDENTS' COPY

## LEARNING OUTCOMES

The students will be able to:

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

## **Curriculum Planner**

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
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)	Chapter 3: Variables using Block Coding (Pages: 23(before Assignment Operator), 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>			
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
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>

<b>Assessment Planner</b>	
<b><u>PA-1 (20 marks)</u></b>	
Chapter 1: Introduction to Coding (Pages 2 to 5) Chapter 2: Algorithm with Block Coding (Pages 6 to 18)	
<b><u>Half Yearly (30 marks)</u></b>	
Chapter 1: Introduction to Coding (Pages 2 to 5) Chapter 2: Algorithm with Block Coding (Pages 6 to 18) Chapter 3: Variables using Block Coding (Pages 19 to 21), (Pages: 23(before Assignment Operator), 33 to 36)	
<b><u>PA-2 (20 marks)</u></b>	
Chapter 4: Control with Conditionals (Pages 37 to 39 (Before combining Logical Operators), page 40 (from Relational Operators) to 46 (Before Nested Condition))	
<b><u>Multiple Assessment (MA) (5 marks)</u></b>	
<b>MA1:</b> Create a Flowchart on the given topic	
<b>MA2:</b> Create a Pseudocode on the given topic	
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b>	
<b><u>(Notebook -3 marks + Activity-2 marks)</u></b>	
<b>PORTFOLIO 1-</b> Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Pasting and labelling the pictures representing different types of data (e.g. temperature, height etc.) in real life thereby integrating artistic skills of the student.	
<b>PORTFOLIO 2:</b> 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 thereby integrating artistic skills of the student.	
<b><u>Subject Enrichment (SE) (5marks)</u></b>	
<ul style="list-style-type: none"> <li>• Students will be asked to create a program on Arcade.Makecode.Org as per the instructions given.</li> <li>• Artistic skills will also be integrated with the above given task.</li> <li>• It will be a hands-on experience on the computer.</li> </ul>	
<b><u>Project (PROJ) (5 marks)</u></b>	
<ul style="list-style-type: none"> <li>• Students will be asked to create a program on Arcade.Makecode.Org as per the instructions given on the topic 'Sikkim'.</li> <li>• Artistic skills will also be integrated with the above given task.</li> </ul>	
<b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b>	
<b><u>Annual Exam (30 marks)</u></b>	
Chapter 3: Variables using Block Coding (Pages 19 to 21, 23(before Assignment Operator), Pages 33 to 36) Chapter 4: Control with Conditionals (Pages 37 to 39 (Before combining Logical Operators), page 40 (from Relational Operators) to 52) Chapter 5: Loops using Block Coding (Pages 54 to 58 (Before Nested Loop))	

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



# GRADE 6 Curriculum & Assessment Annual Planner

2025 - 2026

SUBJECT : - हिंदी

STUDENT'S COPY

## LEARNING OUTCOMES

छात्र ये समझने में सक्षम होंगे -

- 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।
- 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।
- छात्र किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक या लिखित भाषा में व्यक्त करने में सक्षम होंगे।
- छात्र कविता, कहानी, नाटक व संस्मरण आदि को पढ़कर साहित्य की विविध विधाओं से परिचित होंगे।
- छात्र पढ़ी गई सामग्री पर चिंतन करते हुए परिचर्चा एवं तर्क - वितर्क करेंगे व भावों की अभिव्यक्ति सुंदर लेख में लिखेंगे।

## Curriculum Planner

April	May	July	Aug	Sep
<b>साहित्य</b> - हार की जीत, मातृभूमि  <b>व्याकरण</b> - वर्ण- विच्छेद / संयोजन, लिंग, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश	<b>P.A - 1 PAPERS</b>  <b>साहित्य</b> - रहीम के दोहे  <b>व्याकरण</b> - सर्वनाम, वचन, विलोम शब्द	<b>साहित्य</b> - सत्रिया और बिहू नृत्य, चेतक की वीरता  <b>व्याकरण</b> - अशुद्धि - शोधन, विराम - चिह्न, अनुच्छेद - लेखन	<b>साहित्य</b> - गोल  <b>व्याकरण</b> - कारक - चिह्न, क्रिया, काल - भेद, अपठित - गद्यांश	समस्त कार्य की पुनरावृत्ति  <b>(अर्धवार्षिक परीक्षा)</b> <b>व्याकरण</b> - विशेषण - भेद, पर्यायवाची शब्द, अनेक शब्दों के लिए एक शब्द
Oct	Nov	Dec	Jan	Feb
<b>साहित्य</b> - हिंद महासागर में छोटा- सा हिंदुस्तान, पहली बूंद <b>व्याकरण</b> - संवाद - लेखन, अपठित - गद्यांश	<b>P.A. - 2 PAPERS</b> <b>साहित्य</b> - परीक्षा, मैया में नहिं माखन खायो <b>व्याकरण</b> - मुहावरे	<b>साहित्य</b> - पेड़ की बात, मेरी माँ <b>व्याकरण</b> - अनौपचारिक - पत्र, अनुच्छेद - लेखन	<b>साहित्य</b> - जलाते चलो <b>व्याकरण</b> - चित्र- वर्णन, अपठित गद्यांश	समस्त कार्य की पुनरावृत्ति  <b>(वार्षिक परीक्षा)</b>

<b>Assessment Planner</b>	
<b><u>PA-1 (20 marks)</u></b>	
<b>साहित्य</b> - हार की जीत, मातृभूमि <b>व्याकरण</b> - लिंग, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश	
<b><u>Half Yearly (60 marks)</u></b>	
<b>साहित्य</b> - सत्रिया और बिहू नृत्य, रहीम के दोहे, गोल, चेतक की वीरता <b>व्याकरण</b> - वर्ण - विच्छेद / संयोजन, वचन, विलोम शब्द, अशुद्धि शोधन, संज्ञा - भेद, सर्वनाम, क्रिया, काल - भेद, कारक - चिह्न, विराम - चिह्न, अनुच्छेद - लेखन, चित्र - वर्णन, अपठित गद्यांश	
<b><u>PA-2 (20 marks)</u></b>	
<b>साहित्य</b> - हिंद महासागर में एक छोटा-सा हिंदुस्तान, पहली बूँद <b>व्याकरण</b> - विशेषण - भेद, पर्यायवाची शब्द, संवाद - लेखन, अपठित - गद्यांश	
<b><u>Multiple Assessment (MA) (5 marks)</u></b>	
MA1 - गोल	
MA2 - मैया मैं नहीं माखन खायो	
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b>	
<b><u>(Notebook -3 marks + अभ्यास पत्र / Activity-2 marks)</u></b>	
PORTFOLIO 1 - उत्तरपुस्तिका + गतिविधियाँ	
PORTFOLIO 2 - उत्तरपुस्तिका + गतिविधियाँ	
<b><u>Subject Enrichment (SE) (5 marks)</u></b>	
सहराज्य सिक्किम - सिक्किम के सुंदर नृत्य, उनमें प्रयुक्त वाद्ययंत्रों का संक्षिप्त विवरण देते हुए विवरणिका (Brochure) का निर्माण करें।	
<b><u>Project (PROJ) (5 marks)</u></b>	
पेड़ की बात	
<b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b>	
<b><u>Annual (60 marks)</u></b>	
<b>साहित्य</b> - परीक्षा, जलाते चलो, पेड़ की बात, मेरी माँ, मैया मैं नहीं माखन खायो <b>व्याकरण</b> - 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

**2025 - 2026**

**SUBJECT : संस्कृत**

**STUDENT'S COPY**

### LEARNING OUTCOMES

छात्र निम्न तथ्यों को समझने में सक्षम होंगे -

- 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**

<b>April</b>	<b>May</b>	<b>July</b>	<b>Aug</b>	<b>Sep</b>
पाठ - 1 वर्णमाला, वर्ण - विच्छेद, वर्ण - संयोजन  पाठ - 2 एषः कः? एषा का?...  चित्रवर्णम्  <u>व्यावहारिक शब्द -</u> <u>पुष्पाणि नाम्नानि</u> <u>अपठित गद्यांश</u>	<b>P.A. - 1 Papers</b>  पाठ - 3 अहं च त्वं च,  पाठ - 4 अहं प्रातः उत्तिष्ठामि  <u>व्यावहारिक शब्द -</u> <u>वर्णाणि नाम्नानि</u> <u>(रंगों के नाम)</u>	पाठ - 5 शूराः वयं धीराः वयं,  पाठ - 6 सः एव महान् चित्रकारः  धातुरूप - लटलकार वर्तमान काल (पठ्, नम्)  शब्द रूप - (बालकः)	संख्यागणना ननु सरला (गिनती)  पाठ - 7 अतिथिदेवो भव	समस्त कार्य की पुनरावृत्ति अपठित गद्यांश  (अर्धवार्षिक परीक्षा)  <b>Term 2 - कोर्स</b> <u>व्यावहारिक शब्दः -</u> <u>शाकानि नाम्नानि</u> <u>(सब्जियों के नाम)</u> <u>फलानि</u> <u>नाम्नानि (फलों के</u> <u>नाम), अव्यय</u>  धातुरूप - लटलकार वर्तमान काल (पठ् ,खाद्), चित्रवर्णनम्

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
पाठ 8 - बुद्धिः सवार्थसाधिका, पाठ - 12 आलस्यं हि.... शब्द रूप - बालिका धातुरूप - लटलकार वर्तमान काल (पच) <u>व्यावहारिक शब्द -</u> <u>प्रकृति उपहाराः</u> इदानीं कः समयः (पृष्ठ - 61) चित्रवर्णनम् अपठित गद्यांश	<b>P.A. - 2 Papers</b> पाठ - 9 यो जानाति सः पण्डितः, पाठ- 13 संख्यागणना ननु सरला (गिनती)	पाठ- 11 पृथिव्यां त्रीणि रत्नानि शब्द रूप - फलम्, <u>व्यावहारिक शब्द -</u> <u>खगानि नाम्नानि</u> (पक्षियों के नाम)	पाठ - 14 माधवस्य प्रियम् अङ्गम् पाठ - 15 वृक्षाः सत्पुरुषाः इव चित्रवर्णनम्	समस्त कार्य की पुनरावृत्ति (अपठित गद्यांश)  (वार्षिक परीक्षा)

<b>Assessment Planner</b>
<b><u>PA-1 (20 marks)</u></b> <u>साहित्य</u> - पाठ - 1, 2 व्याकरण - <u>व्यावहारिक शब्द</u> - पुष्पाणि नाम्नानि, चित्रवर्णनम्, अपठित गद्यांश
<b><u>Half Yearly (60 marks)</u></b> <u>साहित्य</u> - पाठ - 3 अहं च त्वं च, पाठ- 4 अहं प्रातः उत्तिष्ठामि, पाठ - 5 शूराः वयं धीराः वयं, पाठ- 6 सः एव महान् चित्रकारः, पाठ 7 - अतिथिदेवो भव <u>धातुरूप</u> - लटलकार वर्तमान काल (पठ, नम), शब्द रूप - (बालकः), गणना (गिनती), अव्यय, चित्रवर्णनम् <u>व्यावहारिक</u> <u>शब्द</u> - खगानि नाम्नानि (पक्षियों के नाम), वर्णाणि नाम्नानि (रंगों के नाम), अपठित गद्यांश
<b><u>PA-2 (20 marks)</u></b> <u>साहित्य</u> - पाठ - 8 बुद्धिः सवार्थसाधिका पाठ - 10 आलस्यं हि मनुष्याणां..., शब्द रूप - बालिका, धातुरूप - लटलकार वर्तमान काल (पच), इदानीं कः समयः (पृष्ठ - 61) <u>व्यावहारिक शब्द</u> - प्रकृति उपहाराः, चित्रवर्णनम्, अपठित गद्यांश
<b><u>Multiple Assessment (MA) (5 marks)</u></b>
<b><u>MA- 1</u></b> पाठ 10 - त्वं आपणम् गच्छ
<b><u>MA- 2</u></b> श्लोक वाचन



**Portfolio Assessment (PORT) (5 marks)**  
**(Notebook -3 marks + Activity-2 marks)**

**TERM- 1** धातु रूप वाचन

**TERM- 2** कारक Activity

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

पाठ - 6 सःएव महान् चित्रकारः (सह राज्य- सिक्किम)

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

पाठ - 12 आलस्यं हि मनुष्याणां शरीरस्थो महान् रिपुः

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

**Annual Exam (60 marks)**

साहित्य - पाठ - 9 यो जानाति सः पण्डितः, पाठ - 11 पृथिव्यां त्रीणि रत्नानि, पाठ - 13 संख्यागणना ननु सरला, पाठ - 14 माधवस्य प्रियम् अङ्गम्, पाठ - 15 वृक्षाः सत्पुरुषाः इव

व्यावहारिक शब्दः - शाकानि नाम्नानि ( सब्जियों के नाम) , खगानि नाम्नानि (पक्षियों के नाम), फलानि

नाम्नानि (फलों के नाम), धातुरूप - लट् लकार - वर्तमान काल (पच्, पत्, खाद् ), शब्द रूप - बालिका, फलम्, गणना, चित्रवर्णम्, अपठित गद्यांश

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



# GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

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</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE 5 SWIMMING GALA SELECTION

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> <li>• DRILL PRACTICE</li> <li>• MARCHING PRACTICE</li> <li>• ATHLETIC PRACTICE</li> </ul> GAME (FOOTBALL, BASKETBALL, ETC)  RECREATIONAL GAMES	<ul style="list-style-type: none"> <li>• DRILL PRACTICE</li> <li>• MARCHING PRACTICE</li> <li>• ATHLETIC PRACTICE</li> </ul> GAME (FOOTBALL, BASKETBALL, ETC)  RECREATIONAL GAMES	1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL (ONE HAND SHOT)	1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.)	1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 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

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

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



# GRADE 6

## Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- GERMAN

STUDENT'S COPY

### LEARNING OUTCOMES

The students will be able to:

- greet others, to introduce yourself & your family, ask peers about their family & surroundings & answer their questions.
- pronounce German words & sentences with correct intonation, learn numbers, enquire about telephone number & give your own.
- understand simple E-Mails & respond to them, differentiate between formal & informal forms of address, recall facts about German speaking countries.
- describe a house, rooms and objects in a house, colours in German, names of the pets, names of countries & their languages, express preferences, learn songs in German.

### Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<b><u>MODUL-1</u></b> <b><u>LEKTION -1 "Hallo"</u></b> <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>	<b><u>L-2 "Das ist meine Familie"</u></b> <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> <b>Revision for PA1</b>	<b><u>L-3 "Hast du Geschwister?"</u></b> <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>	<b><u>L-4 "Wo wohnt ihr?"</u></b> <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? wie viele? Woher?</li> <li>Preposition: in, bei, aus</li> </ul>	Half Yearly
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<b><u>MODUL-2</u></b>	<b><u>L-2 "Ein Besuch"</u></b>	<b><u>L-3 "Mautzi, unsere Katze"</u></b>	<b><u>L-4 "Die Nachbarn von Familie Weigel"</u></b>	

<b><u>L-1 "Das Haus von Familie Weigel"</u></b> <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>	<ul style="list-style-type: none"> <li>• Verbs: "möchten"</li> <li>• Personal pronouns: mir, dir, Ihnen.</li> <li>• Phonetic s: Ending and pauses within a word/ sentence</li> </ul>	<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>	<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>	<ul style="list-style-type: none"> <li>• <b>Revision for Annual</b></li> </ul>
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<b>Assessment Planner</b>
<p align="center"><b>PA-1 (20 marks)</b></p> <p>Lektion 1- Hallo</p> <p>Section A: Reading (Reading comprehension)</p> <p>Section B: Writing (E-Mail writing)</p> <p>Section C: Grammar (exercises in workbook)</p> <p>Section D: Vocabulary (word list of the chapter)</p>
<p align="center"><b><u>Half Yearly (50 marks)</u></b></p> <p>Lektion 1 – Hallo</p> <p>Lektion 2 – Das ist meine Familie</p> <p>Lektion 3 – Hast du Geschwister?</p> <p>Lektion 4 – Wo wohnt ihr?</p> <p>Section A: Reading (Reading comprehension)</p> <p>Section B: Writing (E-Mail writing/ Paragraph writing)</p> <p>Section C: Grammar (Exercises from workbook)</p> <p>Section D: Vocabulary (word list of the chapter)</p>
<p align="center"><b><u>PA-2 (20 marks)</u></b></p> <p><b><u>Lektion 1- Das Haus Von Familie Weigel</u></b></p> <p>Section A: Reading (Reading comprehension)</p> <p>Section B: Writing (E-Mail writing/ Paragraph writing)</p> <p>Section C: Grammar (exercises from workbook)</p> <p>Section D: Vocabulary (word list of the chapter)</p>
<p align="center"><b><u>Multiple Assessment (MA) (5 marks)</u></b></p>

<b>MA1</b> sprechen (Introduction)
<b>MA2</b> hören (MCQ)
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b>
<b><u>(Notebook -3 marks + Activity-2 marks)</u></b>
<b>PORTFOLIO 1-</b> Mein Haus - Meine Wohnung
<b>PORTFOLIO 2-</b> Laufdiktat
<b><u>Subject Enrichment (SE) (5 marks)</u></b>
Family Tree
<b><u>Project (PROJ) (5 marks)</u></b>
Holiday Homework on German Food, Culture & Festivals
<b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b>
<b><u>Annual (50 marks)</u></b>
Lektion 1 – Das Haus von Familie Weigel
Lektion 2 – Ein Besuch
Lektion 3 – Mautzi, unsere Katze.
Lektion 4 – Die Nachbarn von Familie Weigel
Section A: Reading (Reading comprehension)
Section B: Writing (E-Mail writing/ Paragraph writing)
Section C: Grammar (exercises from workbook)
Section D: Vocabulary (word list of the chapter)

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



# **GRADE 6 Curriculum & Assessment Annual Planner**

**2025-2026**

**SUBJECT: - PE**

**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. Volleyball</b> <b>Under hand</b> <b>Serving</b> <b>6. Rules &amp;</b> <b>Regulation</b>	<b>1. Marching</b> <b>2. Drill Practice</b> <b>3. Athletics Practice</b> <b>4. Volleyball</b> <b>Tennis Serving</b> <b>5. 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. Volleyball</b> <b>Forearm</b> <b>Underhand</b> <b>Passing</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. Volleyball</b> <b>Upper hand Passing</b> <b>4. Match Practice</b>



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### Assessment Planner

#### Half Yearly (5 marks)

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

#### Annual Exam (5 marks)

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

		<b>THROUGH</b>
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**\*\* Subject to change as per DIRECTIVES**



# **GRADE 6 Curriculum & Assessment Annual Planner**

**2025-2026**

**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  Los saludos y las despedidas  Mi Presentación  Spanish Alphabets, Pronunciation,	Revision - P.A-1 Papers  Gender of Noun  Los numeros(1-30)  Conversación entre los compañeros nuevos	Lesson 2  Los articulos Determinados y indeterminados  Personal Pronoun El verbo Ser  El verbo Ser, Tener y llamar	Lesson 3,  La formación de Oración  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) Descripción de	Lesson 6 & 7 El repaso – Los verbos regulares, Los verbos irregulares, La escuela (Descripción de la escuela)	Lesson 7 and 8 Los Adjectivos, El cuerpo humano, el verbo gustar, Picture description	El Repaso (Vocabs, Grammar and lessons done in the class)

	mi casa			
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<b>Assessment Planner</b>				
<b><u>PA-1 (20 marks)</u></b>				
<p><b>Lesson 1, Los Saludos y las despedidas, Gender of Noun, Numbers 1-30, language and language family</b></p> <p><b>Vocabulario ( Chapter 1 )</b></p>				
<b><u>Half Yearly (50 marks)</u></b>				
<p>PA1 Syllabus + Lesson – 1,2,3, Def and Indefinite articles,</p> <p>Gender of Noun, El verbo Ser, Descripción de la familia, sentence making</p> <p>,Vocabs - Los días y los meses, Colores.</p>				
<b><u>PA-2 (20 marks)</u></b>				
<p>Lesson 4 and 5</p> <p>Comprension de lectura ( Feliz Cumpleaños)</p> <p>Ser Vs Estar, Los números. Descripción de la casa, Vocabulary ( Signos</p> <p>del Zodiaco, Cosas de la casa)</p>				
<b><u>Multiple Assessment (MA) (5 marks)</u></b>				
<b>MA1 - Dialogue writing</b>				
<b>MA2 – Picture Description</b>				
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b>				
<b><u>(Notebook -3 marks + Activity-2 marks)</u></b>				
<b>PORTFOLIO 1-</b> Notebook along with the worksheets				
<b>PORTFOLIO 2 -</b> Notebook along with the worksheets				

**SUBJECT ENRICHMENT - 5 MARKS**

**Activity : Spain infographics**

**(Draw an picture infographics of spain and mention all relevant informations as instructed)**

**Work completion - 2**

**Timely submission – 1**

**Creativity and 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, Reading comprehension, Regular and irregular verbs  
Gender of Noun, El verbo Gustar, SerVs Estar,, sentence making , Vocabs - Cuerpo Humano  
Numbers – 0 - 1000  
Writing - Nuestra Escuela



# GRADE 6 Curriculum & Assessment Annual Planner

**2025-26**

**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:

- BLUE UMBRELLA BY RUSKIN BOND( APRIL -MAY)
- MATILDA BY ROALD DAHL (June- July)
- REFUGEE BY ALAN GRANTZ (August – Sept)
- 4)FANTASTIC MR. FOX BY ROALD DAHL (Oct – Nov)
- THE ROOM ON THE ROOF BY RUSKIN BOND ( DEC-JAN)

Curriculum Planner				
<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>
Library rules to be prepared by the class for their	Students will prepare their own dictionary	Reiteration of Library Rules	Read alone activity will take place.	Independent Reading

<p>library class in the library period</p> <p>Discuss about different Genres and explore on it.</p> <p>Introduction of the book assigned to the students for the month of April and May.</p> <p>They will prepare quiz on the book.</p> <p>Independent reading will take place as well.</p>	<p>with the help of the newspaper.</p> <p>Independent reading will take place as well.</p> <p>5 question test from the book assigned for the month of April and May.</p>	<p>Book for the month of July and August will be introduced.</p> <p>Independent reading will take place as well.</p>	<p>Students will summarize the book which is assigned to them for the month of July and August</p> <p>Crossword will be prepared by the students</p>	<p>Book for the month of Sept and Oct will be introduced.</p>
<p><u>Oct</u></p> <p>Read Aloud Activity</p> <p>5 question test from the book assigned for the month of Sept and Oct</p>	<p><u>Nov</u></p> <p>Self reading which will help them to be focus</p> <p>Book for the month of Nov and Dec will be introduced</p>	<p><u>Dec</u></p> <p>Self reading which will help them to be focus</p> <p>5 question test from the book assigned for the month of Nov and Dec</p>	<p><u>Jan</u></p> <p>Self reading which will help them to be focus</p> <p>Book for the month of Jan and Feb will be introduced</p>	<p><u>Feb</u></p> <p>Self reading which will help them to be focus</p> <p>5 question test from the book assigned for the month of Jan and Feb</p>

Assessment Planner
<p>Half Yearly : Will be consider of the test taken in the library</p> <p>Annual Assessment : Will be consider of the test taken in the library</p>

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





# **GRADE – 6 Curriculum & Assessment Annual Planner**

## **2025-2026**

### **SUBJECT :- Music and Singing**

### **STUDENT'S COPY**

#### **LEARNING OUTCOMES**

**Music Gives soul to the universe, wings to the mind, flight to the imagination and life to everything (Plato)**

#### **Philosophy and Purpose of Music Education**

Music is a universal human endeavor which exists in various contexts in all cultures.  
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.

#### **Program of Singing Training**

: We would like to cover per month two songs from the SDGS according to the standard, lyrics and karaoke will be provided on the smart Board as well as on the Material Box on the Google Class Room

: We would like to teach Basic common and Morden songs and will cover songs in other Language also, we will prepare the Children for Mélange, Tune and Tales and various combined assemblies, for example Republic Day and Independence Day assemblies, Christmas Carols and Easter assemblies, teachers day assemblies, Founder Day assemblies (Edmund Rice) and various festivals and celebrations and choir and Band Competitions.

: Selection criteria in the school Choir and in the school Band

: The person who plays the instruments Skill fully well and sing outstandingly Good will get a chance to participate in the school choir and in the school Band these students will go for inter-School Competition onsite and online.

: The students code of conduct and his presentation will also be taken into consideration.

## Assessment Tools

Teaching to a middle school class a song in an effective way to get all singers in an ensemble to technically and musically improve.

When all singers learn as a soloist.

Students should Focus on their range

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

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Per Month Two Songs Selection For Mélange  Solo for classes 6 <sup>th</sup> and 7 <sup>th</sup>  Band Selection  Four Members & a singer	Per Month Two Songs Practice For Mélange  Solo Song Acapella Band Genre Rock	Per Month Song Practice For Mélange  Solo Song Acapella Band Genre Rock	<b>Independence, day Assembly</b>  Practice For  Tune And Tales	<b>Teacher's Day Assembly</b>  Vocal Test
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Gandhi Jayanti Assembly  Tune and Tales	Two Songs and Carols	Christmas Carols and Songs	Republic Day Assembly  Vocal Test	Vocal Test

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Assessment Planner	
<u>PA-1</u>	
<u>Assessment Planner Term -1</u>	
<u>Graded Singing Levels :- Key Features in singing Exam at classes 4 – level</u>	
<u>:- Dynamics , Lyrics, Rhythms, short and Long Phrases</u>	
<u>:- The Basic fundamentals of music and Songs for example :- Edmund Rice songs ,Prayer song, School song, School anthem ,National Anthem, Patriotic Songs, Melange Solo Category Voices of Peace and Band Category Unison Jam</u>	
<u>:- Small Major intervals and Basic Rhythms pattern</u>	
<u>For example 3/4, 2/4,</u>	
<u>Day -3 Music Club</u>	
<u>Introduction of the Instruments western and Indian</u>	
<u>Guitar and Keyboard</u>	
<u>Major Chords for Guitar and Keyboard</u>	
<u>Major Scales For Guitar and Keyboard</u>	
<u>Singing Exams will be conducted in September.</u>	
<u>Criteria for Assessing the Graded Singing Levels</u>	
GRADE	PITCH RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE
OUTSTANDING	Highly accurate notes and intonation Plus Perfect Rhythm (A)
MERIT	Largely accurate notes and intonation and Good Rhythm sense (B)
PASS	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/ Or sing in the Group of Boys
<u>PA-2</u>	
<u>Assessment Planner Term -2</u>	
<u>Graded Singing Levels :- Key Features in singing Exam at classes 4 – level</u>	

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

**:- The Basic fundamentals of music and Songs for example :- Songs on Friendship And Unity, Let there be Peace, Songs on other languages ,Tunes and Tales Carols, and Christmas Song**

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

**For example 3/4, 2/4, 4/4**

**Songs of their Choices**

**Minor Chords For Guitar and Keyboard**

**Minor Scales for Guitar and Keyboard**

**Tune and Tales**

**Singing exam 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>OUTSTANDING</b>	Highly accurate notes and intonation Plus Perfect Rhythm (A)
	<b>MERIT</b>	Largely accurate notes and intonation and Good Rhythm sense (B)
	<b>PASS</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/ Or sing in the Group of Boys (C)

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

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

**Club Activity Making Charts**

**Writing Songs in the Music Copy**

**Making a diagram of Guitar, Drum set, and Keyboard and Label it**

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

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



**Academic Year 2025-26**  
**Curriculum & Assessment Annual Planner**  
**Subject:- Art and Craft (Student's Copy)**  
**CLASS:- 6th**

**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: TERM-1 and TERM-2

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>. Fun and Learn (Transformation of basic shape into Object/ living things)</p> <p>.Paper Craft/Origami</p> <p>.Basic Drawing of object</p>	<p>.Color Blending Technique with Oil Pastel</p> <p>.Basic human drawing(proportion)</p> <p>.Paper Bag (using newspaper with slogan etc.)</p>	<p>.Drawing Human/Birds /Animal study</p> <p>. Composition on landscape</p> <p>.Origami Jumping frog</p> <p>papercraft</p> <p>.Paper Fish with Origami/Craft</p> <p>.Composition</p>	<p>.BasicTrees sketch with Oil pastel, watercolor</p> <p>.OrigamiJumping Frog/papercraft</p> <p>.FlexiblePaperFish</p> <p>.Animal Drawing (Squirrel)</p> <p>.Drawing (Human Face study)</p> <p>.PaperAngry Bird</p> <p>.National Flag with Coloured Paper</p>	<p>.Landscape with oil pastel color</p> <p>.Composition (poster color)</p> <p>.Thread Painting</p> <p>.Jute art</p> <p>.Paper Mask /Craft Jute Thread Work/Craft</p>

<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>
.Paper Mask /Craft Jute Thread Work/Craft	.Imaginative Human Figure Composition	.New Year Greeting Card	.Thread Painting Stippling Art	.watercolor technique
.Paper Collage	.Christmas painting	.Christmas Decoration PenStand	.Object Painting	. Watercolor composition technique of water brush
.Texture painting	.Origami House/Home decor craft	.composition on Christmas Painting	.Basic Tree Sketch with Pencil	.Madhubani Painting (Technique, color combination and material)
.Diya Painting/ Flower pot painting		.Pen Stand	.	
.Imaginative Human Figure Composition				.composition  .3d papercraft



## **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
- . Motivation
- . Originality
- Interest



# GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- ENGLISH

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

- Identify the main idea, characters and details of a given text.
- Organize ideas coherently, using appropriate vocabulary and expressions.
- Summarise a given text.
- Write a paragraph, notice and a letter in a coherent manner.
- Apply comprehension strategies to answer the text.
- Read/recite aloud with proper pronunciation/intonation
- Use the four language skills, that is, reading, listening, speaking and writing, with proficiency.
- Develop an interest in reading varied texts from different 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.
- Communicate effectively and think critically.

## Curriculum Planner

### TERM 1 & TERM 2

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<u>LITERATURE</u> - A Bottle of Dew -The Raven and the Fox <u>GRAMMAR</u> -Kinds of Sentences (Declarative, Interrogative, Imperative, Exclamatory) -Punctuations -Jumbled Sentences	<u>WRITING</u> -Descriptive Paragraph Writing.  PA1 Revision  <u>LITERATURE</u> -Rama to Rescue	<u>GRAMMAR</u> - Transitive and Intransitive verbs - Linking words.  <u>LITERATURE</u> -A Friend's Prayer  <u>WRITING</u> -Notice Writing.	<u>GRAMMAR</u> - Tenses (Simple and Continuous) - Determiners - Phrases and Clauses - Adverbs  <u>LITERATURE</u> -The Chair	TERM 1 REVISION  Unseen Passage/Poem -Ila Schani: Embroidering Dreams with her feet TERM 2 <u>WRITING</u> -Picture composition
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>

<u>GRAMMAR</u> - Phrases and Clauses (recap)	<u>GRAMMAR</u> - Adverbs(recap) -Reported Speech	<u>GRAMMAR</u> - Subject Verb Agreement	<u>GRAMMAR</u> - Perfect Tenses -Adjectives and Degrees of Comparisons.	<u>GRAMMAR</u> -Reported Speech. (recap)
<u>LITERATURE</u> -The Unlikely Best Friend. -What a bird thought?	<u>LITERATURE</u> -The Kites. <u>WRITING</u> -Letter Writing (Informal)	<u>LITERATURE</u> -The Winner -Neem Baba	<u>LITERATURE</u> -Change of Heart	TERM2 REVISION Unseen Passage/Poem -National War Memorial

Assessment Planner	
<u>PA-1 (20 marks)</u>	
<u>Literature</u> -A Bottle of Dew                      -The Raven and the Fox	
<u>GRAMMAR</u> -Kinds of Sentences (Declarative, Interrogative, Imperative, Exclamatory) -Punctuations, Jumbled Sentences	
<u>WRITING</u> -Descriptive Paragraph Writing.                      -Unseen Passage	
<u>Half Yearly (60 marks)</u>	
<u>Literature</u> -A Bottle of Dew                      -The Raven and the Fox -Rama to Rescue                      -A Friend's Prayer                      -The Chair	
<u>GRAMMAR</u> -Kinds of Sentences                      - Determiners -Punctuations, Jumbled Sentences                      - Linking words - Transitive and Intransitive verbs                      - Tenses (Simple and Continuous)	
<u>WRITING</u> -Notice Writing. -Unseen Poem and Passage Comprehension	
<u>PA-2 (20 marks)</u>	
<u>GRAMMAR</u> - Phrases and Clauses -Adverbs	
<u>LITERATURE</u>	

-The Unlikely Best Friend.		-What a bird thought?	
<b><u>WRITING</u></b>			
-Picture Composition		-Poem Comprehension	
<b><u>Multiple Assessment (MA) (5 marks)</u></b>			
MA 1- Yoga A Way of Life- Listening Comprehension			
MA 2- Spices that Heal Us- Crossword			
<b><u>Portfolio Assessment (PORT) (5 marks)</u></b>			
<b><u>(Notebook -3 marks + Activity-2 marks)</u></b>			
Portfolio 1- Tunes and Tales			
Portfolio 2- Idiom Card			
<b><u>Subject Enrichment (SE) (5marks)</u></b>			
Ch- Humara Bharat Incredible India - Art Integrated paired state activity- Pamphlet Designing			
<b><u>Project(PROJ) (5 marks)</u></b>			
-Rama to Rescue - Comic Strip			
<b><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></b>			
<b><u>Annual Exam (60 marks)</u></b>			
<b><u>GRAMMAR</u></b>			
- Phrases and Clauses		- Adverbs	
- Perfect Tenses		-Reported Speech	
		- Subject Verb Agreement	
		- Adjectives and Degrees of Comparisons.	
<b><u>LITERATURE</u></b>			
-The Unlikely Best Friend.		-The Kites.	
-The Winner		-Neem Baba -Change of Heart	
<b><u>WRITING</u></b>			
- Informal Letter Writing			
-Unseen Poem and Passage Comprehension			

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