

# SYLLABUS PLAN FOR THE SESSION 2020-2021

## CLASS VI

### SUBJECT: SOCIAL SCIENCE

MONTH	UNIT/ CHAPTER	SUB TOPICS	INNOVATIVE PEDAGOGY	ART INTEGRATION	LEARNING OUTCOMES
April	What,where,howandwhen (HISTORY)	- Findingoutwhathappened, Whatcanweknowaboutthepastetc? Whatdodatesmean?	Map Skills – Physical map of the subcontinent. Activity-Prepare a manuscript using palm leaf/birch bark/paper		-Identify different types of sources and describe their uses in reconstruction of history of this period.
	Understanding Diversity (SOCIALANDPOL.LIFE)	- Howdoweexplaindiversity, Diversityandinterdependence, India-Alandofdiversity, Unityindiversity	-Analyze diversity within the class using various identifiers		-Describes various forms of human diversity around him/her. -Develops a healthy attitude towards various kinds of diversity around them.
	TheEarthintheSolarSystem (GEOGRAPHY)	Stars, Constellations, Sun, Planets, The Earth, The Moon, Asteroids and Meteoroids	Prepare a video on solar system using adobe spark software.		-Students will learn about the Stars, Constellations, galaxy, Solar System, Planets, Moon, Asteroids, Meteoroids, Comets
May	DiversityandDiscrimination (SOCIALANDPOL.LIFE)	–Prejudice –Creatingstereotype – InequalityandDiscrimination –StrivingforEquality	Observe and make a list of examples of fair/unfair treatments to people in the family, school and society.		-Recognizes various forms of discrimination, understands the nature, and source of discrimination. -Differentiate between equality and inequality in various forms and to treat them in a healthy way.

	<p>Globe: Latitudes and Longitudes (GEOGRAPHY)</p> <ul style="list-style-type: none"> <li>– Different heat zones of the Earth</li> <li>– Longitude and time</li> <li>– Local time and Standard Time</li> <li>– International Date Line</li> </ul>	<p>Draw the diagram showing different heat zones of the earth.</p>	<p><b>ACTIVITY-</b> Students to make a model of Globe using waste materials available at homes.</p>	<ul style="list-style-type: none"> <li>- Understands the earth is a unique celestial body due to existence of life.</li> <li>- Define Parallels of latitudes and meridians of longitudes.</li> <li>- Will be able to calculate the standard time for various countries.</li> </ul>
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July	From Hunting-Gathering to growing food (HISTORY)	<ul style="list-style-type: none"> <li>- Early people and Nomadic Life, Stone Age Making stone tools, Discovery of fire, Rock paintings</li> <li>- Humans as domesticators of animals or herders</li> <li>- Towards a settled life</li> <li>- customs and practices</li> <li>- Mehrgarh</li> </ul>	MAP SKILLS- On important Archaeological sites	ACTIVITY: Making of Stone tool with the materials available at home and a brief presentation about the same	<ul style="list-style-type: none"> <li>- Identify and locate the Archaeological sites.</li> <li>- Learn the technique of making stone tools.</li> <li>- Students to recognize the effects of the introduction of farming and herding.</li> <li>- Identify archaeological evidence of early crops, animals, houses, tools and pottery.</li> </ul>
	What is Government? (SOCIAL AND POL. LIFE)	<ul style="list-style-type: none"> <li>- Need and levels of government</li> <li>- Laws and the government</li> <li>- Types of government</li> </ul>	Make a table showing the works done by Local, State and Union.		<ul style="list-style-type: none"> <li>- The role of government, especially at local level.</li> <li>- Levels of the government Local, State and Union.</li> </ul>
	Motion of the Earth (GEOGRAPHY)	<ul style="list-style-type: none"> <li>- Rotation and Revolution</li> <li>- Summer Solstice and Winter Solstice</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing of diagrams: showing inclination of earth, Revolution of earth and seasons.</li> <li>Activity: Torch and globe Showing revolution of the earth and seasons.</li> </ul>		<ul style="list-style-type: none"> <li>- Students to explain Rotation and Revolution of Earth</li> <li>- Reasons for the occurring of seasons.</li> </ul>
August	In the Earliest cities (HISTORY)	<ul style="list-style-type: none"> <li>- The story of Harappa</li> <li>- Decline of the Indus Valley Civilization</li> <li>- Harappan towns in Gujarat</li> </ul>	Map Skills: On an outline map of India Locate the important Harappan sites.		- Students to Recognize distinctive features of Early human cultures and Explain their growth.
	Key elements of a Democratic government	<ul style="list-style-type: none"> <li>- Ending of racial discrimination</li> </ul>	- Group Discussion on the need of Elections.		- Understand the need to exercise their vote.

	(SOCIAL AND POL. LIFE)	n - Ways of participation - Equality and justice			- How as citizens they can work with their government for an effective democracy.
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<b>August</b>	New Questions and Ideas (HISTORY) (ART INTEGRATED PROJECT WORK)	- The Upanishads - Jainism and Buddhism	Story Telling- Jatak stories on the life of Buddha	<b>CARICATURE DRAWING OF ARUNACHAL PRADESH:</b> Students to draw caricature on emergence of Buddhism and Jainism	- Students to describe the causes for the emergence of Buddhism and Jainism. - Narrate the cause for their acceptance by ordinary people. - Important teachings of Buddhism and Jainism
<b>September</b>	What books and burials tell us (HISTORY) (TO BE TAKEN AS AN ACTIVITY)	The Vedas: Rig-Veda: What it tells us about Prayers and Battles - What skeletal studies tell us - Story of the Megaliths	Students to make a project file on Special burial at Inamgaon.		- To appreciate Different developments taking place in Different parts of the subcontinent.
	Kingdoms, kings and an early republic (HISTORY)	- How some men became rulers, Varnas, Janapadas and Mahajanapadas, Taxes, Magadha and Vajji	Map skills- On important Janapads and Mahajanapads. General Talk - Types of taxes paid by people today		- Students to recognize distinctive features of Early human cultures and Explain their growth.
	Major Domains of the Earth (GEOGRAPHY) (TO BE TAKEN AS AN ACTIVITY)	- Lithosphere - Hydrosphere - Atmosphere - Biosphere	MAP SKILLS- On an outline world map label and locate the continents and oceans - Diagrams- Water cycle	Draw or Make a Model of the major Domains of the Earth.	- List the four spheres of earth. - Explain the characteristics of Lithosphere, Critical facts about hydrosphere, analysis of atmosphere

	ACTIVITY)		and Layers of atmosphere.		and Biosphere.
<b>October</b>	<b>Half Yearly</b>	<b>Revision</b>			
<b>MONTH</b>	<b>UNIT/ CHAPTER</b>	<b>SUB TOPICS</b>	<b>INNOVATIVE PEDAGOGY</b>	<b>ART INTEGRATION</b>	<b>LEARNING OUTCOMES</b>
<b>November</b>	Maps (GEOGRAPHY)	– Essential component of a map – Types of maps – Uses of maps	-Draw a plan for your school building .-Draw a sketch showing route from your school to home.		-To describe Essential components of map. -Recognize the Uses of map.-Use of scale, symbol and direction accurately.
	Ashoka, the emperor who gave upwar (HISTORY)	-Mauryan Empire -Alexander's Invasion -Mauryan administration -Ashoka's war in Kalinga -Ashoka's Dhamma	Map skills-Locating important cities of Mauryan empire.		-List out the significant contributions of the important kingdoms, Dynasties with examples like Mauryan Empire.
	Panchayati Raj (SOCIAL AND POLITICAL LIFE)	– Structure of Panchayati Raj – Nyaya Panchayat			-Understand the structure of government at local level -Understand the duties and works of gram sabha and gram panchayat
	Vital Villages, Thriving Towns (HISTORY) (TO BE TAKEN AS PROJECT WORK)	-Iron tools and agriculture. -Other steps to increase production- irrigation -Finding out about the cities-stories, travellers, sculpture and archaeology coins	Research work on village and town formation in ancient India.	Make a list of things that were imported/ exported in ancient times and things imported/ exported today. Point out the differences and similarities between both the lists.	-Demonstrate the variety of Early urban centres-coastal towns, capitals, religious centres. -illustrate the Use of archaeological material including coins, sculpture, as well as textual sources to reconstruct social and economic history.
	Major Landforms of the Earth (GEOGRAPHY)	– Plateaus – Plains – Mountains	Map skills-On a world political map Locate - Mountain ranges, plateau.		-Students to define the Different Types of Landforms. -Identify and Locate the various

			- Diagrams- Fold, Block and Volcanic mountains.		Types of Landforms.
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December	Traders,kingsandpilgrims (HISTORY)	– Howtofindabouttradeandtraders – Thestoryofthesilkroute – SpreadofBuddhism – BeginningofBhakti	Map Skills: to understand the Silk Route. Discuss the basic ideas of Buddhism and changes in Buddhism.		-Introduce the ideas of contacts between faraway places and What makes them happen -Explore How textual and visual material is used to understand the histories of contacts between Different people.
	RuralAdministration (SOCIALANDPOL.LIFE)	– Howdoesruraladministrationwork	Make a list of at least 3 Acts that are amended to strengthen the position of women in society.		- How disputes are settled at village level -Role of police, Patwari and tehsildar.
	UrbanAdministration (SOCIALANDPOL.LIFE)	– MunicipalityandMunicipalCorporation			Understand the role,works and functions of municipal corporation.
	OurCountry-India (GEOGRAPHY)	– Extent,sizeandlocation – Physicaldivisionsof India	Map skills –India and neighbouring countries, rivers, mountains,states and UT’s ACTIVITY: Many Girls are named after the river. Make a list of girls In school whose names are after a river.		-Students to Identify the geographical features of India. -Identify neighbouring countries on map. -Describe Physical divisions of India
	India-Climate,Vegetationand Wildlife (GEOGRAPHY)( TO BE TAKEN AS AN ACTIVITY)	– FactorsInfluencingClimate&ClimateofIndia – CycleofSeasons – NaturalvegetationandWildlife	-Map Skills – locate the different types of forest. ACTIVITY: Draw posters on different types of vegetation found in India.		-Students to Recognize the Different Seasons in India. -to understand the Need for the conservation of forest and wildlife.
January	Newempiresandkingdoms	- Prashastisandwhattheytell	Map skills on some important cities and kingdoms.		-Introduce the ideas that strategies of expansion and their logic differ

	(HISTORY)	us – Harshavardhana and the Harshacharita – Thapallavas, Chalukyas	Role play and storytelling on the events related to the life of Harshavardhana		-Explain the development of different administrative systems.
MONTH	UNIT/ CHAPTER	SUB TOPICS	INNOVATIVE PEDAGOGY	ART INTEGRATION	LEARNING OUTCOMES
January	Buildings, paintings and books (HISTORY)	– The Iron Pillar – How were stupas and temples built? – Paintings – The world of books – Recording and preserving old stories – Stories told by ordinary people – Writing books on science	Making of PPT on various stupas and temples of ancient India.		-Outlines significant contributions in culture and science viz. astronomy, medicine, mathematics and knowledge of metals.
	Rural Livelihood (SOCIAL AND POL. LIFE) (TO BE TAKEN AS AN ACTIVITY)	– Life in rural and coastal areas	-Prepare a list on various sources of Rural Livelihood	Draw/ Make a collage of people engaged in various occupations in rural and urban areas	--Analyse the functioning of rural Local government bodies in sectors like health and education. Various occupations in rural areas.
	Urban Livelihood (SOCIAL AND POL. LIFE) (TO BE TAKEN AS AN ACTIVITY)	-Life in urban areas	Describe case studies of nearby localities in respect of occupations.		-Analyse the functioning of urban government bodies in sectors like health and education -describes factors responsible for availability of different Occupations undertaken in urban areas.
February	REVISION FINAL				

	<b>EXAMINATION</b>				
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TEXT BOOK: OURPASTS-1(NCERTTEXTBOOKINHISTORY)  
 THEEARTH-OURHABITAT(NCERTTEXTBOOKINGEOGRAPHY)  
 SOCIALANDPOLITICALLIFE-1(NCERTTEXTBOOKINCIVICS)

पाठ्य पुस्तकों की सूची वसंत (भाग -1 )-एन.सी.ई.आर.टी. नवीन शिक्षार्थी हिंदी व्याकरण तथा रचना(कक्षा –छठी)-पी.पी पब्लिकेशंस अमृत संचय (प्रेमचंद)- न्यू सरस्वती हाउस प्रा.लि.					
मास	पाठ का नाम (साहित्य खंड)	व्याकरण तथा रचनात्मक लेखन	शिक्षण- अधिगम के प्रतिफल	नवीन शिक्षण युक्तियाँ कला एकीकरण अंतर्विषयी दृष्टिकोण	गतिविधि परियोजना
अप्रैल	<ul style="list-style-type: none"> <li>वह चिड़िया जो (कविता)</li> <li>बचपन (संस्मरण)</li> </ul>	-	<ul style="list-style-type: none"> <li>पशु-पक्षियों के प्रति प्रेम की भावना विकसित होगी।</li> <li>कविता लेखन करने में सक्षम होंगे।</li> <li>छात्र बीते व वर्तमान समय के अंतर को समझकर प्रगतिशील जीवन शैली को अपनाने की ओर अग्रसर होंगे।</li> <li>छात्र अपने दैनिक जीवन के कार्यों को स्वयं करने में सक्षम हो सकेंगे।</li> <li>छात्र शुद्ध रूप से भाषा के उच्चारण व लेखन कार्य में सक्षम हो सकेंगे।</li> </ul>	<b>कला व संगीत के साथ एकीकृत</b> – पाठ में वर्णित पक्षी का कल्पना के आधार पर चित्रांकन करते हुए कविता का लयबद्ध वाचन <b>सामाजिक विज्ञान के साथ एकीकृत</b> – बीते समय व वर्तमान समय के बीच के अंतर पर पारिवारिक सदस्यों के साथ चर्चा	कविता वाचन  <ul style="list-style-type: none"> <li>अपने दादा-दादी या परिवार के किसी बुजुर्ग सदस्य से उनके बचपन का अनुभव सुनिए।</li> </ul>



		भाषा, बोली, लिपि तथा व्याकरण, वर्ण-विचार, तत्सम-तद्भव (अग्नि – सत्य), विलोम शब्द (अंधकार-दुर्लभ), पर्यायवाची शब्द (1-10), अनेकार्थक शब्द(1-6), अनेक शब्दों के लिए एक शब्द(1-12) एकार्थक प्रतीत होने वाले शब्द (1-5) <b>अनौपचारिक पत्र-</b> ग्रीष्मावकाश साथ बिताने का निमंत्रण देते हुए मित्र को पत्र <b>अनुच्छेद लेखन-</b> सत्संगति, चित्र वर्णन	<ul style="list-style-type: none"> <li>छात्रों के शब्द भण्डार में वृद्धि होगी।</li> </ul>		
मई	नादान दोस्त (कहानी)	शब्द विचार, संज्ञा, लिंग, वचन, मुहावरे(1-10), लोकोक्तियाँ (1-5), समरूपी भिन्नार्थक शब्द (1-5) <b>अपठित बोध</b> <b>अनौपचारिक पत्र, विज्ञापन लेखन</b>	<ul style="list-style-type: none"> <li>छात्र पशु-पक्षियों की सुरक्षा कर उनका संरक्षण कर सकेंगे।</li> <li>छात्र रोचक व प्रेरणाप्रद कहानी पढ़कर उसकी सीख को जीवन में अपना सकेंगे।</li> <li>भाषायी कौशलों का विकास एवं व्याकरणिक नियमों के आधार पर भाषा के शुद्ध रूप का ज्ञान होगा।</li> </ul>	छात्रों की कल्पनाशक्ति व रचनात्मक को बढ़ावा देने का प्रयास एवं कहानी को नवरूप प्रदान करने हेतु प्रेरित करना।	<ul style="list-style-type: none"> <li><b>कहानी बुनिए:</b> पठित कहानी नादान दोस्त में अगर अंडा टूटकर नीचे न गिरता तो कहानी में आगे क्या होता ? अपनी कल्पना के आधार पर आगे की कहानी बुनिए। (सी.बी.एस.ई द्वारा जारी वैकल्पिक एकेडेमिक कैलेण्डर पर आधारित गतिविधि)</li> <li>सस्वर कविता का वाचन</li> </ul>
	मत बाँटो इंसान को (केवल पठन हेतु)				

जुलाई	<p>ऐसे-ऐसे (एकांकी)</p> <p>पार नज़र के (कहानी)</p>	<p>-</p> <p>कारक, सर्वनाम, तत्सम-तद्भव (वधू – सूर्य), विलोम शब्द (नरक-आहार), पर्यायवाची शब्द(11-20), अनेकार्थक शब्द (7-12), अनेक शब्दों के लिए एक शब्द (13-24)</p> <p><b>अनुच्छेद लेखन-</b> स्वास्थ्य एवं व्यायाम <b>अपठित बोध</b></p>	<ul style="list-style-type: none"> <li>छात्र अभिनय के माध्यम से अपने विचारों की अभिव्यक्ति करने में सक्षम होंगे।</li> <li>संवाद लेखन कौशल का विकास होगा।</li> <li>छात्रों में कहानी लेखन कौशल विकसित होगा।</li> <li>वैज्ञानिक व नवीन तथ्यों की खोज करने में सक्षम होंगे।</li> <li>छात्र कारक व सर्वनाम शब्दों के व्याकरणिक नियमों से परिचित हो सकेंगे।</li> </ul>	<p>माता-पिता का संतान के प्रति विशेष स्नेह दर्शाना, समयानुसार कार्य करने के महत्त्व से परिचित कराना, मानव मूल्यों से संबंधित चर्चा।</p> <p>सौर मंडल के विभिन्न ग्रहों की जानकारी देना, मंगल ग्रह पर जीवन की सम्भावना पर चर्चा, नासा व इसरो जैसी वैज्ञानिक संस्थाओं के विषय में विचार-विमर्श।</p>	
अगस्त	<p>लोकगीत (निबंध) (केवल गतिविधि पर आधारित)</p>	<p>-</p>	<ul style="list-style-type: none"> <li>छात्र अपनी संस्कृति व परंपरा से परिचित हो सकेंगे।</li> <li>हिंदी भाषा व विविध बोलियों में रचित साहित्य से अवगत हो सकेंगे।</li> <li>आपसी प्रेम व सद्भाव की भावना विकसित होगी।</li> </ul>	<p><b>‘एक भारत श्रेष्ठ भारत’ के अंतर्गत संगीत के साथ एकीकृत कलात्मक गतिविधि</b></p>	<p><b>गतिविधि का नाम :</b> <b>लोकगीत: हमारी संस्कृति, हमारी पहचान</b></p> <p>छात्रों को छोटे- छोटे समूहों में विभाजित कर उनसे लोकगीतों का गायन व सी. बी. एस. ई द्वारा जारी अधिसूचना के आधार पर यू पी. के साथ युग्मित राज्यों जैसे अरुणाचल प्रदेश तथा मेघालय के लोकगीतों की सांस्कृतिक विशेषताओं एवं संबंधित जानकारी की कलात्मक अभिव्यक्ति करना।</p> <p>विभिन्न मनपसंद वस्तुओं</p>

	टिकट- अलबम (कहानी)	विशेषण, क्रिया, काल ,एकार्थक प्रतीत होने वाले शब्द (6-10), उपसर्ग,प्रत्यय समरूपी भिन्नार्थक शब्द (6-10), <b>अनौपचारिक पत्र</b> - परीक्षा में असफल हुए मित्र को सांत्वना पत्र <b>अपठित बोध,संवाद लेखन</b>	<ul style="list-style-type: none"> <li>छात्र स्वयं परिश्रम करते हुए खोज करके नई-नई जानकारी हासिल कर सकेंगे ।</li> </ul>	विभिन्न वस्तुओं के संग्रह, उनके उपयोग व महत्त्व पर चर्चा, मानव मूल्यों जैसे त्याग, प्रेम, आपसी सामंजस्य आदि पर विचारों का आदान –प्रदान ।	का संग्रह कर उन पर आधारित अलबम निर्माण करने हेतु प्रेरित करना ।
सितंबर	साथी हाथ बढ़ाना (कविता)  संसार पुस्तक है (पत्र) (केवल वाचन हेतु)	क्रियाविशेषण, तत्सम-तद्भव (वार्ता-दंड) संबंधबोधक, विलोम शब्द (उपयोगी-इहलोक), पर्यायवाची शब्द(21-30),अनेकार्थक शब्द(13-18), अनेक शब्दों के लिए एक शब्द (25-30) <b>औपचारिक पत्र</b> –प्रधानाचार्या को अवकाश हेतु पत्र <b>अनुच्छेद लेखन</b> - प्लास्टिक की थैलियाँ और पर्यावरण <b>अपठित बोध</b>	<ul style="list-style-type: none"> <li>छात्र आपसी सहयोग व परिश्रम से कार्य कर सकेंगे ।</li> <li>शाब्दिक व भाषायी कौशलों का विकास होगा ।</li> <li>छात्र क्रियाविशेषण व उसके भेदों से परिचित हो सकेंगे ।</li> </ul>	कविता का हाव-भाव के साथ पठन-पाठन, कविता के मुख्य भाव का स्पष्टीकरण, आपसी सहयोग व एकता जैसे मूल्यों के विकास पर बल ।	कविता का हाव-भाव के साथ लयबद्ध उच्चारण कराना ।
अक्टूबर	एक दौड़ ऐसी भी (केवल पठन हेतु)	मुहावरे (11-20), लोकोक्तियाँ (6-10), <b>पुनरावृत्ति एवं अर्धवार्षिक परीक्षा</b>			

नवंबर	<p>जो देखकर भी नहीं देखते (निबंध)</p> <p>मैं सबसे छोटी होऊँ (कविता)</p> <p>अक्षरों का महत्त्व (केवल गतिविधि पर आधारित)</p>	<p>-</p> <p>समुच्चयबोधक, , विस्मयादिबोधक , मुहावरे (21-30), एकार्थक प्रतीत होने वाले शब्द (11-15), लोकोक्तियाँ (11-15), समरूपी भिन्नार्थक शब्द (11-15), <b>औपचारिक पत्र – शिकायती पत्र</b> <b>अपठित बोध, चित्र वर्णन, विज्ञापन लेखन</b></p>	<ul style="list-style-type: none"> <li>छात्र जीवन में सदा सकारात्मक दृष्टिकोण अपनाकर सफलता अर्जित कर सकेंगे।</li> <li>छात्रों में कविता लेखन कौशल का विकास होगा।</li> <li>छात्र माँ की ममता के महत्त्व को समझकर उनके प्रति सम्मान प्रकट कर सकेंगे।</li> </ul> <p>छात्र गतिविधि में भाग लेकर स्वयं अनुभव करके अक्षरों के महत्त्व, विचाराभिव्यक्ति में उनके उपयोग से परिचित हो सकेंगे।</p> <ul style="list-style-type: none"> <li>•</li> <li>छात्र अव्यय शब्दों की पहचान करने में सक्षम होंगे।</li> </ul>	<p><b>अभिनय कला के साथ एकीकृत:</b> गतिविधि के माध्यम से अक्षरों के महत्त्व पर चर्चा-परिचर्चा</p>	<p><b>गतिविधि का नाम :</b> <b>आओ पहचानें</b> <b>(सामूहिक गतिविधि)</b></p> <p>छात्रों को चार-चार के चार समूहों में विभाजित कर उनसे वर्गानुसार मूक नाटिका का मंचन कराया जाएगा व कक्षा के अन्य छात्रों से मूक मंचित विषय की पहचान कराई जाएगी।</p> <p><a href="https://diksha.gov.in/play/content/do_31280561300348928014947">https://diksha.gov.in/play/content/do_31280561300348928014947</a></p>
दिसंबर	नौकर (निबंध)		<ul style="list-style-type: none"> <li>छात्र गांधीजी के व्यक्तित्व के गुणों को अपने जीवन में अपना सकेंगे।</li> </ul>		<p>मनपसंद खिलाड़ी से स्वप्न</p>

	चाँद से थोड़ी सी गप्पें (कविता)	तत्सम-तद्भव (गृह-सर्प), विलोम शब्द (उतार-प्राचीन), पर्यायवाची शब्द(31-40), अनेकार्थक शब्द (19-24), अनेक शब्दों के लिए एक शब्द (37-48) <b>अनुच्छेद लेखन- देश प्रेम अपठित बोध ,संवाद लेखन</b>	<ul style="list-style-type: none"> <li>छात्रों में खेल के माध्यम से भाषायी व लेखन कौशल का विकास होगा।</li> <li>हिंदी महीनों, दिनों व तिथियों के ज्ञान को व्यावहारिक जीवन में प्रयोग कर सकेंगे।</li> </ul> <p>छात्रों के शब्द भण्डार में वृद्धि होगी व रचनात्मक क्षमता का विकास होगा।</p>	<b>खेलकूद विषय के साथ एकीकृत</b> – खेल जगत के प्रसिद्ध खिलाड़ियों से मुलाकात पर आधारित	<p>में हुई मुलाकात पर आधारित संवाद लेखन।</p> <ul style="list-style-type: none"> <li></li> </ul>
जनवरी	झाँसी की रानी (कविता) (केवल गतिविधि पर आधारित)  पपेरमेशी (केवल पठन)		<ul style="list-style-type: none"> <li>छात्र स्वतंत्रता सेनानियों व उनके देश के प्रति समर्पण के भाव से परिचित हो सकेंगे।</li> <li>छात्रों में देशभक्ति व देश के प्रति सेवा का भाव विकसित होगा।</li> <li>छात्र प्राकृतिक तत्वों के महत्त्व को समझकर प्रकृति के संरक्षण हेतु प्रयासरत होंगे।</li> </ul>	गतिविधि के माध्यम से देश के वीर सेनानियों, देश के प्रति उनके बलिदान के विषय में छात्रों को जानकारी उपलब्ध कराना, आजादी के महत्त्व से परिचित कराते हुए देश के प्रति उन्हें कर्तव्यबोध कराना।	<p><b>गतिविधि का नाम : 1857 के वीर (सामूहिक गतिविधि)</b></p> <p>गतिविधि के अंतर्गत चार-चार छात्रों के समूह बनाकर प्रत्येक वर्ग के छात्रों से स्वतंत्रता सेनानियों के चित्र एकत्रित करने व हर वर्ग के प्रत्येक छात्र से किन्हीं दो स्वतंत्रता सेनानियों के चित्र व कुछ पंक्तियों में उनसे संबंधित वक्तव्य प्रस्तुत करने को कहा जाएगा।</p> <p><a href="https://diksha.gov.in/play/content/do_312805">https://diksha.gov.in/play/content/do_312805</a></p>

		वाक्य, विराम चिह्न, वर्तनी तथा वाक्य-रचना सम्बन्धी अशुद्धियाँ, मुहावरे (31-40), एकार्थक प्रतीत होने वाले शब्द (16-20), लोकोक्तियाँ (16-20), समरूपी भिन्नार्थक शब्द (16-20) औपचारिक पत्र – पुस्तक विक्रेता को पत्र अनुच्छेद लेखन – प्रातः काल की सैर अपठित बोध			<a href="https://www.ncert.nic.in/ncerts/publications/61304422809614952">61304422809614952</a>
फरवरी	पुनरावृत्ति एवं वार्षिक परीक्षा				
मार्च	वार्षिक परीक्षा				

## SUBJECT – MATHEMATICS

### CLASS – VI

#### Text Book: Mathematics (NCERT)

Month/Day	Topics	Sub Topic	Learning Outcomes	Lab Activity/Art-Integration
April & May	<ul style="list-style-type: none"> <li>Knowing our Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Big and small numbers</li> <li>Indian and International system</li> <li>Comparison of numbers</li> <li>Roman Numerals</li> <li>Estimation</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to solve problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division)</li> </ul>	
	<ul style="list-style-type: none"> <li>Whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>Natural number</li> <li>Whole number</li> <li>Representation of whole numbers on a number line</li> <li>Properties of whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand the properties of whole numbers.</li> <li>Students will be able to recognize pattern in whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>To verify that addition and multiplication are commutative for whole numbers by paper cutting and pasting method</li> </ul>

July	<ul style="list-style-type: none"> <li>Playing with numbers</li> </ul>	<ul style="list-style-type: none"> <li>Factors &amp; Multiples</li> <li>Prime and composite numbers</li> <li>Divisibility tests</li> <li>Common factors &amp; Multiples</li> <li>Prime factorization</li> <li>HCF and LCM</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to recognize and appreciate (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc.</li> </ul>	<ul style="list-style-type: none"> <li>To find out the prime numbers between 1 -100 by using the sieve of Eratosthenes.</li> </ul>
August	<ul style="list-style-type: none"> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Conversion of fractions</li> <li>Comparison of fractions</li> <li>Operations on fractions</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to compare, add &amp; subtract fractions</li> </ul>	<ul style="list-style-type: none"> <li>To add like fractions by paper cutting method.</li> </ul>
	<ul style="list-style-type: none"> <li>Basic Geometrical Ideas</li> <li>Data Handling</li> </ul>	<ul style="list-style-type: none"> <li>Point, Lines, Line Segments</li> <li>Intersecting and parallel lines</li> <li>Curves, Polygons</li> <li>Angles, Triangles</li> <li>Quadrilaterals</li> <li>Circles</li> <li>Bar graph</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify various geometrical shapes and quote examples from their surroundings.</li> <li>Students will recognize the need for data representation and will be able to represent it using bar graphs.</li> </ul>	<p><b>Art Integrated Project</b>  Make a collage of famous architectures of Arunachal Pradesh, Meghalaya &amp; Uttar Pradesh.  Find the lines of symmetry of each monument.  <b>Subjects Integrated:</b>  Mathematics, Social Science, Art &amp; Craft</p>

September	<ul style="list-style-type: none"> <li>Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Decimals as tenths and hundredths</li> <li>Representation of decimals on number line</li> <li>Comparison of decimals</li> <li>Addition and subtraction of decimals</li> <li>Application of decimal numbers in real life</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the concept of decimals and its representation.</li> <li>Students will be able to solve problems on daily life situations involving addition and subtraction of fractions / decimals</li> </ul>	<ul style="list-style-type: none"> <li>To represent decimal numbers on a 10 x 10 grid</li> </ul>
	<ul style="list-style-type: none"> <li>Understanding Elementary Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Directions</li> <li>Types of Angles</li> <li>Types of Triangles</li> <li>Types of Quadrilaterals</li> <li>Three-dimensional figures</li> <li>Nets of solid</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify different 2D &amp; 3D shapes in their surroundings.</li> <li>Students will learn the properties of different geometrical shapes</li> </ul>	<ul style="list-style-type: none"> <li>To find the following parts of the circle center of circle by paper folding: <ul style="list-style-type: none"> <li>Centre</li> <li>Diameter and chord</li> <li>Major and Minor Segment &amp; Sector</li> </ul> </li> </ul>
October	Half Yearly Examinations			



November	<ul style="list-style-type: none"> <li>Integers</li> </ul>	<ul style="list-style-type: none"> <li>Negative numbers</li> <li>Integers and ordering of integers</li> <li>Operations on integers</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the need of using negative numbers.</li> <li>Students will learn addition and subtraction of integers.</li> </ul>	
	Mensuration	<ul style="list-style-type: none"> <li>Perimeter of square, rectangle and equilateral triangle</li> <li>Area of square and rectangle</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand the concept of area and perimeter and measure it.</li> <li>Students will be able to apply the area and perimeter in their surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>To find the perimeter and area of given rectangle and an irregular shape using counting of squares method</li> </ul>
December	<ul style="list-style-type: none"> <li>Practical Geometry</li> </ul>	<ul style="list-style-type: none"> <li>Construction of Circle</li> <li>Construction of Perpendicular Bisectors</li> <li>Construction of angles</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn to construct various shapes and real life application of construction.</li> </ul>	<b>Art Integrated Project</b> Make different 3D shapes using clay. Find out about different types of clays found in our country and their uses. <b>Subjects Integrated:</b> Sculpture Making, Mathematics, Social Science etc.
	<ul style="list-style-type: none"> <li>Introduction to Algebra</li> </ul>	<ul style="list-style-type: none"> <li>Variables</li> <li>Constants</li> <li>Algebraic expressions</li> <li>Solution of linear equations</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the need of variables and will be able to express mathematical situations using variables.</li> </ul>	
January	<ul style="list-style-type: none"> <li>Ratio and Proportion</li> </ul>	<ul style="list-style-type: none"> <li>Ratio, Equivalent ratios</li> <li>Comparison of ratios</li> <li>Proportion</li> <li>Unitary method</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn and appreciate the importance of ratios and unitary method</li> <li>Students will be able to solve the word problems related to ratio and proportions.</li> </ul>	

**SUBJECT: DANCE**

**CLASS-VI**

**2020-2021**

MONTH	CONTENT	DANCE PRACTICAL	LEARNING OUTCOMES/SKILL DEVELOPMENT	Methodology/ Suggested Way of application
April To June	Tattkarof teen taal	Padhant of teen taal	Coordination and team work will be improved.	With the help of instruments like harmonium and percussion for Laya the content has to be taught. Padhant of the content has to be memorized.
July To September	Regional dance (ARUNACHAL PRADESHDANCE), Patriotic dance, Aamad of teen taal	EK BHARAT SHRESHTH BHARAT	One dance from Arunachal pradesh. Children will get to know about their cultural costume etc.	Try to show the video clippings of Arunachal Pradesh culture.
October To December	GARBA DANCE STEPS	Foot work of folk dance	Learn how to do garba dance. They will understand about the rhythm.	Foot work of garba dance
January To March	Salami (Rangmanch ka tukda )	Different movement of salami	They will develop knowledge about the Kathak. Their creativity will be enhanced. They will learn and understand Taal Laya.	Padhant of the content has to be memorized and will learn about different body parts to be used in kathak dance.

SUBJECT: ENGLISH

CLASS –VI

TEXT BOOKS: Longman (Pearson Education)  
 Images Class Book  
 Images Home Book  
 Images Story Book

SYLLABUS AS PER CBSE GUIDELINES

MONTH	CLASS BOOK/ HOME BOOK	STORYBOOK	GRAMMAR	WRITING SKILLS	LEARNING OBJECTIVES	PRACTICALS/ ACTIVITIES/ INNOVATIVE PEDAGOGY	LEARNING OUTCOMES
APRIL	L-1 Mr Toad's Adventure  <i>L-2 In Morning Dew</i>	L-1 Maggie's Revenge	<ul style="list-style-type: none"> <li>• Kinds of sentences</li> <li>• Nouns- Kinds</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph Writing</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the students to understand the passage and grasp its meaning.</li> <li>• To enable the students to recite the poem with correct pronunciation, stress, intonation, pause and articulation of voice.</li> </ul>	<p><b>The learner will be provided opportunities in pairs/groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• Participate in grammar games and kinesthetic activities for language learning.</li> <li>• Think critically, compare and contrast characters/events/ideas /themes and relate them to life and try to give opinions about issues.</li> </ul>	<p><b>Students would be able to –</b></p> <ul style="list-style-type: none"> <li>• Comprehend</li> <li>• Correlate</li> <li>• Critically evaluate the text</li> <li>• Identify the techniques of written language.</li> <li>• Appreciate poetry as a literary genre.</li> </ul>
MAY	L-3 Cat's Paradise  <i>L-4 The Walrus and the Carpenter</i>	L-2 <i>I Keep Six Honest Serving-Men</i>	<ul style="list-style-type: none"> <li>• Determiners</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Biographical Sketch</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the learner to communicate effectively and appropriately in real life situation</li> <li>• To enable the students to recite the poem with correct pronunciation, stress, intonation,</li> </ul>	<p><b>The learner will be provided opportunities in pairs/groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• Speak (JAM- Just a Minute) for one minute without repetition, hesitation or deviation on a given topic.</li> <li>• use dictionary as a reference book for finding multiple</li> </ul>	<p><b>Students will be able to-</b></p> <ul style="list-style-type: none"> <li>• comprehend the text</li> <li>• improve their Writing skills</li> <li>• speak confidently on the given topic</li> </ul>

					pause and articulation of voice.	meanings of a word in a variety of contexts	
JULY	L-5 The Lost Child  <i>L-6 To the Cuckoo</i>	L-3 Scrooge's Christmas	Tenses (Simple Present, Simple Past and Simple Future)	Formal Letter writing (Application)	<ul style="list-style-type: none"> <li>To enable the students to comprehend and infer the text.</li> <li>To enable the students to recite the poem with correct pronunciation, stress, intonation, pause and articulation of voice.</li> </ul>	<p><b>The learner will be provided opportunities in pairs/groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions</li> </ul> <p><b>ART INTEGRATED PROJECT-</b> Prepare an E-brochure/travelogue to boost tourism of your hometown/ state.</p>	<p><b>Students will be able to–</b></p> <ul style="list-style-type: none"> <li>Improve their Reading, Writing, Listening and Speaking skills</li> </ul>
AUG	L-7 The Ransom of Red Chief ( <b>NOT TO BE ASSESSED</b> )  <i>L-8 The Pobble Who Has No Toes (NOT TO BE ASSESSED)</i>	L-3 Scrooge' Christmas	Tenses (Present Continuous, Past Continuous and Future Continuous)	<ul style="list-style-type: none"> <li>Informal Letter writing</li> <li>Notice (Lost and Found)</li> </ul>	<ul style="list-style-type: none"> <li>To enrich the active and passive vocabulary of students.</li> </ul>	<p><b>STORYTELLING-</b> Native Americans are the indigenous people of North America. Find a Native American legend and share the story with the class.</p> <p><b>WORD WORLD-</b> An onomatopoeia is a word that mimics the sound of the object or action it refers to. For example, splash, rustle, chirp etc. Make a list of such 15 onomatopoeic words.</p>	<p><b>Students will be able to–</b></p> <ul style="list-style-type: none"> <li>To express their opinion in grammatically correct language</li> </ul>
SEP	L-9 The Special Prize	L-5, The Canterville Ghost	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to comprehend the</li> </ul>	<b>The learner will be provided opportunities in pairs/groups/ individually and encouraged to–</b>	<b>Students will be able to–</b>

					text and improve their Reading, Writing, Listening and Speaking skills.	<ul style="list-style-type: none"> <li>Attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings.</li> <li>To write an article on any topic for the school magazine</li> </ul>	<ul style="list-style-type: none"> <li>comprehend the text</li> <li>improve their Writing skills</li> <li>speak confidently on the given topic</li> <li>learn about open-ended story</li> </ul>
OCT	<i>L-10 There Will Come Soft Rains</i> <b>(NOT TO BE ASSESSED)</b>  <i>L-11 There Have Come Soft Rains</i>	<i>L-6 Adrift! A Little Boat Adrift!</i>	<ul style="list-style-type: none"> <li>Kinds of Adverbs</li> <li>Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Notice Writing (Inter House and Inter School competition s)</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to recite the poem with correct pronunciation, stress, intonation, pause and articulation of voice.</li> </ul>	<b>ART INTEGRATION-</b>  Design an e-poster on the topic 'War and Peace'.	<b>Students will be able to-</b> <ul style="list-style-type: none"> <li>Appreciate poetry as a literary genre.</li> <li>Identify the poetic devices</li> </ul>
NOV	L-12 The Quirks of the Quill <b>(NOT TO BE ASSESSED)</b>	L-7 A Bond is Sealed	<ul style="list-style-type: none"> <li>Modals</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive writing (People, Places and events)</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to understand the content and underlying meaning in the context.</li> </ul>	<b>CIRCLE TIME-</b>  Share some anecdotes from your life which show your quirky side.	<b>Students will be able to-</b> <ul style="list-style-type: none"> <li>Comprehend</li> <li>Correlate</li> <li>Critically evaluate the text</li> <li>Identify the techniques of written language</li> </ul>
DEC	L-13 Fifth Form Justice  <i>L-14 Mirror</i>	L-8 King of Kings	<ul style="list-style-type: none"> <li>Conjunctions</li> <li>Errors</li> </ul>	<ul style="list-style-type: none"> <li>Diary Entry</li> </ul>	<ul style="list-style-type: none"> <li>To develop and integrate the use of four language skills, i.e. Reading,</li> </ul>	<b>LISTENING SKILL ACTIVITY-</b> The students will listen carefully to the audio and answer the given questions.	<b>Students will be able to-</b> <ul style="list-style-type: none"> <li>comprehend the text</li> </ul>

					Listening, Writing and Speaking	<p>For reference-  <a href="https://learnenglishtools.org/skills/listening">https://learnenglishtools.org/skills/listening</a></p> <p><b>ART INTEGRATED PROJECT-</b>          Prepare a dance video on any traditional folk dance of Arunachal Pradesh or Meghalaya. Also, give an introduction stating the origin and history of the chosen folk dance.</p>	<ul style="list-style-type: none"> <li>improve their Writing skills</li> <li>speak confidently on the given topic</li> </ul>
JAN	L-15 The Hound of the Baskervilles	L-9 I Am Malala	<ul style="list-style-type: none"> <li>Degrees of Adjectives</li> <li>Omissions</li> </ul>	<ul style="list-style-type: none"> <li>Story writing with clues</li> </ul>	<ul style="list-style-type: none"> <li>To enable students to use appropriate word stress, sentence stress and elementary intonation patterns while role-playing</li> </ul>	<p><b>FUN WITH PHONICS-</b>          Tongue twisters are words or phrases that are difficult to pronounce correctly when said at a fast rate. They often include alliteration.</p> <p>Make your own tongue twisters and read them aloud as fast as you can. Share them with your class.  <a href="https://activeapp.pearson.com/studentClassDetails">https://activeapp.pearson.com/studentClassDetails</a></p>	<p><b>Students will be able to-</b></p> <ul style="list-style-type: none"> <li>develop critical appreciation and read the original play, The Hound of the Baskervilles</li> <li>To develop their confidence and express themselves through enactment.</li> </ul>
FEB	Revision	Revision	Revision	Revision	Revision	Revision	Revision

**SUBJECT : FRENCH  
CLASS : VI**

Text Books: Apprenons Le Francais 2 (Course Book) & Cahier D'exercise (Workbook)

MONTH	LESSON	LEARNING OBJECTIVES	GRAMMAR	ACTIVITIES WITH ART INTEGRATION	LEARNING OUTCOMES
April	L — 0 Un coup d'oeil sur la France  L —1. Voila le frere et la soeur de Manuel	<ul style="list-style-type: none"> <li>• Introduction to french culture</li> <li>• Describe a person</li> <li>• Human body</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabets, accents, nouns</li> <li>• Subject pronouns, 'er' verbs</li> <li>• Definite articles</li> </ul>	<ul style="list-style-type: none"> <li>• Describing oneself in French (3-4 sentences)</li> </ul>	Students will be able to describe a person.
May	L — 2. A la cafeteria	<ul style="list-style-type: none"> <li>• Choosing something at a cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>• 'Ir' verbs</li> <li>• Plural of nouns</li> <li>• Indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>• Role play at a cafeteria between two friends</li> </ul>	Students will be able to order something at a cafeteria.
July	L — 3. Mon pays	<ul style="list-style-type: none"> <li>• Tell one's nationality</li> <li>• Give personal information</li> </ul>	<ul style="list-style-type: none"> <li>• Feminine and plural forms of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Students will make a poster/ PPT, mentioning all the important monuments of either Arunachal Pradesh or Meghalaya.</li> </ul>	Students will be able to give their personal information.
August	L-4. Les parents de Manuel	<ul style="list-style-type: none"> <li>• Inquire about an object or a person</li> <li>• Professions</li> </ul>	<ul style="list-style-type: none"> <li>• Negation</li> <li>• 'ger' verbs</li> </ul>		Students will be able to inquire about an object or a person.
September	Revision For Half Yearly Exam				

**SUBJECT- SCIENCE**  
**CLASS - VI**

**TEXT BOOK:**

**SCIENCE - 'LIVING SCIENCE' -RATNA SAGAR SERIES.**

<b>MONTH</b>	<b>UNIT/TOPIC</b>	<b>SUB TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>ACTIVITY/PEDAGOGY</b>	<b>LEARNING OUTCOMES</b>
<b>APRIL</b>	<b>Sources of food.</b>	Food, food from plants and animals, food habits of animals, decomposers.	To introduce the topic of Food variety, food from plants, food from animals, food habits of animals, decomposers.	Find out the names of plants and their parts that are eaten as food.	Students acquire the basic understanding of sources of food i.e. plants and animal and importance of food chain in the environment.
	<b>Components of food</b>	Components of Food- Carbohydrates, fats, proteins, vitamins and minerals, water, roughage, balanced diet, obesity loss of nutrients.	To help them understand the components of Food- Carbohydrates, fats, proteins, vitamins and minerals, water, roughage, balanced diet, obesity loss of nutrients.	To test the presence of starch, fat and protein in the given food sample.	They are able to classify the important components of food and plan out balanced diet for different age group .  They also get an idea of deficiency diseases.
<b>MAY</b>	<b>Sorting materials into groups.</b>	Classification of objects, materials, properties of materials. To find out the various techniques which can be applied to	To enable them to classify objects, materials and learn properties of materials.	Collect materials which are transparent, opaque and translucent and observe how much light they allow to pass through them.	They are able to distinguish materials on the basis of various parameters like, density, lusture, opacity, physical



		separate different components from a mixture.			state etc.
	<b>Fibre to Fabric</b>  (Excluded from formal assessment, will be taken up for Art Integration Activity Only )	<b>Animal Fibres like wool, silk etc</b>	To give them a basic understanding of the types of animal fibres.	<b>ART INTEGRATION:</b>  <b>A fabric is made up of two sets of yarns arranged together, this is done by weaving. Using coloured paper strips , make different types of weaving patterns .Try to make a pattern which is stretchable. Find out about the most common fabric worn by people of MEGHALAYA.</b>	They gain the understanding of different types of animal fibres and the process of preparation of the fibres into fabric.
<b>JULY</b>	<b>SEPARATION OF SUBSTANCES</b>	Need of separation of substances in a mixture, methods of separation, use of more than one method of separation, water as a solvent, solution.	To impress upon them the need of separation of substances in a mixture, methods of separation, use of more than one method of separation, water as a solvent, solution.  To enable them to find out the various	To observe the solubility of various solid substances in water.  To separate the mixture of sand and iron filling.  To demonstrate the technique of sedimentation decantation and filtration  To find out the various techniques which can be applied to separate different components from	They get an idea of separating mixtures into useful components by various techniques such as :  Sedimentation and decantation, filtration, distillation , separating funnel, sieving , winnowing and many more.

			techniques which can be applied to separate different components from a mixture.	a mixture.	
<b>AUGUST</b>	<b>Measurement and Motion</b>	Story of transport, measurement, measurement of length, concept of rest and motion, types of motion	To narrate them the story of transport. To enable them to understand the basic techniques of measurement, measurement of length, concept of rest and motion, types of motion	To measure the length of a curved line using a thread or a compass.	They are able to understand the basic techniques of measurement, measurement of length, concept of rest and motion, types of motion
<b>SEPTEMBER</b>	<b>Living &amp; Non-</b>	Distinguishing Characteristic with examples, unicellular,	To help them to distinguish living and non-living things. Characteristic	Enlist some five living things and non-living things in your surroundings.	They are able to distinguish living and non-living things. They become aware

	<p><b>Living</b></p> <p><b>Body movements</b></p>	<p>multicellular organisms, and cell structure. difference between living and non-living things.</p> <p>Skeletal system, parts of the skeleton, human body and its movements, joints, muscular system, locomotion in animals.</p>	<p>with examples, unicellular, multicellular organisms, and cell structure.</p> <p>difference between living and non-living things</p> <p>To give them an introduction of skeletal system, parts of the skeleton, human body and its movements, joints, muscular system, locomotion in animals.</p>	<p>To identify the given samples of bone.</p>	<p>of the characteristic of living and non-living things with examples, unicellular, multicellular organisms, and cell structure.</p> <p>An understanding of the organ systems involved in body movements is acquired by the students.</p> <p>They learn about the skeletal system in detail.</p>
<b>OCTOBER</b>	<b>Living Organisms and Their Surroundings</b>	Habitat, components of the environment, adaptation, kinds of habitat,	To introduce the concept of habitat, components of the environment, adaptation, kinds of habitat, Aquatic	<p><b>ART INTEGRATION:</b></p> <p>Make a collage depicting adaptations of animals or plants in a particular habitat.</p>	They are able to understand the concept of habitat, components of the environment, adaptation for desert, water, and polar

			habitats, Terrestrial habitats. Adaptations of living organisms.	<p>You can use materials of your choice or picture cuttings to paste on a sheet of paper. Also find out about the wildlife at DIBANG WILDLIFE SANCTUARY, ARUNACHAL PRADESH and write a short note about any one animal found in that sanctuary and how it is adapted to live in that habitat.</p>	habitats.
	<b>Light, Shadows and Reflections.</b>	Sources of light, transparent, translucent and opaque objects, light travels in a straight line, shadows, characteristics of light, pinhole camera, mirrors and reflection of light	To help them gain knowledge of Sources of light, transparent, translucent and opaque objects, light travels in a straight line, shadows, characteristics of light, pinhole camera, mirrors and reflection of light	<p>To show light travels in a straight line. To study the nature of image formed by a plane mirror.</p>	<p>Students acquire the basic understanding of sources of light, transparent, translucent and opaque objects.</p> <p>Rectilinear propagation i.e. light travels in a straight line, shadows, characteristics of light, pinhole camera, mirrors and reflection of light</p>

<b>NOVEMBER</b>	<b>Changes around us</b>	<p>Reversible changes, irreversible changes, how to make changes take place?</p> <p>Changes caused by heating or cooling by pressures &amp; by mixing.</p>	<p>To classify changes into Reversible changes, irreversible changes, how to make changes take place?</p> <p>Changes caused by heating or cooling by pressures &amp; by mixing.</p>	<p>To observe the state of change in ice to water, the preparation of any food item.</p>	<p>They are able to classify changes into chemical, physical as well as learn the characteristics of each type of change.</p>
<b>DECEMBER</b>	<b>Getting to know plants</b>	<p>Climbers and creepers, parts of a plant, root and shoot systems, the leaf, flowers, Pollination, fertilization, dispersal of seeds</p>	<p>To introduce Climbers and creepers, parts of a plant, root and shoot systems, the leaf, flowers, Pollination, fertilization, dispersal of seeds</p>	<p>To identify different parts in a given sample of flower, shoot system and root system (type of root).</p>	<p>They get the knowledge of various parts of a plant and their functions.</p> <p>They get an understanding that flower is the reproductive part of the plant.</p> <p>They become aware of the structure of flower and functions</p>

					of various parts of flower.
<b>JANUARY</b>	<b>Fun with magnets</b>	Discovery of magnet, natural and artificial magnets, properties of a magnet, magnetic compass, methods of making a magnet, handling magnets, uses of magnets. <b>REVISION</b>	To give them an idea of discovery of magnet, natural and artificial magnets, properties of a magnet, magnetic compass, methods of making a magnet, handling magnets, uses of magnets.	To study the <b>directional property</b> of a magnet. To prove like poles, repel and unlike poles attract.	They get an understanding of basic properties of a magnet.

SUBJECT: VISUAL ART

CLASS- VI

TEXT BOOK: START UP ART & CARFT (Part 6): ACEVISION

MONTH	TOPIC	SUB TOPICS	LEARNING OUTCOMES	INNOVATIVE PEDAGOGY/ART INTEGRATION/INTER DISCIPLINARY APPROACH	ACTIVITY/PRACTICAL/ PROJECT

APRIL	Concept pf Art	About art Colour symbolism Drawing from observation Elements of art (Pg– 3-13)	Making basics of drawing a learning tool to help students open up their mind in being active learner and improve their cognitive skills	Create awareness about the art education as a pedagogical tool to deeper learning	Using pencil and water colour learn the basics from the observation
MAY	BASICS OF DRAWING	2D and 3D shapes Colour Harmony Light, shade and shadow Perspective 3 point perspective (Pg 14- 25) Holiday Assignment Drawing with shapes (Pg 26- 28)	Learning the basics and taking ahead to create or doodle patterns which will help them in reviewing elements and basic geometry.	Integration with Mathematics (Geometry)	Doodle using lines, shapes (2D and 3D) by pencil and water colour and apply the knowledge of light and shade as well Color theory and harmony exercises
JULY	STILL LIFE STUDY	Proportion Drawing and shading Light and space (Pg 29-34)	Understanding the basics and implement them in object drawing and learn to handle different mediums	Implementing “Art” as a pedagogical tool in classroom	Object drawing using colour pencil
AUGUST	NATURE DRAWING	Drawing and rendering of leaves Rendering of tree trunk (Pg 35-44)	Use the basics of drawing skills and understanding as a learning tool	Nature study, drawing and medium demonstration will be given for better understanding and implementation for the final outcome	Different objects of nature drawing using water colour and apply the knowledge of light, sahde and shadow
SEPTEMBER	ANIMAL STUDY and DRAWING	Drawing and rendering of birds and animals (Pg 45-54)	Detail study of animal drawing and learn about the different species	Integration with Science	Detail animal and bird study

<b>MID TERM EXAMINATION</b>					
OCTOBER	LANDSCAPE	Rendering of grassland and cottage (Pg 55-57) Holiday Assignment Rendering and colouring of mud houses (Pg 58)	Integration will strengthen the collaborative teaching and help to understand the topic in a better way	Integration with Science	Outdoor nature drawing using water colour and pencil colours
NOVEMBER	VEHICLES	Drawing and rendering of cars and hot air balloon(Pg 45-46)	Using the knowledge gained from the above topics and soft skills to put together and compose the scene by handling different mediums together	Different artists work can be shown as an experimental learning for Pedagogical teaching	Leran the car and hot air ballon drawing and make a composition out of them
DECEMBER	HUMAN FORM STUDY	Facial Expressions Human Proportion (Pg 48-50) HOLIDAY ASSIGNMENT Portrait study (Pg 67-68)	Learning about the different human postures, proportion, different body parts, detail study to bring out the basic human form	Images and videos of different human postures and different artists human form study can be shown	Detail study od human body, expression and parts using shading pencil, pencil colours



JANUARY	COMPOSITION	Kettle and fruits Pablo Picasso (Pg 69-73)	Understanding and implementing the ways in which arts is used as a tool of learning	Different artists work can be discussed with students for the development of individual style	Compose a drawing keeping in mind kettle and fruits, space, paper balance, proportion, light, shade and shadow using water colour
FEBURARY	<b>ANNUAL EXAMINATION</b>				

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